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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 Topics: Native Americans Communities

By: Jennifer Colson – Elizabeth City-Pasquotank Public Schools Cathy Pennell – Brunswick County

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

The American Association For Gifted Children at Duke University

Topic - Native Americans and Communities Literature Selection – <u>Mystic Horse</u> Author – Paul Goble

Concepts	Themes
Relationships	 Treat others the way you want to be treated. Native Americans had a special connection with nature.
Issues or Debates	Problems or Challenges
 Should we take care of people in need? Following directions Forgiveness 	 Rich versus poor Being courageous
Processes	Theories
 Research Native American life and beliefs Decision making Compare and contrast 	 Native Americans were warlike Native Americans in one tribe all got along with each other
Paradoxes	Assumptions or Perspectives
 "Free Spiritied" people under the same cultural standards as today (classes) "Poor boy" becomes "Big Chief" 	 Native Americans were war-like and brutal Native American had special connections to nature

Topic -

Literature Selection – Author -

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

Topic -

Literature Selection – Author -

Concepts	Themes
Issues or Debates	Problems or Challenges
Processes	Theories
Paradoxes	Assumptions or Perspectives
	<u> </u>

<u>Concept:</u> Relationships

Topic: Native Americans and Communities

Suggested Literature Selection(s): <u>Mystic Horse</u>

Look and Listen for			
Intelligent Behaviors: Thinking About Thinking – Metacognition			
Questioning and Posing Problems			
	Finding Humor		
	Taking Responsible Risks		
Thinking Flexibly			
Thinking and Communicating with Clarity and Precision			
Story Focus – Q	uestioning and Posing Problems		
Taking Responsible Risks			
Thinking Flexibly			
Thinking and Communicating with Clarity and Precision			
Student Activiti	ies		

Thinking Skills Focus: Chapter 9: Describing Analogies, Pages 311 and 319

Topic Focus: Communities

Concept Focus: Relationships Change Over Time

Overarching Generalizations: Relationships are in a state of change.

- In relationships, people often need the help of others
- Relationships need acceptance of others
- Relationships require forgiveness at times

More Complex Generalizations (Two or more concepts):

Change causes relationships to evolve.

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:

- Veterinarians
- Native Americans vs. Today (homes, transportation, different tribes)
- Buffalo used all parts
- Communities (compare and contrast to today) classes
- Folklore

Suggested Vocabulary Words for Discussion:

- abandoned
- bow and arrows
- buffalo
- harvest
- herd
- hesitation
- lariat
- mounted
- mourn
- mysterious
- mystic
- Pawnee
- reins
- squash
- tipi
- weapons

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) Word Cards – Put the vocabulary word on one card and the definition on another. Randomly pass out cards to students. Student with vocabulary card comes to the front and reads the word. Students at desks match his/her definition to the correct word. Words can be put on the board with magnets.

2) Fist List – Draw a card with a vocabulary word. Tell 3, 4, or 5 facts you know about the word.

3) Illustrate a word.

4) Make a personal dictionary for the book "<u>Mystic Horse</u>". Students illustrate a vocabulary word per page.

5) Poetry – Write a haiku.

6) Read the story "<u>The Rough Faced Girl</u>". Compare and contrast Indian life and folklore.

Hooks

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

Generalization: Relationships are in a state of change.

Essential Questions: 1) What is a relationship?

- 2) What causes a relationship to change?
- 3) How would change in a relationship make life different?

Six Facets of Understanding

Facet 1 – EXPLANATION
What are examples of a relationship?
Draw and label a picture showing a type of relationship.
Facet 2 - INTERPRETATION
How do relationships begin?
Story Starter – Ask 5 students to continue the story – "Tommy's dad changed jobs and he moved to a new
town. As he was moving in his new house, a little boy from next door came over to his house and"
Facet 3 - APPLICATION
How are relationships handled differently?
Have students role play three different situations:
1) A bully situation – "Give me that toy."
2) A girl in a situation who needs help finding her pencil
3) A new child in a classroom
Facet 4 - PERSPECTIVE
How is your relationship with an adult different than your relationship with another child?
Complete a double bubble map/Venn Diagram illustrating likes and differences in the two relationships
using pictures or words.
Facet 5 – EMPATHY
How might an adult feel about helping to solve situations with relationships?
Child will role play the part of a teacher, parent, or principal in different situations.
Facet 6 – SELF-KNOWLEDGE
What are my strengths and weaknesses in relationships?
Folding a piece of paper in half, use words or pictures to show things you might do to help a relationship
on one side of the paper and things you might do to hinder a relationship on the other side.

Language Arts 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	
Recall the ways the boy's personal and family relationships change in the story. List them.	Pair with a friend to role-play the relationship between a tribe member and the boy. One take on the role of the boy and another take on the role of a tribe member. The tribe member is laughing at you and your horse. Describe your feelings to the tribe member.	
*How did you use persistence in completing this task?	*Which Intelligent Behavior did you use during this task?	
V <u>*</u> L <u>S</u> M <u>B*P*I</u> N_	V <u>*</u> L_S_M_B <u>*</u> P <u>*</u> I_N	
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling	
With a partner, compare and contrast by completing a Venn Diagram to show the relationships between the Native American community in the story and communities today. (Can use Hula Hoops)	 With a partner, invent a "club" to which a Native American might enjoy belonging. Choose at least three activities: Name your club. Generate a purpose (activities) Design a logo. Explain how your club could promote relationships. Create a club song. Tape record your song to share with the class. 	
*How did you use metacognition during this task?	*Name all the GIBs you used during this activity	
V*L*S M B*P*I N	V <u>*</u> L S <u>*</u> M <u>*</u> B <u>*</u> P I N	

North Carolina First Grade SCOS Objectives:

Language Arts: 2.03, 2.04, 2.05, 2.06, 2.07, 2.09, 3.01, 3.02, 3.03, 3.04, 3.05, 4.10, 4.02, 4.04, 4.06, 5.04, 5.06, 5.07 Math: 1.01, 1.02, 1.03, 1.04, 2.01, 3.01, 3.02, 3.04, 4.01, 5.01, 5.02 Social Studies: 1.02, 1.03, 1.06, 2.02, 2.05, 2.06, 3.01, 3.03, 3.04, 4.04, 5.04, 6.01, 6.02

Real World Connections With Products:

Recall, list, explain, show, use, role play, invent, name, generate, design, create

Real World Applications:

Playwright, director/producer, actor/actress, dramatist, mathematician, statistician, presenter, speaker, lecturer, simulator

Real World Terms:

- Logo
- Role play
- Generate
- Promote
- 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 change over time.

Overarching Generalizations:

Relationships are in a state of change.

More Complex Generalizations (Two or more concepts):

Change causes relationships to evolve.

Essential Question

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

- What is a relationship?
- What causes a relationship to change?
- How would change in a relationship make life different?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper
- Pencils
- Venn Diagram (or 2 hula hoops)
- Art supplies
- Tape recorder/tape

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

- What is a relationship?
- What causes a relationship to change?
- How would change in a relationship make life different?

Intelligent Behaviors:

- How did you use persistence in completing this task?
- Which Intelligent Behavior did you use during this task?
- How did you use metacognition during this task?
- Name all the GIB(s) you used during this activity?

Literary Perspectives:

- How did the boy's relationships change in this story?
- Considering the life of the Native Americans then and our life today, at which time in history would you rather live?
- Have you ever felt like the boy in the story? Explain.
- Do you think there were cliques or groups in "Big Chief's" day? How do you know?

Student/Teacher Reflections

• Did my children learn empathy and how to apply it to their relationships with others.

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	Interpersonal Learner (B) Sensing-Thinking
Create a word problem using the fact family 5, 3, 8 to show the relationship between the numbers.	Work with a friend to show the relationships between 2 shapes. Choose 1 of the following sets: rectangle/triangle square/cube cylinder/circle Describe how they are alike and different in at least 2 ways.
*Which GIB did you use to complete this task?	*How did you use "Questioning and Posing Problems" in this activity?
V <u>*_L *_S_M_B_P_I *_</u> N	V <u>*</u> L <u>*</u> S <u>*</u> M_B <u>*</u> P <u>*</u> I_N_
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
 Using a ruler, create a tipi on paper with the following measurements: bottom – 5 inches 2 sides – 8 inches door – 3 inches tall, 2 inches wide Extension Activity: Add scenery to the paper Cut and glue to construction paper to create a mural What is the relationship between the design of the tipi and hunting buffalo? *Did you use metacognition in this task? Why or why not?	Use pattern blocks to construct a picture about the story. In the picture, you must include 1 tipi, 1 sun, 1 horse, and 1 Big Chief. Use tally marks to show the relationship between the picture and numbers of each shape used. Extension Activity: Exchange blocks and paper with a friend. Reconstruct each other's picture *How did you use "Responsible Risk" in this activity?
Why or why hot: V_*_L_*_S_*_M_B_P_I_* N North Carolina First Grade SCOS Objectives:	V_L <u>*S*M_B*P*I*</u> N_

North Carolina First Grade SCOS Objectives: Language Arts: 2.03, 2.04, 2.05, 2.06, 2.07, 2.09, 3.01, 3.02, 3.03, 3.04, 3.05, 4.10, 4.02, 4.04, 4.06, 5.04, 5.06, 5.07 Math: 1.01, 1.02, 1.03, 1.04, 2.01, 3.01, 3.02, 3.04, 4.01, 5.01, 5.02 Social Studies: 1.02, 1.03, 1.06, 2.02, 2.05, 2.06, 3.01, 3.03, 3.04, 4.04, 5.04, 6.01, 6.02

Real World Connections With Products:

Create, show, describe, construct, use, reconstruct, exchange

Real World Applications:

Writer, mathematician, artist, engineer, graphic designer, carpenter, contractor

Real World Terms:

- Measurements
- reconstruct

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 change over time.

Overarching Generalizations:

Relationships are in a state of change.

More Complex Generalizations (Two or more concepts):

Change causes relationships to evolve

Essential Question(s):

(Include concept and intelligent behavior that leads to deeper understanding of the concept through

exploration of the generalization)

- What is a relationship?
- What causes a relationship to change?
- How would change in a relationship make life different?

Materials Needed for Task Rotation and/or Task Rotation Menu

- paper
- pencil
- ruler
- flat and solid shapes
- pattern blocks
- art supplies

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

- What is a relationship?
- What causes a relationship to change?
- How would change in a relationship make life different?

Intelligent Behaviors:

- Which GIB(s) did you use to complete this task?
- How did you use "Questioning and Posing Problems" in this activity?
- Did you use metacognition in this task? Why or why not?
- How did you use "Responsible Risks" in this activity?

Literary Perspective:

- How might "Mystic Horse" help us to empathize with others?
- How are my views about others shaped?
- What would it be like to walk in the boy's shoes?
- How do you think the boy felt about the horse being shot with the arrow? Why? Explain.
- How is life in the story similar to and different from life today?

Student/Teacher Reflections

- What would I change or do differently the next time I teach this unit?
- What did I like/dislike?

Concept: Relationships

Topic: Native Americans and Communities

Generalization(s): Relationships are in a state of change.

Essential Question(s): 1) What is a relationship?

- 2) What causes a relationship to change?
- 3) How would change in a relationship make life different?

Level	Mastan	Understanding	Self-Expressive	Interpersonal
1	Mastery Fold paper into 4 parts. Illustrate 4 ways that demonstrate how a vet helps animals	Sort cards with pictures of community helpers to show how they are related. Share your reasoning with a partner.	Make a drum or a rain stick. Play your instrument with the song "Ten Little Indians".	With a friend, match the picture cards of animals to the cards with words to describe sounds the animal makes. Try to make the sound.
2	Complete a diagram of a vet's office. Identify the different areas of the office that a vet uses while helping animals.	Complete the bridge map using the following community helpers: teacher, doctor, fireman, policeman, librarian, dentist, veterinarian, and EMT. Show the analogy between the community helper and the job they perform in their community.	Make a drum or a rain stick. Create a beat, rap, or song to use with your instrument. *Extension: Share with the class.	Pull a card from a stack of cards with the names of various pets. Draw a picture of the pet, labeling the body parts. Without showing the picture, read the labels to a partner to see if they can guess your pet.
3	Compose a play showing "Big Chief" taking his sick horse to the vet. Be sure to include everything the vet has to do to treat the horse. *Extension: Present the play to the class.	Read a book about any community helper and complete a report on your person. Share your report with your classmates.	Make a drum or a rain stick. Create a song or rap to use with your instrument and make up a Native American dance to go with your song. *Extension: Share with the class.	Write an editorial telling if you think money should be sent to the SPCA or for medical research. Be prepared to defend your position in a debate.

Real World Connections With Products:

Hear, read, watch, illustrate, fold, complete, identify, compose, present, sort, show, support, share, make, play, create, match, write, defend

Real World Applications:

Artist, writer, playwright, director/producer, actor/actress, graphic designer, architect, vet, musician, dancer, choreographer, composer, lyricist, song writer, editor

Real World Terms:

- Rain stick
- Drum
- EMT
- Vet
- Editorial
- Position
- Defend

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 change over time.

Overarching Generalizations:

Relationships are in a state of change.

More Complex Generalizations (Two or more concepts):

Change causes relationships to evolve

Essential Question(s):

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

- What is a relationship?
- What causes a relationship to change?
- How would change in a relationship make life different?

Materials Needed for Task Rotation and/or Task Rotation Menu

- paper
- pencil
- art supplies
- Community helpers cards
- Pet cards (with pictures and with names)
- Bridge map

- Beans, rocks
- Paper towel rolls (rain stick)

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

- What is a relationship?
- What causes a relationship to change?
- How would change in a relationship make life different?

Intelligent Behaviors:

- How did you use metacognition?
- How did you use "Questioning and Posing Problems"/
- Did you use humor? If so, how and when?
- Did you have to take responsible risks to complete the activities?
- In any of these activities, did you have to think flexibly?
- Did you "Think and Communicate with Clarity and Precision" in completing these activities?

Literary Perspective:

- How would it have been helpful for the boy to have been able to take his horse to the vet?
- What community helpers were in the Native American village?
- Why do you think the Native Americans had drums and rain sticks?
- What other pets do you think Native Americans might have had? Why?

Student/Teacher Reflections:

- Did my students "branch out" and try a new type of activity or did they stay in their comfort zone?
- After this unit, do students appreciate community helpers and their jobs?

Language Arts Student Reflections and Assessments Task Rotation Learning Experience K-2

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

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking	
List ways your personal relationships have changed throughout your life.	Pair with a friend to role-play the relationship between yourself and a classmate who is making fun of your clothes, your project, an answer you gave in class, etc. Describe your feeling to your classmate.	
*How did you think "Communicating with Clarity and Precision" in this exercise?	*Which GIBs did you use to complete this task?	
V <u>*</u> L_S_M_B_P <u>*I*</u> N_	$V \underline{*} L \underline{S} \underline{M} \underline{B} \underline{*} \underline{P} \underline{*} \underline{I} \underline{N}$	
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling	
Working with a partner, complete a Venn Diagram to compare and contrast 2 animals: - dog and horse - cat and chicken - rabbit and fish	 Working with a partner, invent a new club of which you would like to be a member. Choose at least three activities: Name your club. Generate a purpose (activities) Design a logo. Explain how your club could promote relationships. Create a club song. 	
*Which Intelligent Behavior did you use in this exercise?	*How did you use "Questioning and Posing Problems" in this exercise?	
V <u>*L*S_M_B_P*I_N*</u>	V <u>*</u> L <u>S</u> * <u>M</u> * <u>B</u> P <u>*</u> I_N_	

North Carolina First Grade SCOS Objectives:

Language Arts: 2.03, 2.04, 2.05, 2.06, 2.07, 2.09, 3.01, 3.02, 3.03, 3.04, 3.05, 4.10, 4.02, 4.04, 4.06, 5.04, 5.06, 5.07 Math: 1.01, 1.02, 1.03, 1.04, 2.01, 3.01, 3.02, 3.04, 4.01, 5.01, 5.02 Social Studies: 1.02, 1.03, 1.06, 2.02, 2.05, 2.06, 3.01, 3.03, 3.04, 4.04, 5.04, 6.01, 6.02

Real World Connections With Products:

Recall, list, explain, show, use, role play, invent, name, generate, design, create

Real World Applications:

Playwright, director/producer, actor/actress, dramatist, mathematician, statistician, presenter, speaker, lecturer, simulator

Real World Terms:

- Logo
- Role play
- Generate
- Promote
- 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 change over time.

Overarching Generalizations:

Relationships are in a state of change.

More Complex Generalizations (Two or more concepts):

Change causes relationships to evolve.

Essential Question

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

- What is a relationship?
- What causes a relationship to change?
- How would change in a relationship make life different?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper
- Pencils
- Venn Diagram
- Art supplies

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:

- What is a relationship?
- What causes a relationship to change?
- How would change in a relationship make life different?

Intelligent Behaviors:

- How did you "Think and Communicate with Clarity and Precision" in this exercise?
- Which GIB(s) did you use to complete this task?
- Which Intelligent Behavior did you use in this exercise?
- How did you use "Questioning and Posing Problems" in this activity?

Literary Perspective:

- Have you ever known anyone who was raised by a grandparent? How was that different than being raised by a parent?
- The boy was teased because of his horse. Have you ever been teased before? If so, how did you feel?
- The boy and his grandmother were "social outcasts". What do you think a "social outcast" is?
- How is a tribe like a gang?

Student/Teacher Reflections

• Do the students understand about classes in society?

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.

Interpersonal Learner (B) Sensing-Thinking Work with a friend to show the relationships between a rhombus and a triangle. Describe how they are alike and different in at least 2 ways.
*How did you use "Thinking and Communicating with Clarity and Precision?
V_*_L_*_S_*_MB_*_P_*_IN
Self-Expressive Learner (D) Intuitive-Feeling
Use pattern blocks to construct your own picture. In the picture you must include at least 3 objects. Use tally marks to show the relationship between the picture and numbers of each shape used.
*Which GIB(s) did you use to complete this activity?
V_L <u>*</u> S <u>*</u> M_B <u>*</u> P_I <u>*</u> N_

Language Arts: 2.03, 2.04, 2.05, 2.06, 2.07, 2.09, 3.01, 3.02, 3.03, 3.04, 3.05, 4.10, 4.02, 4.04, 4.06, 5.04, 5.06, 5.07 Math: 1.01, 1.02, 1.03, 1.04, 2.01, 3.01, 3.02, 3.04, 4.01, 5.01, 5.02 Social Studies: 1.02, 1.03, 1.06, 2.02, 2.05, 2.06, 3.01, 3.03, 3.04, 4.04, 5.04, 6.01, 6.02

Real World Connections With Products:

Create, show, describe, construct, use, reconstruct, exchange

Real World Applications:

Writer, mathematician, artist, engineer, graphic designer, carpenter, contractor

Real World Terms:

- playhouse
- personal elements

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 change over time.

Overarching Generalizations:

Relationships are in a state of change.

More Complex Generalizations (Two or more concepts):

Change causes relationships to evolve.

Essential Question:

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

- What is a relationship?
- What causes a relationship to change?
- How would change in a relationship make life different?

Materials Needed for Task Rotation and/or Task Rotation Menu

- paper
- pencil
- ruler
- flat and solid shapes
- pattern blocks
- art supplies

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

- What is a relationship?
- What causes a relationship to change?
- How would change in a relationship make life different?

Intelligent Behaviors:

- How did you use "Questioning and Posing Problems" during this activity?
- Did you use humor? If so, how?
- How did you use "Thinking and Communicating with Clarity and Precision"?
- Which GIB(s) did you use to complete this task?

Literary Perspective:

- How might "Mystic Horse" help us to empathize with others?
- How are my views about others shaped?
- What would it be like to walk in the boy's shoes?
- How might the boy feel about the horse being shot with the arrow?
- How is life in the story similar to or different from life today?

Student/Teacher Reflections:

Additional Support Materials:

Favorite Read-Alouds:

- Rough Faced Girl
- Nonfiction books

Finger Plays, Nursery Rhymes and Songs:

• "Ten Little Indians"

Video Clips:

• "Reading Rainbow – Giving Thanks"

Paintings & Prints:

• Samples of Native American artifacts

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



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



Concept: Change

Topic: Communities and Citizenship

By: Jessica Cooper, Murphey Traditional Academy, Guilford County Cynthia Hayes, Peterson Elementary, Robeson 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

Topic -

Literature Selection – Author -

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

Topic -

Literature Selection – Author -

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

Topic - Community and Citizenship Literature Selection – I<u>Can Do That!</u> Author – Linda Arms White Intelligent Behaviors- Persisting, Metacognition, thinking flexibly

Concepts	Themes
Change Power	 Change can generate more change. Change can be positive or negative. Change is necessary for growth. Change can be evolutionary or revolutionary.
Issues or Debates	Problems or Challenges
 Democracy vs. Oppression Men vs. women Progress vs. Regression 	How to gain equal rights between men and women?
Processes	Theories
 Problem-solving Persistence Risk-taking Thinking Flexibly 	 It was a historical tradition that only men voted. Men felt that women were not intelligent enough to cast a vote. It was popular belief that not all people were created equal.
Paradoxes	Assumptions or Perspectives
In the land of the free, freedom was not attainable by everyone.	 Never give up! Believe in yourself! Anything is possible. Stand up for yourself.

Concept: Change Topic: Communities, Citizenship Suggested Literature Selection(s): <u>I Could Do That</u>! By: Linda Arms White

Look and Listen for...

Intelligent Behaviors:

Story Focus: Persistence, Metacognition, Thinking Flexibly

Student Activities: Thinking about thinking, Questioning and Problem-posing, Finding Humor, Taking Responsible Thinking, Thinking Flexibly, Thinking and Communicating with clarity and precision

Thinking Skills Focus: Comparing and contrasting

Topic Focus: Communities, Citizenship

Concept Focus: Change

Overarching Generalizations:

- Change can generate more change.
- Change can be positive or negative.
- Change is necessary for growth.
- Change can be evolutionary or revolutionary.

More Complex Generalizations (Two or more concepts):

• Change can generate power that can generate more 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:

- "Wild West"
- Equal Rights
- History of voting
- United States Government
- Women's Rights- Susan B. Anthony
- Daily lives of women, men and children in the Wild West
- Slavery
- Evolution of Women's Careers

Suggested Vocabulary Words for Discussion:

- Journalism in the United States
- Timelines
- Past and present changes in communities
- Recognize that members of the community are affected by change
- Proper society vs. uncivilized
- Civil War

Kettle, woodstove, steam, strained, teacups, vote, president, mimicking, needle, thread, depending, brave, leg of mutton sleeves, society, millinery, abolitionists, civilization, inheritance, merchant, immigrant, presidential election polls, politics, Constitution, victorious, amendment, citizenship, territory, prairie, saloon, log cabin, printing press, newspaper, proclamation, influential, candidates, introduction of a bill, intelligent, well-educated, legislature, governor, justice of the peace, resignation, clerk of court, ledger, docket, permanently

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: Vocabulary Jumble- Each student will be given a card with a word or definition. They are to walk around the room and match the word and definition. The students will talk with their partner and discuss three things related to that word.

Hooks:

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

Six Facets of Understanding

Facet 1 – EXPLANATION -What caused the change? What are the effects of the change? Activity: Students will work with a partner. One partner will make a set design with manipulatives while the other partner has their back turned. The second partner will look at the design and describe the change. **Facet 2 - INTERPRETATION** - How does change relate to me? Activity: Represent changes in your life through a time line. **Facet 3 - APPLICATION** - How is change applied in the larger world? Activity: Give students a T-chart with a situation or problem and have students propose three ways to change someone's mind. **Facet 4 - PERSPECTIVE** - How is the baby picture similar to or different from your recent picture? Activity: Students will bring in a baby picture and a recent picture. They will compare and contrast on a Venn Diagram. Facet 5 – EMPATHY -What would it be like to walk in a visually impaired person's shoes? Activity: Students will participate in a trust walk activity where one partner will be blindfolded and the other partner will lead them around. The students are to focus on how it would feel to not have sight. When both partners have experienced losing their sight, they will discuss as a class the changes they encountered and how it felt to be visually impaired. Facet 6 – SELF-KNOWLEDGE -How are my views about change shaped by my experiences? Activity: In your journal, reflect back to a time when you experienced change. How did it make you feel?

Read: I Could Do That

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
Construct a timeline about Esther's life. Include major event from the story.	Using a familiar tune, create a song with your group, to retell the story. Make sure your song includes how Esther changed or caused change throughout the story.
What GIB did you use the most to construct your timeline?	When working with your group, what are two GIBS that were most beneficial?
How do timelines show change?	Do you feel music could be a highly effective way to create change within a community?
V_L_x_S_x_M_B_x_P_I_N_	V_x_L_S_M_x_B_P_x_I_N_
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
Create a Venn Diagram, comparing and contrasting Esther to women now. Write a journal entry explaining whether you would like to live during Esther's time or now.	* Teacher will be responsible for providing template. Create a newspaper article or editorial stating your position for or against women gaining the right to vote. Students should generate three points of persuasion to defend their position.
How did Esther's strongest GIB benefit her situation? What GIB would you use to promote change in your community?	What GIB would you need to use to persuade an audience for or against the right for women to vote?
How has change influenced the view of women in our community? What other community groups has change influenced?	Do you think women gaining the right to vote caused positive or negative changes in the community? Tell why.
	V_L_x_S_M_B_x_P_I_x_N
V_L_x_S_x_M_B_x_P_IN	

Real World Connections with Products:

Timeline Song Venn Diagram Newspaper article Editorial

Real World Applications:

Historian, storyteller, composer, lyricist, songwriter, mathematician, statistician, editorial, writer,

Real World Terms

Sequencing, beginning, middle, end, title, dates, melody, tune, lyric, composition, harmony, bridge, beat, category, circle, similar, different, newspaper, persuasive, audience, criticism, controversy, debate, details, stance, opening, conclusion

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 generate more change.
- Change can be positive or negative.
- Change is necessary for growth.
- Change can be evolutionary or revolutionary.

More Complex Generalizations (Two or more concepts):

• Change can generate power that can generate more change.

Essential Question

What caused the change? What are the effects of the change? How does change relate to me? How is change applied in the larger world?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper
- Pencil
- Timeline template
- Newspaper template
- Venn diagram

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How do timelines show change? Why do you think music could be a highly effective way to create change within a community? How has change influenced the view of women in our community? What other community groups has change influenced? Do you think women gaining the right to vote caused positive or negative changes in the community? Tell why.

Intelligent Behaviors:

What GIB did you use the most to construct your timeline? When working with your group, what are two GIBS that were most beneficial? How did Esther's strongest GIB benefit her situation? What GIB would you use to promote change in your community? What GIB would you need to use to persuade an audience for or against the right for women to vote?

Literary Perspectives:

What is the main idea of this story? Share your thoughts about your favorite part of the story. What conclusion can you make about Esther's personality in the story? Suppose women hadn't gained the right to vote, then what would have happened?

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	Interpersonal Learner (B) Sensing-Thinking
In the story, number words were used in various ways. Choose 1 number and create another way to represent that number. (base ten blocks, 25, 2 tens and 5 ones, twenty-five). Students will work independently to get their answer and then discuss with their group to discover other ways to represent that same number.	Using items found on the table, students will determine length of items using unifix cubes. Students will record answers in their math journal and discuss with partner the changes in the amount of unifix cubes.
Why would it be important to learn numbers in various forms?	To have an outcome of a greater measurement, how would your manipulative have to change?
What other GIB would you use besides thinking flexibly to accomplish this task?	In working with your group, what GIB could you improve on?
V_x_L_x_SM_B_x_P_x_I_x_N	V_x L_x S_x M_B x P x I x N_
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
Students will select a bag of various items. Students will use tally marks to monitor the amount of each item in the bag. They will chart the data on a graph. They will discuss the outcome of the graph by analyzing the data.	Students will be given coins and will decide other ways to represent the same amount using different combinations of coins.
In what real life situations, would gathering data and creating graphs be helpful?	When would understanding coins be helpful in your life? What GIBS were used in this activity?
How does data drive change in the community? Which GIBS were used most in this activity?	what GIBS were used in this activity:
V_x_L _x S_x_MB_x_P_x_I_x_N	V_x_L_x_SM_B_x_PI_x_N

Real World Connections With Products:

Graph Journal

Real World Applications:

Mathematician, statistician, author

Real World Terms:

category, title, column, key, label, information, personal, records, genre', money, exchange, change

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 generate more change.
- Change can be positive or negative.
- Change is necessary for growth.
- Change can be evolutionary or revolutionary.

More Complex Generalizations (Two or more concepts):

• Change can generate power that can generate more change.

Essential Question

What caused the change? What are the effects of the change? How does change relate to me? How is change applied in the larger world?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper
- Pencil
- Base ten blocks
- Unifix cubes
- Variety of objects to measure
- Graph template
- Play coins

(Whole Group)

Conceptual Perspectives:

To have an outcome of a greater measurement, how would your manipulative have to change? How does data drive change in the community?

Intelligent Behaviors:

In working with your group, what GIB could you improve on? What other GIB would you use besides thinking flexibly to accomplish this task? Which GIBS were used most in this activity? What GIBS were used in this activity?

Literary Perspective:

How does recognizing numbers in different forms help you become a more fluent reader? Imagine that you are six feet tall, what are some situations that would be easier or harder in life? How did Esther use math in her daily life?

Student/Teacher Reflections

Concept: Change

Topic: Communities and Citizenship

Generalization(s):

- Change can generate more change.
- Change can be positive or negative.
- Change is necessary for growth.
- Change can be evolutionary or revolutionary

Essential Question(s):

What caused the change? What are the effects of the change? How does change relate to me? How is change applied in the larger world?

	Task Rotation Menu			
Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Students will play thumbs up and thumbs down. The teacher will read a list of events. If the events happened in Esther's life, students will show thumbs up. If events did not happen, students will show thumbs down.	Students will fold a piece of paper in half. On one side of the paper, they should create a drawing of a person from Esther's time period. On the other side, they will draw a picture of a person from today's time period. Students will explain the similarities and differences in their pictures.	Students will select pictures from magazines that depict things that change. Students will use the pictures to create a change collage.	Students will generate a picture or story portraying a time when change occurred in their life. Students will discuss with a partner the product and how they felt.
2	Students will examine a group of pictures from <u>I Could Do That</u> and create a timeline using the pictures.	Students will create a cartoon summarizing the story.	Students will design an outfit for people of the future and write a journal entry explaining why they designed that outfit.	Students will create a role play retelling the story using student created props.
3	Construct a timeline about Esther's life. Include major events from the story.	Create a Venn Diagram, comparing and contrasting Esther to women now. Write a journal entry explaining whether you would like to live during Esther's time or now.	* Teacher will be responsible for providing template. Create a newspaper article or editorial stating your position for or against women gaining the right to vote. Students should generate three points of persuasion to defend their position.	Using a familiar tune, create a song with your group, to retell the story. Make sure your song includes how Esther changed or caused change throughout the story.

Task Rotation Menu

Real World Connections with Products:	
Timeline	Editorial
Song	Cartoons
Venn Diagram	Play
Newspaper article	Collage

Real World Applications:

Historian, storyteller, composer, lyricist, songwriter, mathematician, statistician, editorial, writer, cartoonists, playwright, director, actor, actress, artist

Real World Terms

Sequencing, beginning, middle, end, title, dates, melody, tune, lyric, composition, harmony, bridge, beat, category, circle, similar, different, newspaper, persuasive, audience, criticism, controversy, debate, details, stance, opening, conclusion, animated, comic strip, political, balloon, caption, humor, illustration, drama, theatre, stage, skits, glue, paper, scissors, design, decoration, arrangement

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 generate more change.
- Change can be positive or negative.
- Change is necessary for growth.
- Change can be evolutionary or revolutionary.

More Complex Generalizations (Two or more concepts):

• Change can generate power that can generate more change.

Essential Question

What caused the change? What are the effects of the change? How does change relate to me? How is change applied in the larger world?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper
- Pencil
- Crayons
- Coloring pencils
- Props for role play

- Pictures
- Magazines
- Timeline template
- Venn Diagram template

(Whole Group)

Conceptual Perspectives:

Describe the way clothing has changed and list reasons why. How can you explain the ways newspapers and other media cause change in the community

Intelligent Behaviors:

What GIB did you use the most to construct your timeline? When working with your group, what are two GIBS that were most beneficial? How did Esther's strongest GIB benefit her situation? What GIB would you use to promote change in your community? What GIB would you need to use to persuade an audience for or against the right for women to vote?

Literary Perspective:

Describe the ways Esther as a child portrays a change from children today. What are some other ways you can portray changes in your life other than a timeline. What do you think motivated Esther to never give up when pursuing her goals? How can we apply what we've learned to our own lives?

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) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking
Design a newspaper article retelling how Esther created change in her community.	With a partner, produce a bill that you would like to see become a law. Provide evidences to convince our class why it should become a law.
What GIBS do you think newspaper reporters need to be successful journalists?	If we pass your bill, what changes might occur in our classroom?
How can communities use media to create change?	What GIBS did you and your partner use to complete this task?
Do you feel media creates positive or negative changes in the community?	
V_L_x_S_M_B_x_P_I_N_	V_x_ L_x_S M_B_x_P_x_I_N_
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
As we analyze our rules in the classroom, explain what one day would be like without the rules. Design a journal entry telling why rules are important.	Create a poster, poem, song, or speech that would generate change in your world. (on the playground, in the classroom, at home)
What GIBs did you use to complete this task?	What GIBs would a person need to use to create change in their world?
How would our classroom climate change as a result of a day without rules?	What effects would this change cause in your world?
V_L_x_S_M_B_x_P_I_x_N	V_x_LS_x_M_x_B_x_PI_x_N_x_

Real World Connections With Products:

Newspaper articles	Commentary
Journals	Discussion
Diaries	Speeches
Books	Song
Letters	Poem
Debate	Poster

Real World Applications:

Journalists, columnists, editors, writers, publishers, authors, debater, politicians, musician, singer, songwriter, composer, poet, artist, graphic designer

Real World Terms:

Advertisement, cartoon, comic, current events, editorial, headlines, journalism, opinion, press, reporter, edit, design, personal, illustrate, genre', photography, argument, points of view, persuade, evidence, issue, problem, proof, resolution, harmony, tune, chorus, lyrics, alliteration, rhyme, structure, pattern, refrain, create, graphics

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 generate more change.
- Change can be positive or negative.
- Change is necessary for growth.
- Change can be evolutionary or revolutionary.

More Complex Generalizations (Two or more concepts):

• Change can generate power that can generate more change.

Essential Question

What caused the change? What are the effects of the change? How does change relate to me? How is change applied in the larger world?

Materials Needed for Task Rotation and/or Task Rotation Menu

Paper • Pencil

•

- Art materials
- journals

Poster paper

(Whole Group):

Conceptual Perspectives:

How can communities use media to create change? Do you feel media creates positive or negative changes in the community? If we pass your bill, what changes might occur in our classroom? How would our classroom climate change as a result of a day without rules? What effects would this change cause in your world?

Intelligent Behaviors:

What GIBS do you think newspaper reporters need to be successful journalists? What GIBS did you and your partner use to complete this task? What GIBs did you use to complete this task? What GIBs would a person need to use to create change in their world?

Literary Perspective:

In what ways is Esther similar to you? What gifted intelligence behaviors do you feel Esther demonstrated throughout the story? What do you predict would have happened if Esther had not been persistent?

Student/Teacher Reflections

Math Student Reflections and Assessments **Task Rotation Learning Experience** K-2

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

Mastery Learner (A)		
Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking	
In the story, number words were used in various ways. Match the number word to the number. Then, choose 1 number and create other ways to make that number. (base ten blocks, 25, 2 tens and 5 ones, twenty-five)	In a group of 4, draw an outline of one person and then select a manipulative to measure height in nonstandard units such as unifix cubes. Estimate which manipulative will have the greater amount used. Then, measure using a different manipulative and compare the outcomes of each measurement. Explain in your journal which	
Why would it be important to learn numbers in various forms?	nonstandard unit used more and tell why.	
What other GIB would you use besides thinking flexibly to accomplish this task?	To have an outcome of a greater measurement, how would your manipulative have to change?	
V_L_x_S_M_B_x_P_I_N	In working with your group, what GIB could you improve on?	
	V_x_L_x_S_x_MB_x_P_x_IN	
Understanding Learner (C)	Self-Expressive Learner (D)	
Intuitive-Thinking	Intuitive-Feeling	
Students will select a question from the list and gather votes from classmates in their group. Students will use		
tally marks to monitor votes. They will chart the data on	At one time in the story, Esther sold hats in a millinery	
a graph. They will discuss the outcome of the votes by	shop. Create a shop with items of your choice found on	
analyzing the data. Questions:	the table. Set prices and sell to your classmates. Make a chart or price tags to label prices to appropriate items.	
Questions.	Use penny, nickel, dime, and quarter. Use play money	
What kind of ice cream would you prefer to have at the	and give appropriate change. Take turns being the	
class party? Vote for your favorite. Which song would you choose for our family day	customer and clerk. Discuss how the combinations of coins used changed from student to student.	
dance? Vote for your favorite.	coms used enanged from student to student.	
In what real life situations, would gathering data and creating graphs be helpful?	When would understanding coins be helpful in your life?	
How does data drive change in the community?	What GIBS were used in this activity?	
Which GIBS were used most in this activity?		
V_x_L_x_S_x_MB_x_P_x_IN	V_x_L_x_SM_B_x_P x IN	

Real World Connections With Products:

Graph Journal Store

Real World Applications:

Mathematician, statistician, author, cashier, buyer

Real World Terms:

category, title, column, key, label, information, personal, records, genre', money, exchange, change, products, change, currency

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 generate more change.
- Change can be positive or negative.
- Change is necessary for growth.
- Change can be evolutionary or revolutionary.

More Complex Generalizations (Two or more concepts):

• Change can generate power that can generate more change.

Essential Question

What caused the change? What are the effects of the change? How does change relate to me? How is change applied in the larger world?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper
- Pencil
- Play money
- Store items
- Graph template

- Number word cards
- Number cards
- Math manipulatives
- Journals
- Unfix cubes

(Whole Group)

Conceptual Perspectives:

Why would it be important to learn numbers in various forms? To have an outcome of a greater measurement, how would your manipulative have to change? In what real life situations, would gathering data and creating graphs be helpful? How does data drive change in the community? When would understanding coins be helpful in your life?

Intelligent Behaviors:

What other GIB would you use besides thinking flexibly to accomplish this task? In working with your group, what GIB could you improve on? Which GIBS were used most in this activity? What GIBS were used in this activity?

Literary Perspective:

How many different ways could you use money in a community? What other ways could graphs be useful in the community?

Student/Teacher Reflections:

Additional Support Materials:

Favorite Read-Alouds:

Arthur Meets the President Duck for President My Teacher for President Papa's Mark

Finger Plays, Nursery Rhymes and Songs: Yankee Doodle

Humpty Dumpty

Video Clips:

Charlie Brown Video School House Rock

Paintings & Prints:

Susan B. Anthony coins Pictures of women voting Newspaper articles

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 First Grade

David Everett & Mandi Youngeved@bcswan.netmyoung@bcswan.net

Brunswick County Belville Elementary

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 – *The Bake Shop Ghost* Author - Jacqueline K. Ogburn

Concepts	Themes
Relationships Acceptance or Rejections	Measurement - recipe Geography 100 th day of school Birthday's and Holiday's Jobs/Community Helpers Weather Dessert Character Education Technology Culture (food)
Issues or Debates	Problems or Challenges
Value People Not taking others for granted Persistence	Perfection (Striving for accuracy) Listening with Understanding and Empathy
Processes	Theories
Problem solving Number sense (counting) Writing process Map skills Measurement Compare/Contrast Estimation	People have more similarities than differences.
Paradoxes	Assumptions or Perspectives
Bullying others when you really want a friend.	Persistence pays off. Different people can't work together.

Concept: Relationships Topic: Communities

Suggested Literature Selection(s): The Bake Shop Ghost

Look and Listen for...

Intelligent Behaviors: Thinking about Thinking (Metacognition), Thinking Flexibly, Questioning and Posing Problems, Taking Responsible Risks, Finding Humor, Thinking and Communicating with Clarity and Precision

Story Focus: Thinking Flexibly, Questioning and Posing Problems, Persisting, Creating, Imagining, and Innovating, Taking a Responsible Risk, Striving for Accuracy, Listening with Understanding and Empathy, Applying Past Knowledge to New Situations

Student Activities: Thinking Flexibly, Questioning and Posing Problems, Persisting, Creating, Imagining, and Innovating, Taking a Responsible Risk, Striving for Accuracy, Listening with Understanding and Empathy, Applying Past Knowledge to New Situations, Remaining Open to Continuous Learning, Metacognition

Thinking Skills Focus: Chapter 6 – Describing Similarities and Differences

Topic Focus: Communities

Concept Focus: Relationships

Overarching Generalizations:

- 1. Relationships can be temporary or permanent.
- 2. Relationships require time to develop.
- 3. Relationships can be simple or complex.
- 4. Relationships can be harmonious and discordant.

More Complex Generalizations (Two or more concepts):

- 1. Relationships will bring about change.
- 2. Relationships can cause conflict.

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:

- **4** Community Helpers
- \rm Death
- Holidays -100^{th} day of school
- **4** Recipes
- **4** Cuisines
- ↓ Character Education Bullying, Self Esteem
- **4** Measurement (standard and non-standard)
- ↓ Geography map skills
- 4 Desserts
- **Weather**
- ↓ Technology advertising

Suggested Vocabulary Words for Discussion:

Vocabulary

Vocabulary:	<u>Supplement Voca</u>	<u>bulary</u>
Astonished	Meringue	Tiramisu
Flummoxed	Strudel	Torte
Devoured	Petits	Babkus
Brimming	Typhoon	Panforte
Luscious	Tsunami	Bundts
Scorched	Éclairs	Assembled
Inspiration	Confectioners'	Cannolis
	Marzipan	Cuisine
	Asia	
	Argentina	
	Vienna	
	Paris	
	Rome	

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. Concentration (words, pictures)
- 2. Fist of Five
- 3. Wheel of Words (modified Wheel of Fortune)
- 4. Mix 'n Match

Hooks:

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

Essential Question(s): What are the relationships you observed? What are some temporary relationships? What are some permanent relationships?

Six Facets of Understanding

Facet 1 – EXPLANATION

Complete a circle map to define the various relationships in your life. What are some examples of relationships that you have?

Facet 2 - INTERPRETATION

What is your personal meaning to relationships? Students will record this in their journal.

Facet 3 - APPLICATION

Read the book, *Accept and Value Each Person* by, Cheri J. Meiners. How would you change and modify the story? Think, Pair, Share.

Facet 4 - PERSPECTIVE

In a whole group setting, discuss the advantages and disadvantages of relationships. Record thoughts on a "T" chart.

Facet 5 – EMPATHY

What makes a good friend?What are the characteristics of a best friend?How might people feel about you?On poster size paper, draw a self-portrait and show 6 characteristics about yourself.

Facet 6 – SELF-KNOWLEDGE

How do I know that I can trust my classmates? Activity: In pairs, the students will stand one in front of the other. On signal the student in front will lean back as student behind him/her catches the student in front. Discuss what you felt. How did I know that I could trust him/her? Repeat with other student.

Read: The Bake Shop Ghost **Task Rotation Learning Activities**

First 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	
Given pictures of professionals within a community, the student will name their occupation and explain what their role is. What gifted intelligent behaviors did you use? Do you have a personal relationship with any of these leaders? $V \sqrt{L_S M_B P_I N_}$	Compose a letter to a professional in the community requesting that individual to make a class visit/presentation. What relationship do you have with this person? What gifted intelligent behavior did you use? $V \sqrt{L} \sqrt{S} M B P I \sqrt{N}$	
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling	
Examine two different menus. Compare and contrast using a graphic organizer or thinking map. What gifted intelligent behaviors did you use? What relationships did you notice?	If there were two bake shops in the community, what relationships would you recognize? Explain in a journal. What gifted intelligent behaviors did you use?	
V <u>√</u> L_S <u>√</u> M_B_P_I_N_	V <u>√</u> L_S_M_B_P_I_N_	

Real World Connections With Products:

- **4** Community professionals
- \rm Henus

Real World Applications:

- **4** Occupations
- **4** Role and responsibilities
- **Community** professionals

Real World Terms:

- **4** Community
- **4** Professional
- \rm Leader

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:

- 1. Relationships can be temporary or permanent.
- 2. Relationships require time to develop.
- 3. Relationships can be simple or complex.
- 4. Relationships can be harmonious or discordant

More Complex Generalizations (Two or more concepts):

- 1. Relationships will bring about change.
- 2. Relationships can cause conflict.

Essential Question

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

- 1. What are the relationships you observed?
- 2. What are some temporary relationships?
- 3. What are some permanent relationships?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Graphic organizer, thinking maps
- Pictures of community professionals
- Journals, pencil, paper
- Menus

- 1. What are the relationships you observed?
- 2. What are some temporary relationships?
- 3. What are some permanent relationships?

(Whole Group)

Conceptual Perspectives:

- **4** Relationships
- ♣ Acceptance or rejection

Intelligent Behaviors:

Thinking about Thinking (Metacognition), Thinking Flexibly, Questioning and Posing Problems, Taking Responsible Risks, Finding Humor, Thinking and Communicating with Clarity and Precision

Literary Perspectives:

- **What other community professionals could Annie have gone to for more recipes?**
- Suppose Annie could not satisfy Cora Lee, how would their relationship differed at the end of the story?

Student/Teacher Reflections:

Through collaborative planning with guidance personnel, students will be involved in a banquet which they choose to invite different community professionals (student invitations).

Math Task Rotation Learning Activities

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

Pair up students. Given a liquid in a container and various standard and non-standard measurement tools, student (B) will judge Student (A) on his/her accuracy for selecting the appropriate measuring tool to measure the liquid. Students will switch roles and repeat. What gifted intelligent behaviors did you use? What are the relationships you observed while judging the other student.
V <u>√</u> L <u>√</u> S_M_B <u>√</u> P <u>√</u> I_N_
Self-Expressive Learner (D) Intuitive-Feeling
Generate other measurement tools you could use to measure more efficiently. Design a new measurement tool that you could use to measure as efficiently as a standard or non- standard tool. What gifted intelligent behaviors did you use? What are the relationships you observed as you design you new measurement tool? $V\sqrt{L}\sqrt{S}/M_B_P_I_N_$

Real World Connections with Products:

4 Approximating and measuring with non-standard units

Real World Applications:

Approximating and measuring with standard units

Real World Terms:

- 4 Measuring
- \rm Capacity
- ↓ Tablespoon, Cups (1 whole, ½,¼), Pints, Quarts, Liter, Gallon

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:

- 1. Relationships can be temporary or permanent.
- 2. Relationships require time to develop.
- 3. Relationships can be simple or complex.
- 4. Relationships can be harmonious and discordant.

More Complex Generalizations (Two or more concepts):

- 1. Relationships will bring about change.
- 2. Relationships can cause conflict.

Essential Question(s):

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

- 1. What are the relationships you observed?
- 2. What are some temporary relationships?
- 3. What are some permanent relationships?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Clear plastic cups with varying amounts of liquid
- Standard and non-standard measuring tools
- Tall clear cylinder
- Short clear cylinder
- Paper, pencil
- Venn diagram/double bubble map (blank)

- 1. What are the relationships you observed?
- 2. What are some temporary relationships?
- 3. What are some permanent relationships?

(Whole Group)

Conceptual Perspectives:

4 Relationships

Intelligent Behaviors:

Thinking about Thinking (Metacognition), Thinking Flexibly, Questioning and Posing Problems, Taking Responsible Risks, Finding Humor, Thinking and Communicating with Clarity and Precision

Literary Perspective:

- **What might have happened if Cora Lee did not measure properly?**
- How would you measure Cora Lee and Annie's relationship?
- How do you think Annie learned how to measure?

Student/Teacher Reflections

Create Ghost-Pleasing Chocolate Cake from the book to demonstrate the understanding of measurement.

Concept: Relationships **Topic:** Community **Generalization(s):**

1. Relationships can be temporary or permanent.

- 2. Relationships require time to develop.
- 3. Relationships can be simple or complex.
- 4. Relationships can be harmonious and discordant.

Essential Question(s):

- 1. What are the relationships you observed?
- 2. What are some temporary relationships?
- 3. What are some permanent relationships?

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Restate <i>The Bake</i> <i>Shop Ghost</i> in your own words.	How are Cora Lee and Annie similar? Use a Venn diagram to support your assumptions.	Create a placemat pattern that shows your favorite cuisine.	Role play an event from <i>The Bake</i> <i>Shop Ghost</i> with a classmate.
2	Given a community map, determine the shortest route to get from Annie and Cora Lee's bake shop to the public library.	Defend a bully's actions and his/her victim. Debate both point of views.	Draw your own tsunami and compose a forecast about your drawing either in writing or on tape.	Re-illustrate the events of <i>The Bake</i> <i>Shop Ghost</i> with a partner.
3	Prepare a game that reviews the vocabulary from <i>The Bake Shop</i> <i>Ghost.</i>	Compare and contrast the desserts in <i>The</i> <i>Bake Shop Ghost</i> to your favorite 3 desserts. Use a double bubble map to show how they are alike and different.	Create an advertisement for Annie and Cora Lee's bake shop. Use a word processing program and add at least two clip- art pictures.	Collect, assemble, and compose a class recipe book. Share and distribute as gifts for parents (Christmas, Mother's Day, Father's Day, etc).

Task Rotation Menu

Real World Connections With Products:

- Recipes and cuisines
- Map skills
- 🖊 Weather
- 4 Advertisements
- ✤ Technology

Real World Applications:

- Culinary skills/cooking
- ↓ Measurement
- **Weather events**
- **4** Advertising

Real World Terms:

- \rm Cuisine
- \rm 🖊 Tsunami
- **4** Assumptions
- Directional words
- **Technology**
- 🖊 Media

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:

- 1. Relationships can be temporary or permanent.
- 2. Relationships require time to develop.
- 3. Relationships can be simple or complex.
- 4. Relationships can be harmonious and discordant.

More Complex Generalizations (Two or more concepts):

- 1. Relationships will bring about change.
- 2. Relationships can cause conflict.

Essential Question:

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

- 1. What are the relationships you observed?
- 2. What are some temporary relationships?
- 3. What are some permanent relationships?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper (journal)and pencil
- Venn diagram (prepared)
- Placemat pattern
- Drawing/Art paper, glue scissors
- Community map (prepared to match the book)
- Empty boxes
- Tape recorder with blank tapes
- Index cards
- Double bubble map
- Word processing program
- Computer/Printer
- Recipes from home

MetaCognitive Discussion (Essential Questions):

- 1. What are the relationships you observed?
- 2. What are some temporary relationships?
- 3. What are some permanent relationships?

(Whole Group)

Conceptual Perspectives:

- **4** Relationships
- ♣ Acceptance or rejection

Intelligent Behaviors:

Thinking about Thinking (Metacognition), Thinking Flexibly, Questioning and Posing Problems, Taking Responsible Risks, Finding Humor, Thinking and Communicating with Clarity and Precision

Literary Perspective:

- What other community professionals could be similar to Annie and Cora Lee?
- ↓ Why would someone want to bully someone else?
- Suppose your parents read the weekly advertisements, what would persuade them to shop at one store over another?

Student/Teacher Reflections:

Take a field study to the local news broadcasting company. Interview the head newscaster and the meteorologist. Tour the advertising section and interview the chief advertising agent. In quads, illustrate what you have learned from your field study.

Student Reflections and Assessments Task Rotation Learning Experience

First Grade 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 an envelope containing community professional titles and the roles each perform. Select and determine appropriate roles. Students will organize their materials in a tree map. What gifted intelligent behaviors did you use? What relationships do you observe?	Compose interview questions with a peer prior to community professional visit. Interview the community professional upon class visit. Share your thoughts about their responses. What gifted intelligent behaviors did you use? Describe the relationships you observed?
V <u>√</u> L <u>√</u> S <u>√</u> M_B_P_I_N_	V <u>√</u> L_S_M_B_P <u>√</u> I_N_
Understanding Learner (C)	Self-Expressive Learner (D)
Intuitive-Thinking	Intuitive-Feeling
Examine two similar menus. Compare and	Reflect back to <i>The Bake Shop Ghost</i> .
contrast. Evaluate using a rubric provided by	Compose a song using a familiar tune that
the teacher and rate the better of the two.	compares Annie's bake shop to Cora Lee's.
What gifted intelligent behaviors did you use?	What gifted intelligent behaviors did you use?
What relationships did you use when	What relationships existed between the two
evaluating the menus?	bakers?
$V \underline{\checkmark} L \underline{\checkmark} S \underline{\checkmark} M _ B _ P _ I _ N _$	V <u>√</u> L <u>√</u> SM <u>√</u> BP_I_N

Real World Connections With Products:

- **4** Community professionals
- \rm Henus

Real World Applications:

- **4** Occupations
- **4** Role and responsibilities
- Community professionals

Real World Terms:

- **4** Community
- **4** Professional
- \rm Leaders

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:

- 1. Relationships can be temporary or permanent.
- 2. Relationships require time to develop.
- 3. Relationships can be simple or complex.
- 4. Relationships can be harmonious and discordant.

More Complex Generalizations (Two or more concepts):

- 1. Relationships will bring about change.
- 2. Relationships can cause conflict.

Essential Question

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

- 1. What are the relationships you observed?
- 2. What are some temporary relationships?
- 3. What are some permanent relationships?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Envelopes with word cards inside
- Paper, pencil
- Menus (similar)

- 1. What are the relationships you observed?
- 2. What are some temporary relationships?
- 3. What are some permanent relationships?

(Whole Group)

Conceptual Perspectives:

- **4** Relationships
- ♣ Acceptance or rejection

Intelligent Behaviors:

Thinking about Thinking (Metacognition), Thinking Flexibly, Questioning and Posing Problems, Taking Responsible Risks, Finding Humor, Thinking and Communicating with Clarity and Precision

Literary Perspectives:

- What other community professionals could Cora Lee have gone to for more dessert recipes?
- Suppose Annie did satisfy Cora Lee's demands immediately, how would their relationship differ at the end of the story?

Student/Teacher Reflections:

Plan, design, and conduct a class "wax museum" of community professionals based upon student choice.

Math Student Reflections and Assessments Task Rotation Learning Experience

First 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
Given pictures of varying levels of water in cups (5-6), students will organize by cutting and pasting in order from least to greatest.	Choose a liquid measurement tool. You and a partner illustrate a picture of that tool. Write a script that explains the relationship to your life
What gifted intelligent behavior did you use? What are the relationships you observed among the pictures?	and the community. Choose members of your class to act out the script. What gifted intelligent behaviors did you use?
V <u>√</u> L <u>√</u> S <u>√</u> M_B <u>√</u> P_I_N_	V <u>√</u> L_S <u>√</u> M_B <u>√</u> P <u>√</u> I_N_
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
Choose the most appropriate measurement tool (standard or non-standard) and defend your choice. List 3 reasons why you are defending it and what GIB did you use? What relationships do you observe?	Give students a liquid measurement tool. Illustrate a picture of that tool, then compose a narrative that portrays that tool. Display your work. What gifted intelligent behaviors did you use? What relationships do you observe between the pictures and the narratives?
$V \underline{/}L \underline{S} \underline{M} \underline{B} \underline{P} \underline{I} \underline{N}$	V <u>√</u> L_S <u>√</u> M_B <u>√</u> P <u>√</u> I_N_

Real World Connections with Products:

- **4** Standard measurement devices
- ♣ numbers
- **4** part to whole
- ♣ sequencing

Real World Applications:

- **4** applying it in real world situation
- \downarrow move from concrete to abstract

Real World Terms:

- **4** measure
- 🖊 accuracy

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:

- 1. Relationships can be temporary or permanent.
- 2. Relationships require time to develop.
- 3. Relationships can be simple or complex.
- 4. Relationships can be harmonious and discordant.

More Complex Generalizations (Two or more concepts):

- 1. Relationships will bring about change.
- 2. Relationships can cause conflict.

Essential Question(s):

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

- 1. What are the relationships you observed?
- 2. What are some temporary relationships?
- 3. What are some permanent relationships?

Materials Needed for Task Rotation and/or Task Rotation Menu

- 5-6 pictures of varying levels of water in cups
- Standard vs. non-standard liquid measurement tools
- Drawing paper, crayons, markers, pencils, writing paper
- Examples of real life measuring tools

- 1. What are the relationships you observed?
- 2. What are some temporary relationships?
- 3. What are some permanent relationships?

(Whole Group)

Conceptual Perspectives:

4 Relationships

Intelligent Behaviors:

Thinking about Thinking (Metacognition), Thinking Flexibly, Questioning and Posing Problems, Taking Responsible Risks, Finding Humor, Thinking and Communicating with Clarity and Precision

Literary Perspective:

- How would Annie's relationship be affected if she altered the measurements of the recipe?
- How would Annie's recipes turn out without Cora Lee in the bake shop?

Student/Teacher Reflections

Bring a recipe from home to class of your favorite dessert. As a class we will reach consensus and choose one to prepare and sample.

Additional Support Materials:

Favorite Read-Alouds:

↓ Accept and Value Each Person by, Cheri J. Meiners.

- - Familiar early childhood song tunes

Video Clips:

Paintings & Prints:

- **H** Bright Idea picture cards containing:
 - Community professionals
 - Community buildings

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?

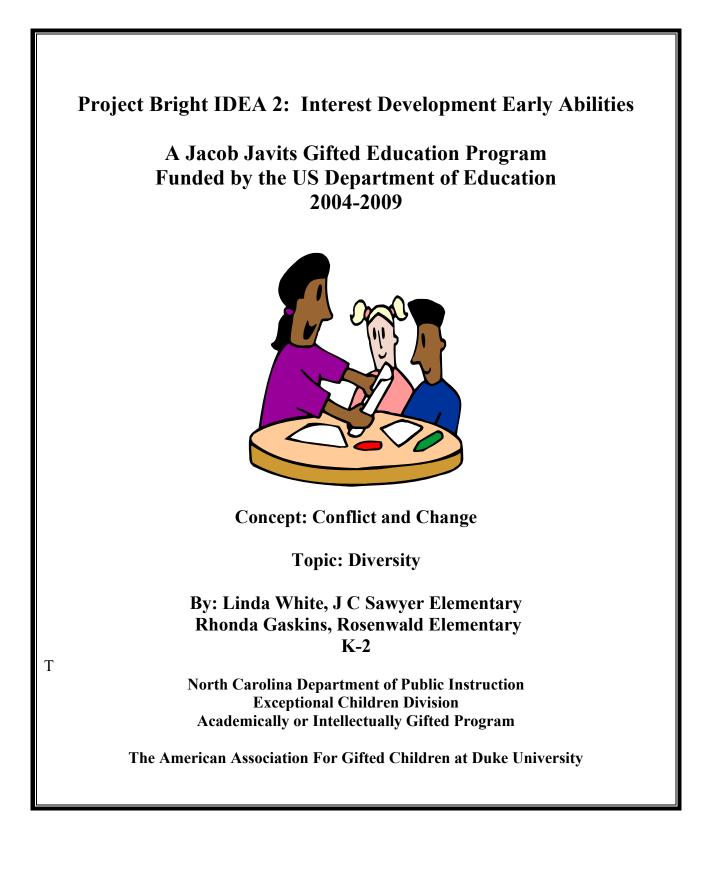
5. What were "ah ha's?" for the students? For teachers?

"Additional Comments

APPENDIX

A

Additional Instructional Concept-Based Activities



Big Ideas Manifested

Topic - Diversity

Literature Selection -Henry and the Kite Dragon Author - Bruce Edward Hall

Concepts	Themes
Conflict, Change, Relationships, Power (influence), Patterns	Conflict Resolution
Issues or Debates	Problems or Challenges
Good vs Evil Right vs Wrong Acceptance vs Rejection	Lack of understanding Lack of tolerance Cultured Differances
Processes	Theories
Communication Making connections Acceptance	Education leads to understanding Knowledge is power
Paradoxes	Assumptions or Perspectives
The same, but different.	Diversity creates change! Different is good!

Concept: Conflict and Change Topic: Diversity

Suggested Literature Selection(s): Henry and the Kite Dragon

Look and Listen for...

Intelligent Behaviors

Story Focus – Listening with understanding and empathy

Student Activities – Thinking About Thinking/Meta-cognition, Questioning and Posing Problems, Finding Humor, Taking Responsible Risks, Thinking Flexibly, Thinking and Communicating with Clarity and Precision

Thinking Skills Focus: (Building Thinking Skills, Chapt. 6)

Topic Focus: Diversity

Concept Focus: Conflict and Change

Overarching Generalizations:

- Change is inevitable
- Change is necessary for growth
- Change is revolutionary

More Complex Generalizations (Two or more concepts):

*<u>conflict creates</u> (positive or negative) <u>change</u> (domino effect / cause and effect)

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 do you solve problems? How do you feel/respond to differences? Suggested Vocabulary Words for Discussion:

dumplings crates rice paste brisk homing pigeon reverse overcast lasso rice paper jeered sputtered diversity spiraling majestic conflict

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:

Vocabulary and definitions will be written on the tail of the kite.

Hooks: (<u>Understanding by Design</u>, page 155)

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

Six Facets of Understanding

Facet 1 – EXPLANATION

Explain the similarities/differences of these people (use picture cards).

How are these people alike and different?

Facet 2 – INTERPRETATION

(think, pair, share)

How does change/conflict relate to me or us?

How did you feel about these conflict and changes?

Facet 3 – APPLICATION

Role play – Scenarios- Pair/Share

How did you solve the conflict?

Facet 4 – PERSPECTIVE

Read aloud various versions of The Three Little Pigs. Discuss the different perspectives and resolutions of each.

How were they the same and different?

Facet 5 – EMPATHY

Choose one of the pigs and write about how you would resolve their conflict – draw a picture to show your feelings.

How did you feel?

Facet 6 – SELF-KNOWLEDGE

How have you changed since the beginning of school?

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
Identify 3 situations where problem solving strategies were used in Henry and the Kite Dragon. List one strategy for each.	Formulate questions to determine your atttitude towards diversity.
What Intelligent Behavior did you use?	Which Intelligent Behavior reflects your attitude?
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
To understand diversity, you must accept change. Choose 2 intelligent behaviors displayed by Henry and his grandfather. Demonstrate how they help in this process of how the boys in the story changed.	Listen to the song "Ebony and Ivory" by Paul McCartney and "We Are Family" by Sister Sledge. Create a poster that communicates the messages in the songs through words and pictures. Focus on our essential questions and generalizations.
Which intelligent behavior is most dominant?	Which song demonstrated the greatest influence with the intelligent behaviors?
V* L_S_M_B* P_I* N_	V* LS* M* B* P* IN

Real World Connections With Products: Identify, formulate, demonstrate, create

Real World Applications: Artist, scientist, researcher, teacher

Real World Terms: Gather, draw, display, illustrate, present

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 and Change

Overarching Generalizations: Change is inevitable. Change is necessary for growth. Change is revolutionary.

More Complex Generalizations (Two or more concepts): Changing the way you think creates opportunities for new beginnings. When one faces diversity, it brings about changes. Those changes can be positive or negative.

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

What intelligent behaviors do you use when trying to resolve conflicts and accept diversity?

Materials Needed for Task Rotation and/or Task Rotation Menu

• Audio recording and copy of lyrics of Paul McCartney's song <u>Ebony</u> and <u>Ivory</u> and <u>Sister Sledge's song We Are Family</u>

MetaCognitive Discussion (Essential Questions): How does conflict create new beginnings in everyones life?

(Whole Group)

Conceptual Perspectives:

- 1. Is conflict positive or negative?
- 2. Is diversity necessary for growth?
- 3. Is conflict revolutionary or evolutionary?

Intelligent Behaviors:

What intelligent behaviors did the characters in Henry and the Kite Dragon demonstrate? What intelligent behaviors did you use to complete the task rotations? How do you demonstrate those behaviors daily? Which intelligent behaviors do you think you need to work on in our next unit of study?

Literary Perspectives:

- 1. Choose five or more words to describe the book "Henry and the Kite Dragon?"
- 2. Draw a picture about the story and share with a family.

Student/Teacher Reflections

- 1. What were the strengths of this lesson?
- 2. Did the lesson activities reveal student behaviors that were the focus of the lesson?
- 3. Discuss how each behavior manifested itself?
- 4. What would you change or add the next time you taught this lesson?
- 5. What were the "aha's" in the presentation for the students?

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 Make a shape booklet identifying two and three dimensional geometric figures. Which intelligent behaviors did you use to complete this task?	Interpersonal Learner (B) Sensing-Thinking With a partner use two and three dimensional geometric figures to create your own shape. Then use the figures to make a given shape. How did your thinking change in the new task? Which intelligent behaviors did you use to complete this task?
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
Create a graph showing the number of edges and faces on select geometric figures. Analyze your data. How did your thinking change in doing this	Using magazines and pictures or drawings, find examples of two and three dimensional shapes and make a collage.
task? Which intelligent behaviors did you use to complete this task?	How did your thinking change in the new task? Which intelligent behaviors did you use to complete this task?
V* L* S* M_B* P* I_N_	V_L* S* M_B* P_I* N_

Real World Connections With Products: Make, create, analyze

Real World Applications: Scientist, researchers, teachers

Real World Terms: Gather, collect, draw, display, illustrate

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 and Change

Overarching Generalizations: Change is inevitable. Change is necessary for growth. Change is revolutionary.

More Complex Generalizations (Two or more concepts): Changing the way you think creates opportunities for new beginnings. When one faces diversity, it brings about changes. Those changes can be positive or negative.

Essential Question

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

What intelligent behaviors do you use when trying to resolve conflicts and accept diversity?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper, examples of two and three dimensional figures
- Graph paper, markers, magazines and poster board

MetaCognitive Discussion (Essential Questions): As you manipulate geometric shapes, how does your design change?

(Whole Group)

Conceptual Perspectives:

- 1. Do numbers and shapes change? How?
- 2. After analyzing data, do you see likes and differences among the shapes?
- 3. How has your understanding of geometric shapes changed through these activities?

Intelligent Behaviors:

What intelligent behaviors did you use to complete these task? How do you demonstrate and use these shapes daily?

Literary Perspective: Create a geometric pattern that might be found on grandfather's kite.

Student/Teacher Reflections

1. What were the strengths of this lesson?

2. Did the lesson activities reveal student behaviors that were the focus of the lessson?

- 3. Discuss how each behavior manifested itself?
- 4. What would you change or add the next time you taught this lesson?
- 5. What were the "aha's" in the presentation for the students?

Concept: Conflict and Change Topic: Diversity Generalization(s): Change is inevitable. Change is necessary for growth. Change is revolutionary.

Essential Question(s): What intelligent behaviors do you use when trying to resolve conflicts and accept diversity?

Task Rotation Ivienu				
Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Use a story map to record the main events in sequence of Henry and the Kite Dragon.	Draw a picture of the time in the story when every thing changed for the boys.	Construct a kite. Decorate your kite with 2 intelligent behaviors used to solve conflicts.	Mix and Match game using vocabulary words. Children must justify their word association.
2	Use a story map to record the main events in sequence of Henry and the Kite Dragon. Label each picture.	Predict what might have happened if the had not solved their conflict.	Construct a kite. Decorate your kite with 5 intelligent behaviors used to solve conflicts.	Formulate 5 questions to determine your atttitude towards diversity.
3	Identify 3 situations where problem solving strategies were used in Henry and the Kite Dragon. List one strategy for each.	To understand diversity, you must accept change. Choose 2 intelligent behaviors displayed by Henry and his grandfather. Demonstrate how they help in this process of how the boys in the story changed.	Listen to the song "Ebony and Ivory" by Paul McCartney and "We Are Family" by Sister Sledge. Create a poster that communicates the messages in the songs through words and pictures. Focus on our essential questions and generalizations.	Formulate 7 questions to determine your atttitude towards diversity.

Real World Connections With Products:

Record, construct, justify, predict, draw, formulate, identify, choose, demonstrate, listen, create

Real World Applications: Engineer, scientist, counselor, attorney, artist

Real World Terms: Sequence, gather, display, illustrate, collect, compose

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 and Change

Overarching Generalizations: Change is inevitable. Change is necessary for growth. Change is revolutionary.

More Complex Generalizations (Two or more concepts):

Changing the way you think creates opportunities for new beginnings. When one faces diversity, it brings about changes. Those changes can be positive or negative.

Essential Question

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

What intelligent behaviors do you use when trying to resolve conflicts and accept diversity?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper, string and index cards
- Audio recording and copy of lyrics of Paul McCartney's song <u>Ebony</u> and <u>Ivory</u> and <u>Sister Sledge's song We Are Family</u>

MetaCognitive Discussion (Essential Questions): How has diversity changed the world? (Whole Group)

Conceptual Perspectives:

- 1. Is conflict universal?
- 2. Where does conflict happen?
- 3. Does conflict always result in change?

Intelligent Behaviors:

What intelligent behaviors did the characters in Henry and the Kite Dragon demonstrate? What intelligent behaviors did you use to complete the task rotations?

How do you demonstrate those behaviors daily?

Which intelligent behaviors do you think you need to work on in our next unit of study?

Literary Perspective:

Use your story map to share the story with your parents. Explain the intelligent behaviors used in the book to solve the conflict. Discuss any changes that took place.

Student/Teacher Reflections:

- 1. What were the strengths of this lesson?
- 2. Did the lesson activities reveal student behaviors that were the focus of the lessson?
- 3. Discuss how each behavior manifested itself?
- 4. What would you change or add the next time you taught this lesson?
- 5. What were the "aha's" in the presentation for the students?

Student Reflections and Assessment 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 List problem solving strategies that you have used in your life. Which strategy works best for you? How do you know? Which intelligent behaviors did you use with these strategies?	Interpersonal Learner (B) Sensing-Thinking Recall a time when you used a problem solving strategy. Think, pair and share with your shoulder partner. Was the strategy effective? How do you know? What intelligent behavior did you use during this rotation?
V+ L_ S_ M_ B_ P+ I_ N_	V+ L_S_M_B_P + I_N_
Understanding Learner (C) Intuitive-Thinking Question and interview a student that you want to know more about. Record your interview. Find out how you are different and how you are alike. Using a Venn diagram, record your findings. Are these significant differences? Do you feel that they will keep you from being friends? Which intelligent behavior did you use?	Self-Expressive Learner (D) Intuitive-Feeling Produce a poem/song expressing how two very different people became friends. Does your poem/song encourage or discourage diviersity? Why? Which intelligent behavior did you use?
V+ L_S+ M_B_P+ I_N_	V+ L_S_M+ B_P_I_N_

Real World Connections With Products: List, record, reflect, create

Real World Applications: Newsreporter, musician, poet, writer, counselor

Real World Terms: Interview, question, write, sing, discuss, read, analyze

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:

- Change is inevitable
- Change is necessary for growth
- Change is revolutionary

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)

What intelligent behaviors do you use when trying to resolve conflicts and accept diversity?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper and pencil
- Notepads
- Blank tapes/tape recorder
- Chart paper for Venn diagram
- Markers
- Various musical instruments
- Reflection tools (teacher made mirrors)

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives: Which strategy works best for you? How do you know? Was the strategy effective? How do you know Are these significant differences? Do you feel that they will keep you from being friends? Does your poem/song encourage or discourage diviersity? Why?

Intelligent Behaviors: Which intelligent behaviors did you use with these strategies?

Literary Perspective:

Prepare a skit containing a conflict between individuals with diversities. Using intelligent behaviors provide several ways to resolve the conflict and bring about change.

Student/Teacher Reflections

- 1. What were the strengths of this lesson?
- 2. Did the lesson activities reveal student behaviors that were the focus of the lessson?
- 3. Discuss how each behavior manifested itself?
- 4. What would you change or add the next time you taught this lesson?
- 5. What were the "aha's" in the presentation for the students?

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
Recognize and name two and three	Evaluate the results of putting together and
geometric figures.	taking apart two and three dimensional shapes.
How did your understanding of shapes change	How did your understanding of shapes
after doing the activity?	change after doing the activity?
Which intelligent behaviors did you use to	Which intelligent behaviors did you use to complete
complete this task?	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
Sort and compare two and three dimensional shapes.	Design and build two and three dimensional shapes.
How did your understanding of shapes change	How did your understanding of shapes
after doing the activity	change after doing the activity
Which intelligent behaviors did you use to	Which intelligent behaviors did you use to complete
complete this task?	this task?
V_L* S_M_B* P_I* N_	V_L* S* M_B* P_I* N_

Real World Connections With Products: Recognize, name, sort, compare, design, build

Real World Applications: Engineer, artist, scientist, researcher

Real World Terms: Collect, understand

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 and Change

Overarching Generalizations: Change is inevitable. Change is necessary for growth. Change is revolutionary.

More Complex Generalizations (Two or more concepts): Changing the way you think creates opportunities for new beginnings. When one faces diversity, it brings about changes. Those changes can be positive or negative.

Essential Question

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

What intelligent behaviors do you use when trying to resolve conflicts and accept diversity?

Materials Needed for Task Rotation and/or Task Rotation Menu

• Two and three dimensional shapes, construction paper, tape, markers

MetaCognitive Discussion (Essential Questions): How has constructing, building and sorting helped you to understand, remember and identify geometric shapes?

(Whole Group)

Conceptual Perspectives: What shapes are related? Where are shapes found in nature? How do shapes change by manipulation?

Intelligent Behaviors: What intelligent behaviors did you use to complete these task? How do you demonstrate and use these shapes daily?

Literary Perspective: How can recognizing and labeling shapes help us better to recognize characters and settings?

Student/Teacher Reflections:

- 1. What were the strengths of this lesson?
- 2. Did the lesson activities reveal student behaviors that were the focus of the lesson?
- 3. Discuss how each behavior manifested itself?
- 4. What would you change or add the next time you taught this lesson?
- 5. What were the "aha's" in the presentation for the students?

Additional Support Materials:

Favorite Read-Alouds: Chato's Kitchen by Gary Soto Hawk, I'm Your Brother by Byrd Baylor Lon Po Po by Ed Young Mufaro's Beautiful Daughters by John Steptoe Sweet Clara and the Freedom Quilt by Deborah Hopkinson Yeh-Shen by Ai-Ling Louie Little Firefly by Terri Cohlene

Finger Plays, Nursery Rhymes and Songs: www.wearefamilyfoundation.org www.wearefamilyfoundation.org/PDFs/WAFTeacherGuide.pdf www.cyberstart.com

Video Clips: www.unitedstreaming.com www.enchantedlearning.com

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



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



Concept: Change Topic: Communities By: Jessica Hrnciar Renee Braymiller

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 Literature Selection -<u>Roberto Clemente: Pride of the</u> <u>Pittsburgh Pirates</u> Author - Jonah Winter

Concepts	Themes
*Change *Acceptance/rejection	Personal change is necessary for growth. Change can be positive and negative.
Issues or Debates	Problems or Challenges
Discrimination	Poor Moving Hatred/racism Keeping his identity
Processes	Theories
Research different cultures Problem solving (how to make friends)	Rags to riches
Paradoxes	Assumptions or Perspectives
Everything is not what you expect.	Assumption that things would be the same as home.

<u>Concept:</u> Change <u>Topic:</u> Communities

<u>Suggested Literature Selection(s):</u> Roberto Clemente: The Pride of the Pittsburgh Pirates

Look and Listen for...

Intelligent Behaviors

Story Focus

- * Taking Responsible Risks
- * Thinking Flexibly
- * Thinking and Communicating with clarity and Precision

Student Activities

- Metacognition
- Questioning and Posing Problems
- Finding Humor

Thinking Skills Focus:

Describing similarities and differences

<u>Topic Focus:</u> Communities

Concept Focus:

Change

Overarching Generalizations:

Change is necessary for growth. Change can be positive and negative. Change can be evolutionary or revolutionary.

More Complex Generalizations (Two or more concepts):

Community change can generate acceptance. Change can have a positive or negative influence.

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:

Discrimination Rejection Acceptance

Suggested Vocabulary Words for Discussion:

+ Pick and choose 5-7 words depending on the needs of your students.		
*Discrimination	*smokestacks	*accent
*Rejection	*Latino	*clobbered
*acceptance	*denied	*charities
*guava tree	*infield	*outfield
*professional	*grand slam	*hothead
*island	*respect	*world series
*Palm Trees	*average	*sneering
*walloped	*centerfield	*earthquake
*spirit		

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 baseball field diagram using the vocabulary terms in the field and the stands. Play a baseball vocabulary game. Divide words into easy, medium, hard and challenging and allow the students to choose if they want to hit a single, triple, double, or grand slam.

Hooks:

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

Six Facets of Understanding

Facet 1 – EXPLANATION
Predict the reaction of your class to a new student.
How might the class change?
How might the new student change?
Facet 2 – INTERPRETATION
Tell me a story of a time when you have felt left out.
Did you change your feelings toward your classmates?
How did your feelings change toward those that left you out?
Facet 3 - APPLICATION
Pretend you are left out of a game. Role play different ways to solve the problem.
Tretend you are left out of a game. Role play unterent ways to solve the problem.
How did you feel towards your peers?
How did you feel once the problem was solved?
Facet 4 - PERSPECTIVE
Compare and contrast different cultures.
Ex. American vs. Latin
How might this look from a Latino's perspective?
How is the American culture similar or different from the latin culture?
Facet 5 – EMPATHY
Make believe you are a character left out and write a story about your feelings.
What would it be like to walk in that character's shoes?
What was the character trying to make us feel and see?
Facet 6 – SELF-KNOWLEDGE
With a partner students will recognize and list similarities and differences among
themselves.
Ex. Physical, likes, dislikes, family
How are my views about my partner shaped by their characteristics?
How do I know these characteristics about my partner and myself?
now do i know these characteristics about my partner and myself.

<u>Read:</u> <u>Task Rotation Learning Activities</u>

K-2

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

<u>Mastery Learner (A)</u> <u>Sensing- Thinking</u>	<u>Interpersonal Learner (B)</u> <u>Sensing-Thinking</u>
Create a timeline of Roberto Clemente's life.	Examine your life and write a story about how you felt when you were left out.
What are some important things that you can remember happening to Roberto? How did these things change his life? Who do you think helped him through these changes? How did applying past knowledge help you to complete this task?	What were your feelings toward your peers? What were your peers feelings towards you? What intelligent behaviors did you use to complete this task rotation and how do you demonstrate it daily?
V_+_L_+_S_+_MBP_+_IN	V_+_LSMBPI_+_N
<u>Understanding Learner (C)</u> <u>Intuitive-Thinking</u>	<u>Self-Expressive Learner (D)</u> <u>Intuitive-Feeling</u>
Construct a Venn Diagram comparing and contrasting Roberto's life in Puerto Rico and Pittsburgh.	Invent a new way to play baseball using things found in nature. Play the game with your peers.
What changes did you see? How did you see Roberto being rejected or discriminated against? How could these behaviors effect Roberto's relationships? How might their behaviors change based on the behaviors you've seen and why? What intelligent behavior did you see as your strength in this activity and why?	How was this game accepted or rejected by your peers? How could your game change the face of baseball? What intelligent behaviors did you use to complete this task rotation and how do you demonstrate it daily?
V_+_L_+_S_+_MBP_+_IN	V_L_S_M_B+_P+_I_N_+_

Real World Connections With Products:

*Construct *Invent *Create *Examine

<u>Real World Applications:</u> *Baseball Player

*Journalist *Scientist

<u>Real World Terms:</u> *Timeline

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.

<u>Concept Focus:</u> Change

Overarching Generalizations:

Change is Necessary for growth. Change can be positive and negative. Change can be evolutionary or revolutionary.

<u>More Complex Generalizations (Two or more concepts):</u> Community change can generate acceptance. Change can have a positive or negative influence.

Essential Question

How did Roberto' s feelings change over time? (towards peers, family, media) What intelligent behaviors did he use?

(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

- Paper
- Pencil
- Artifacts found in nature (rocks, sticks, etc)
- Markers

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How does change generate acceptance or rejection? How does change generate growth? Why is change evolutionary or revolutionary? How can change be positive or negative? What do you mean by change?

Intelligent Behaviors:

What intelligent behaviors did Roberto Clemente use in the story? What intelligent behavior did you see as your strength in this activity and why?

- What intelligent behaviors did you use to complete this task rotation and how do you demonstrate it daily?
- How did applying past knowledge (or other grade level specific GIB) help you to complete this task?

Literary Perspectives:

Choose 5 or more words to describe Roberto Clemente. How might Roberto's life look from the media's perspective? What would it be like to live in Roberto's shoes? Roberto Clemente was a good story to explore change because... What are some common misconceptions about Roberto Clemente as a person? How did the misconceptions change from the beginning to the end? How did Roberto handle the misconceptions about him?

Student/Teacher Reflections:

What were the strengths and weaknesses of the lesson? What would you change the next time you teach this lesson? Did your students have any eye-opening experiences and did this cause them to change their attitudes toward others?

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)
<u>Sensing- Thinking</u>	Sensing-Thinking
Construct a line plot or graph depicting the baseball batting averages for the same team for two years. What were the changes in the team's batting averages? How would the graph change if the team were missing the "star" player? How did applying past knowledge help you to solve this problem?	Listen to the song "Take Me Out to the Ball Game" and identify any rhythms and patterns located throughout the song. Using those rhythms and patterns compose new words about your favorite outdoor activity to the old song. What patterns did you notice throughout the song? What were the changes you noticed between
	the two songs? In what ways were you able to think flexibly when writing your song?
V_L_+_S_+_M_B_P_I_+_N	V_+_L_+_SM_+_B_P_I_+_N_+_
<u>Understanding Learner (C)</u> <u>Intuitive-Thinking</u>	<u>Self-Expressive Learner (D)</u> <u>Intuitive-Feeling</u>
Manipulate the shapes given to form a baseball field. Add an additional piece to the field. Remove a piece from the original field and investigate and discuss the differences between the three fields.	Design different pieces of a uniform for Roberto Clemente to wear. After your designs are finished, with a partner come together to combine your pieces and construct combinations of uniforms for him.
What were the changes between the three fields? Did you notice things that did not change between any of the fields? What intelligent behavior did you see as your strength in this activity and why?	How many uniform changes did you find? Were there any patterns you noticed while creating or designing the uniforms? What intelligent behaviors did you use to complete this task rotation and how do you demonstrate it daily?
V_+_L_+_S_+_MB_+_P_+_IN	V_+_L_+_S_+_MB_+_P_+_I_+_N

Real World Connections With Products:

- * Manipulate
 * Combine
 * Add
 * Identify
- * Compose

Real World Applications:

*Musician *Mathematician *Sports Reporters

Real World Terms:

* Averages * Rhythms

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. <u>Concept Focus:</u>

Change

Overarching Generalizations:

Change is Necessary for growth. Change can be positive and negative. Change can be evolutionary or revolutionary.

<u>More Complex Generalizations (Two or more concepts):</u> Community change can generate acceptance. Change can have a positive or negative influence.

Essential Question

How did Roberto' s feelings change over time?(towards peers, family, media) What intelligent behaviors did he use?

(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

- Paper
- Pencil
- Copy of the song "Take Me Out to the Ball Game"
- Markers, crayons, etc.
- Baseball field cut out pieces
- Activity sheet of baseball scores
- CD/Tape Player

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How does change generate acceptance or rejection? How does change generate growth? Why is change evolutionary or revolutionary? How can change be positive or negative? What do you mean by change?

Intelligent Behaviors:

What intelligent behaviors did Roberto Clemente use in the story? What intelligent behavior did you see as your strength in this activity and why?

What intelligent behaviors did you use to complete this task rotation and how do you demonstrate it daily?

How did applying past knowledge (or other grade level specific GIB) help you to complete this task?

Literary Perspectives:

Did you notice any patterns throughout the story? Discuss how the illustrator used shapes to enhance the pictures? Predict why Roberto Clemente's batting average changed over time?

Student/Teacher Reflections:

What were the strengths and weaknesses of the lesson? What would you change the next time you teach this lesson? Did your students have any eye-opening experiences and did this cause them to change their attitudes toward others?

Concept: Change

Topic: Communities

<u>Generalization(s):</u> Change is Necessary for growth. Change can be positive and negative. Change can be evolutionary or revolutionary.

<u>Essential Question(s):</u> How did Roberto' s feelings change over time?(towards peers, family, media) What intelligent behaviors did he use?

		1 000 100	unon menu	
Level	<u>Mastery</u>	<u>Understanding</u>	<u>Self-Expressive</u>	<u>Interpersonal</u>
1	Locate	Decide on your	Design a new	Discuss with a
	Pittsburgh,	favorite part of	book cover for	friend in a letter
	Pennsylvania	the story. Design	the story	how you feel about
	and Puerto Rico	and paint a	Roberto	moving to a new
	on a map.	picture	Clemente.	home or school.
	-	representing this		
		part.		
		•		
2	Create a flow	Put together a	Compose a	Gather pictures or
	map of the main	vocabulary game	music, poem or	illustrate your own
	events in the	using the words	advertisement	pictures from
	story.	from the story	campaign	different aspects of
	·	that you or others	convincing the	your life and write
		may not	media to change	a story about this.
		understand to	their views	Combine your
		help learn the	about Roberto.	story and pictures
		meanings.		to construct a
		. 8		book.

Task Rotation Menu

3	Develop a "How to Manual" on playing baseball. Be sure to include your 5 W's: who, what, where, when, why and how.	Imagine you are a reporter and write a newspaper article criticizing Roberto's baseball skills during the World Series game.	Design and construct a baseball field of the future for the Pittsburgh Pirates.	Evaluate a significant change in your life. Illustrate the impact it had on changing your life.
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Real World Connections With Products:

* Locate	*Discuss
* Design	*Devise
* Decide	*Put together
*Create	*Combine
*Compose	*Construct
*Develop	*Imagine
*Evaluate	C

Real World Applications:

*Journalist *Athlete *Musician *Artist *Pilot

<u>Real World Terms:</u> *Advertisement

> *Manual *Campaign

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.

<u>Concept Focus:</u> Change

Overarching Generalizations:

Change is Necessary for growth. Change can be positive and negative. Change can be evolutionary or revolutionary.

More Complex Generalizations (Two or more concepts):

Community change can generate acceptance. Change can have a positive or negative influence.

Essential Question

How did Roberto' s feelings change over time?(towards peers, family, media) What intelligent behaviors did he use?

(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

- Paper
- Pencil
- Maps
- Personal/family pictures
- Paint
- Markers/crayons, etc.

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How does change generate acceptance or rejection? How does change generate growth? Why is change evolutionary or revolutionary? How can change be positive or negative? What do you mean by change?

Intelligent Behaviors:

- What intelligent behaviors did Roberto Clemente use in the story?
- What intelligent behavior did you see as your strength in this activity and why?
- What intelligent behaviors did you use to complete this task rotation and how do you demonstrate it daily?
- How did applying past knowledge (or other grade level specific GIB) help you to complete this task?

Literary Perspectives:

Choose 5 or more words to describe Roberto Clemente. How might Roberto's life look from the media's perspective? What would it be like to live in Roberto's shoes? Roberto Clemente was a good story to explore change because... What are some common misconceptions about Roberto Clemente as a person? How did the misconceptions change from the beginning to the end? How did Roberto handle the misconceptions about him?

Student/Teacher Reflections:

What were the strengths and weaknesses of the lesson? What would you change the next time you teach this lesson? Did your students have any eye-opening experiences and did this cause them to change their attitudes toward others?

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)
<u>Sensing- Thinking</u>	Sensing-Thinking
Create a timeline of milestones in your life. Ex. Birth, first day of school, walking.	Select someone you don't normally play with and convince your friends to allow them to join your group.
What are some important things that you can remember happening to you? How have these things changed your life? Who has helped you through these changes?	What were your feelings toward your peers reactions? What were your peers feelings toward your
How did applying past knowledge help you	suggestion?
to complete this task?	Did your peers accept the new playmate? What intelligent behaviors did you use to complete this task rotation and how do you demonstrate it daily?
V_L_+_S_+_M_B_P_I_+_N	V_+_LSMBP_+_IN
<u>Understanding Learner (C)</u> <u>Intuitive-Thinking</u>	<u>Self-Expressive Learner (D)</u> <u>Intuitive-Feeling</u>
Examine and record your peers attitudes towards their classmates on the playground. Create a Venn Diagram comparing and contrasting your peers attitudes.	Compose a song about what it feels like to be accepted in a new group. Record your song.
What behaviors did you see?	What if you played your song for a new group of friends?
Did you see anyone being rejected or discriminated against?	Did your song impact your group of listeners?
How could these behaviors effect their relationships?	Did your song change anyone's views about discrimination?
How might their behaviors change based on the behaviors you've seen and why? What intelligent behavior did you see as your strength in this activity and why?	What intelligent behaviors did you use to complete this task rotation and how do you demonstrate it daily?
V_+_L_S_M_B_+_P_+_I_N_+_	V_+_LSM_+_BP_+_IN

Real World Connections With Products:

- Compose
- Create
- Examine
- Record
- Convince
- Select

<u>Real World Applications:</u>

- Song writer
- Teacher
- Artists
- Musicians

<u>Real World Terms:</u>

• Timeline

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.

<u>Concept Focus:</u> Change

Overarching Generalizations:

Change is Necessary for growth. Change can be positive and negative Change can be evolutionary or revolutionary

More Complex Generalizations (Two or more concepts):

Community change can generate acceptance. Change can have a positive or negative influence.

Essential Question:

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

How did your feelings change over time? (towards classmates, friends, peers)

What intelligent behaviors did you use?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Tape recorder
- Paper
- Pencil
- Tape

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How does change generate acceptance or rejection? How does change generate growth? Why is change evolutionary or revolutionary? How can change be positive or negative? What do you mean by change?

Intelligent Behaviors:

What intelligent behaviors did Roberto Clemente use in the story? What intelligent behavior did you see as your strength in this activity and why? What intelligent behaviors did you use to complete this task rotation and how do

you demonstrate it daily?

How did applying past knowledge (or other grade level specific GIB) help you to complete this task?

Literary Perspective:

Choose 5 or more words to describe Roberto Clemente. How might Roberto's life look from the media's perspective? What would it be like to live in Roberto's shoes? Roberto Clemente was a good story to explore change because... What are some common misconceptions about Roberto Clemente as a person? How did the misconceptions change from the beginning to the end? How did Roberto handle the misconceptions about him?

Student/Teacher Reflections

What were the strengths and weaknesses of the lesson? What would you change the next time you teach this lesson? Did your students have any eye-opening experiences and did this cause them to change their attitudes toward others?

Math Student Reflections and Assessments <u>Task Rotation Learning Experience</u> K-2

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

<u>Mastery Learner (A)</u> <u>Sensing- Thinking</u>	Interpersonal Learner (B) Sensing-Thinking
Go on a nature walk and record the animals you see while on your walk. When you return construct a line plot of the animals you've seen and how many different times you've seen each animal.	Listen to the song "John Jacob Jingle Heimer Schmidt" and identify any rhythms and patterns located throughout the song. Using those rhythms and patterns compose new words about your name to the old song.
How would the animals you've seen change if it were a different season? How would the graph change if you had seen more animals? How would the graph change if you would have seen less animals? How would the graph change if you have seen a new animal? How did applying past knowledge help you to solve this problem?	What patterns did you notice in throughout the song? What were the changes you noticed between the two songs? In what ways were you able to think flexibly when writing your song?
V_L_+_S_+_M_B_+_P_I_+_N_+_	V_+_L_+_SM_+_B_P_I_+_N
<u>Understanding Learner (C)</u> <u>Intuitive-Thinking</u>	<u>Self-Expressive Learner (D)</u> <u>Intuitive-Feeling</u>
Read Grandfather Tang's Story by Ann Tompert. After reading the story students will use tangrams to create given pictures. Add an extra piece to your picture. Remove a piece from the original picture and investigate and discuss the differences between the three pictures. What were the changes between the three pictures? Did you notice things that did not change between any of the pictures? What intelligent behavior did you see as your strength in this activity and why?	Design a new clothing line for your favorite Character. After your designs are finished, with a partner come together to combine your pieces and construct combinations of new clothing for your characters. How many clothing changes did you find? Were there any patterns you noticed while creating or designing the clothing? What intelligent behaviors did you use to complete this task rotation and how do you demonstrate it daily?
V_+_L_+_S_+_MB_+_P_+_IN	V_+_L_+_S_+_MB_+_P_+_I_+_N

Real World Connections With Products:

*Construct	*Compose
*Design	*Create
*Investigate	*Discuss

Real World Applications: *Fashion Designer *Musicians ***Forest Ranger** *Math Teacher

Real World Terms: *Rhythms

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 Necessary for growth. Change can be positive and negative. Change can be evolutionary or revolutionary.

More Complex Generalizations (Two or more concepts):

Community change can generate acceptance. Change can have a positive or negative influence.

Essential Question

How did Roberto's feelings change over time? (towards peers, family, media) What intelligent behaviors did he use?

(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

- Paper
- Pencil
- Copy of the song "John Jacob Jingle Heimer Schmidt"
- Markers, crayons, etc.
- Tangram pieces
- Grandfather Tang's Story
- Tangram pictures
- CD/Tape Player

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How does change generate acceptance or rejection? How does change generate growth? Why is change evolutionary or revolutionary? How can change be positive or negative? What do you mean by change?

Intelligent Behaviors:

What intelligent behaviors did Roberto Clemente use in the story? What intelligent behavior did you see as your strength in this activity and why?

What intelligent behaviors did you use to complete this task rotation and how do you demonstrate it daily?

How did applying past knowledge (or other grade level specific GIB) help you to complete this task?

Literary Perspectives:

Did you notice any patterns throughout the story? Discuss how the illustrator used shapes to enhance the pictures? Predict why Roberto Clemente's batting average changed over time?

Student/Teacher Reflections:

What were the strengths and weaknesses of the lesson? What would you change the next time you teach this lesson? Did your students have any eye-opening experiences and did this cause them to change their attitudes toward others? <u>Additional Support Materials</u> <u>Favorite Read-Alouds:</u> <u>Ronald Morgan At Bat</u> by Patricia Reilly Giff <u>Magic School Bus Plays Ball</u> by

<u>Finger Plays, Nursery Rhymes and Songs:</u> Not applicable

<u>Video Clips:</u> <u>www.unitedstreaming.com</u> (Magic School Bus videos)

<u>Paintings & Prints:</u> Not applicable

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

Α

Additional Instructional Concept-Based Activities



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



Concept: Conflict Topic: Holiday By:

Fore, Jacobs, and White Peterson Elementary (Robeson County) Northwood Elementary (Guilford 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 – Holiday

Literature Selection – A Fine St. Patrick's Day Author – Susan Wojciechowski

Concepts	Themes
Change, conflict, character, cooperation, and courage	Change is necessary for growth.
	Conflict can cause positive or negative changes.
Issues or Debates	Problems or Challenges
Right vs. wrong Selfishness vs. unselfishness	Competing Rivalry Need to win
Processes	Theories
Problem solving Decision making	Better to give than to receive Follow your heart
Paradoxes	Assumptions or Perspectives
Helping others may result in personal gain.	All that glitters is not gold.

Big Ideas Manifested

Topic -

Literature Selection – Author -

Themes
Problems or Challenges
Theories
Assumptions or Perspectives

Big Ideas Manifested

Topic -

Literature Selection – Author -

Concepts	Themes
Issues or Debates	Problems or Challenges
Processes	Theories
Paradoxes	Assumptions or Perspectives
	<u> </u>

Concept: Conflict

Suggested Literature Selection(s): <u>A Fine St. Patrick's Day</u>

Look and Listen for...

Intelligent Behaviors

- 1. Questioning and posing problems
- 2. Thinking about thinking
- 3. Taking responsible risks
- 4. Thinking Flexibly
- 5. Finding humor
- 6. Thinking and communicating with clarity and precision

Story Focus

- 1. Taking responsible risks
- 2. Thinking flexibly

Student Activities

Retelling, role play, debate, letter writing, graphing, distributing, tallying, representing, modeling, charting

Thinking Skills Focus: compare and contrast

Topic Focus: Holidays

Concept Focus: conflict

Overarching Generalizations:

- 1. Conflict may be intentional or unintentional.
- 2. Change can be either positive or negative.
- 3. Conflict is composed of opposing forces.

More Complex Generalizations (Two or more concepts):

Conflict 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:

- 1. background of St. Patrick's Day?
- 2. concept of fable
- 3. time period (towns, town square)
- 4. talking to a stranger
- 5. Ireland (land, culture, and food)
- 6. Irish expressions ('Tis, begorra, wee, wee lass)

Suggested Vocabulary Words for Discussion:

- 1. rivals
- 2. rummaged
- 3. shamrock
- 4. begorra
- 5. annoyed

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:

Compare what we would say vs. Irish sayings/ expressions (English vs. Irish).

Hooks:

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

Six Facets of Understanding

Facet 1 – EXPLANATION

Activity- Design a poster that shows an example of a conflict you have experienced.

Question- Does your poster show a positive or negative change? How do you know?

Facet 2 - INTERPRETATION

Activity- Determine the conflict. Critique the characters response to conflict in the movie "Barnyard" or any other movie selection that shows conflict.

Question- What would be another way to handle the conflict in the selection?

Facet 3 - APPLICATION

Activity- Produce a list of steps to use while solving a conflict.

Question- How do you solve a conflict?

Facet 4 - PERSPECTIVE

Activity- Analyze various scenarios that involve conflicts (teacher made).

Question- What would have been a better way to handle this situation?

Facet 5 – EMPATHY

Activity- Role play a negative/positive reaction to conflict.

Question- Do you consider the reaction to be positive or negative? Why?

Facet 6 – SELF-KNOWLEDGE

Activity- Reflect on your responses to conflict.

Question- How can you handle conflict in a more positive manner?

Read: <u>One Fine St. Patrick's Day</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	Interpersonal Learner (B) Sensing-Thinking
Using picture cards, organize the events in sequence of the story.	Team up with a friend. Carry out a situation where you had a conflict about sharing. Show how you resolved it.
 <u>Essential Question:</u> What might happen if the story events were in a different order? <u>Intelligent Behavior Question:</u> Which intelligent behavior would you use to check the 	Essential Question: Given a choice, would you have chosen a different way to solve the conflict and why? Intelligent Behavior Question: Which
sequence of the story? V_L_x_S_x_M_B_x_P_Ix_N_	intelligent behavior did you use to resolve the conflict? V_x_L_x_S_M_B_x_P_x_I_N
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
Choose which town you would support. Explain why? Compare your reasons for choosing that town with a partner.	Imagine you were the little man. Generate a letter to the town that refused to help you and tell them how you felt.
Essential Question: How are your reasons similar/different from your partner?	Essential Question: Hypothesize the reaction of the townspeople when they read your letter?
Intelligent Behavior Question: Why are intelligent behaviors important when making decisions?	Intelligent Behavior Question: How do you use intelligent behaviors to communicate your feelings to others?
V_x_L_x_SM_B_x_P_x_IN	V_x_L_S_M_B_x_P_I_x_N

Real World Connections With Products: organize, carry out, compare, generate Story, play, debate, letter

Real World Applications: storyteller, journalist, actor, playwright, director, debater, writer

Real World Terms: plot, middle, end, beginning, characters, scene, act, audience, cast, focus, position, defend, oppose, issue, delivery, letter, fact, 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.

Concept Focus: Conflict

Overarching Generalizations:

- 1. Conflict may be intentional or unintentional
- 2. Change can be either positive or negative
- 3. Conflict is composed of opposing forces.

More Complex Generalizations (Two or more concepts):

Conflict 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)

Essential Question: Given a choice, would you have chosen a different way to solve the conflict and why?

Essential Question: How are your reasons similar/different from your partner?

Essential Question: Hypothesize the reaction of the townspeople when they read your letter?

Materials Needed for Task Rotation and/or Task Rotation Menu

- 1. Teacher generated picture cards from the story.
- 2. 1st grade lined paper

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

- 1. What is conflict?
- 2. What are some different strategies you could use to solve conflict?
- **3.** When can conflict result in a positive change?
- 4. Given a choice, would you have chosen a different way to solve the conflict and why?
- 5. How are your reasons similar/different from your partner?
- 6. Hypothesize the reaction of the townspeople when they read your letter?

Intelligent Behaviors:

- 1. What intelligent behaviors did the character use in the story?
- 2. What intelligent behaviors might you use to solve conflict?
- 3. Which intelligent behavior did you use to resolve the conflict?
- 4. Why are intelligent behaviors important when making decisions?
- 5. How do you use intelligent behaviors to communicate your feelings to others?

Literary Perspectives:

- 1. What might have happened if neither town had helped the little man?
- 2. What might have happened if the little man had not taking a risk to continue seeking help?
- 3. Given a choice, explain why you would have chosen to help the little man or continue working?

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.

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Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking
Examine page 20 in the book. (Pages are not number). Use tally marks to represent the number of people and animals on page 20	Separate the 20 shamrocks into equal shares between you and your partner.
in the story. (Requires a teacher generated recording sheet).	Essential Question: How would you avoid conflict by using fair shares?
 <u>Essential Question</u>: Predict what conflict would occur if your data does not match the number of objects in the picture? <u>Intelligent Behavior question</u>: What intelligent behaviors could you use to resolve 	Intelligent Behavior Question: What intelligent behaviors might help you when passing out objects to friends?
this conflict? V_L_x_S_x_M_B_x_P_I_x_N	<u>V_x_L_x_S_M_B_x_P_x_I_N_</u>
Understanding Learner I Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
Using a Venn diagram determine where	
you would place each shamrock. (*Teacher information- some of the shamrocks would have stripes, some would have dots, and then some would have both stripes and dots.)	Reproduce a shamrock by tracing the given pattern. Cut-out the shamrock. Using each leaf of the shamrock, differentiate three different ways to represent the # 17. <u>Essential Question:</u> How is conflict avoided by understanding that numbers can be
you would place each shamrock. (*Teacher information- some of the shamrocks would have stripes, some would have dots, and then some would have both stripes and	pattern. Cut-out the shamrock. Using each leaf of the shamrock, differentiate three different ways to represent the # 17.

Real World Connections With Products: graph, chart, share, map, representation

Real World Applications: Mathematician, statistician, banker, map maker, topographer, surveyor

Real World Terms: number, total, data, column, distribute, equality, similarities, differences, model

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 Change can be either positive or negative Conflict is composed of opposing forces.

More Complex Generalizations (Two or more concepts):

Conflict 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)

What conflict might occur if your # of tally marks does not match your # of pictures? What conflict might occur if each child did not get a fair share? What conflict would occur if the two circles did not overlap? In what ways could you model the data?

Materials Needed for Task Rotation and/or Task Rotation Menu

Venn diagram Teacher generated worksheets Math manipulatives Paper, pencil A Fine St. Patrick's Day Book Green construction paper Shamrock/shamrock patterns

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives: Intelligent Behaviors:

How would your intelligent behaviors help you plan for recording data? What would you use to ensure that both partners had a fair share? How can intelligent behaviors help you understand the Venn diagram? How would intelligent behaviors help you to model whole numbers?

Literary Perspective:

- 1. How does sorting pictures help you to sequence events in the story?
- 2. How could sharing help you avoid conflict?
- 3. In what ways might recognizing similarities and differences help you avoid conflict?
- 4. How could thinking flexibly help you solve a conflict?

Student/Teacher Reflections

Concept: Conflict

Topic: Holiday

Generalization(s): Conflict may be intentional or unintentional Change can be either positive or negative Conflict is composed of opposing forces. Conflict may bring about a positive or negative change

Essential Question(s): 1. Given a choice, would you have chosen a different way to solve the conflict and why?

- 2. How are your reasons similar/different from your partner?
- 3. Hypothesize the reaction of the townspeople when they read your letter?

Level	e e e e e e e e e e e e e e e e e e e	Understanding	Self-Expressive	Interpersonal
1	Orally recall the events in the story.	Tell which town showed a positive way to solve a conflict.	List gifts you would give the town to thank them for their help.	What was your favorite part of the story? Share it with a friend.
2	Using picture cards, organize the events in sequence of the story.	Construct a poster that displays a negative and positive way to solve a conflict.	Design a gift that the little man could give to the town that helped him.	Choose your favorite part of the story and explain to your friend why you chose that part.
3	Design a flow chart to retell events of the story.	Choose which town you would support. Explain why? Compare your reasons for choosing that town with a partner.	Invent a cheer to show your appreciation to the town that helped the little man.	Team up with a friend. Carry out a situation where you had a conflict about sharing. Show how you resolved it.

Task Rotation Menu

Real World Connections With Products: organize, carry out, compare, generate Story, play, debate, letter, poster, invention, cheer

Real World Applications: storyteller, journalist, actor, playwright, director, debater, writer, artist, graphic designer, inventor, cheerleader

Real World Terms: plot, middle, end, beginning, characters, scene, act, audience, cast, focus, position, defend, oppose, issue, delivery, letter, fact, information, headings, illustration, design, idea, invention, call and response

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 Change can be either positive or negative Conflict is composed of opposing forces.

More Complex Generalizations (Two or more concepts):

Conflict 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)

Materials Needed for Task Rotation and/or Task Rotation Menu

- Lined paper, art supplies, chart paper
- Teacher generated pictures, paper

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

What is conflict?

What are some different strategies you could use to solve conflict? When can conflict result in a positive change? Given a choice, would you have chosen a different way to solve the conflict and why? How are your reasons similar/different from your partner? Hypothesize the reaction of the townspeople when they read your letter?

Intelligent Behaviors:

What intelligent behaviors did the character use in the story? What intelligent behaviors might you use to solve conflict? Which intelligent behavior did you use to resolve the conflict? Why are intelligent behaviors important when making decisions? How do you use intelligent behaviors to communicate your feelings to others?

Literary Perspective:

What might have happened if neither town had helped the little man? What might have happened if the little man had not taking a risk to continue seeking help? Given a choice, explain why you would have chosen to help the little man or continue working?

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	Interpersonal Learner (B) Sensing-Thinking
Write a newspaper article to describe the facts about a conflict you have experienced yourself.	Coach someone on selecting a positive way to react in a conflict situation.
Essential Question: How did you resolve your conflict?	Essential Question: What other positive ways could you react in this situation.
Intelligent Behavior Question: What intelligent behaviors did you use when writing your article?	Intelligent Behavior Question: Why is it important to use intelligent behaviors when resolving conflict?
V_x_LSMB_x_PI_x_N	V_x_L_x_SMB_x_P_x_IN
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
Produce a solution to a problem concerning conflict. (teacher generated). Write about your solution.	Create a picture that shows a negative response to a conflict. Then create a picture that shows a positive response that could have been used instead.
Essential Question: Did you handle this in a positive or negative way? How do you know? Intelligent Behavior Question: What	Essential Question: What do you think the world would be like if everyone responded negatively to conflict?
intelligent behaviors did you use when solving this conflict?	Intelligent Behavior Question: What intelligent behaviors do you think are most important when responding to a conflict? Explain why?
V_x_L_x_SM_B_x_P_I_x_N	$V_L_x_S_x_M_B_x_P_I_x_N_$

Real World Connections With Products: describe, create, select, produce Newspaper article, action plan, story, illustrations

Real World Applications: Newspaper Reporter, Coach, Artist, Teacher, counselor, writer

Real World Terms: advertisement, edit, headlines, issue, reporter, support, advice, direction, plot, characters, fact, drawing, sketch

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:

- 1. Conflict may be intentional or unintentional
- 2. Change can be either positive or negative
- 3. Conflict is composed of opposing forces.

More Complex Generalizations (Two or more concepts):

Conflict 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)

Essential Question: Given a choice, would you have chosen a different way to solve the conflict and why?

Essential Question: How are your reasons similar/different from your partner?

Essential Question: Hypothesize the reaction of the townspeople when they read your letter?

Materials Needed for Task Rotation and/or Task Rotation Menu

- paper, markers, crayons,
- 1st grade lined paper, pencils

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:

- 1. What is conflict?
- 2. What are some different strategies you could use to solve conflict?
- 3. When can conflict result in a positive change?

Intelligent Behaviors:

- 1. What intelligent behaviors did the character use in the story?
- 2. What intelligent behaviors might you use to solve conflict?
 - Questioning and posing problems
 - Thinking about thinking
 - Taking responsible risks
 - Thinking flexibly
 - Finding humor
 - Thinking a communicating with clarity and precision

Literary Perspective:

- 1. What might have happened if neither town had helped the little man?
- 2. What might have happened if the little man had not taking a risk to continue seeking help?
- 3. Given a choice, explain why you would have chosen to help the little man or continue working?

Student/Teacher Reflections

Math Student Reflections and Assessments Task Rotation Learning Experience K-2

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

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking
Identify each picture as a positive or negative reaction to conflict. Sort the pictures as positive or negative. Use tally marks to record the results. Essential Question: What conflict might occur if your number of tally marks does not match your number of pictures? Intelligent Behavior Question: How would intelligent behaviors help you plan for recording data?	Separate 10 cookies into equal shares between you and your partner <u>Essential Question:</u> What conflict might occur if each child did not get a fair share? <u>Intelligent Behavior Question:</u> What intelligent behavior would you use to ensure that both had fair shares?
V_L_x_S_x_M_B_x_P_I_x_N	V_x_L_x_SMB_x_P_x_IN
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
Use the Venn diagram to answer the following questions: 1. How many days were sunny? 2. How many days were rainy? 3. How many days were both rainy and	Differentiate three different ways to represent the number 15. Create a model to show your answers. Essential Question: In what ways could you
sunny? <u>Essential Question:</u> What conflict would occur if the two circles did not overlap?	model the data? Intelligent Behavior: How would intelligent
Intelligent Behavior: How can intelligent behavior help you understand the venn diagram?	behaviors help you to model whole numbers.
V_L_x_S_x_M_B_x_P_I_x_N_	V_L_x_S_x_M_B_x_P_I_x_N

Real World Connections With Products: identify, sort, separate, differentiate, use graph, chart, share, map, representation

Real World Applications: Mail-Carrier, Chef, Meteorologist, Teacher Mathematician, statistician, banker, map maker, topographer, surveyor

Real World Terms: Venn-diagram, tally mark, fair share number, total, data, column, distribute, equality, similarities, differences, model

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 Change can be either positive or negative Conflict is composed of opposing forces.

More Complex Generalizations (Two or more concepts):

Conflict 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 conflict might occur if your # of tally marks does not match your # of pictures? What conflict might occur if each child did not get a fair share? What conflict would occur if the two circles did not overlap? In what ways could you model the data?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Venn diagram
- Teacher generated work sheets
- Math manipulative
- Paper pencil
- •
- •

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

What conflict might occur if your number of tally marks does not match your number of pictures? What conflict might occur if each shild did not get a fair share?

What conflict might occur if each child did not get a fair share? What conflict would occur if the two circles did not overlap? In what ways could you model the data?

Intelligent Behaviors:

How would intelligent behaviors help you plan for recording data? What intelligent behavior would you use to ensure that both had fair shares? How can intelligent behavior help you understand the venn diagram? How would intelligent behaviors help you to model whole numbers.

Literary Perspective:

How does sorting pictures help you to sequence events in the story? How could sharing help you avoid conflict? In what ways might recognizing similarities and differences help you avoid conflict? How could thinking flexibly help you solve a conflict?

Student/Teacher Reflections:

Additional Support Materials:

Favorite Read-Alouds: Goldilocks and the Three Little Bears The Three Little Pigs The True Story of the Three Little Pigs Because of Winn Dixie Charlotte's Web

Finger Plays, Nursery Rhymes and Songs:

Little Miss Muffet Humpty Dumpty Itsy Bitsy Spider Little Jack Horner

Video Clips:

Magic School Bus Series Videos Charlie Brown Videos Ugly Duckling TMNT Happy Feet Charlotte's Web Because of Winn Dixie

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?

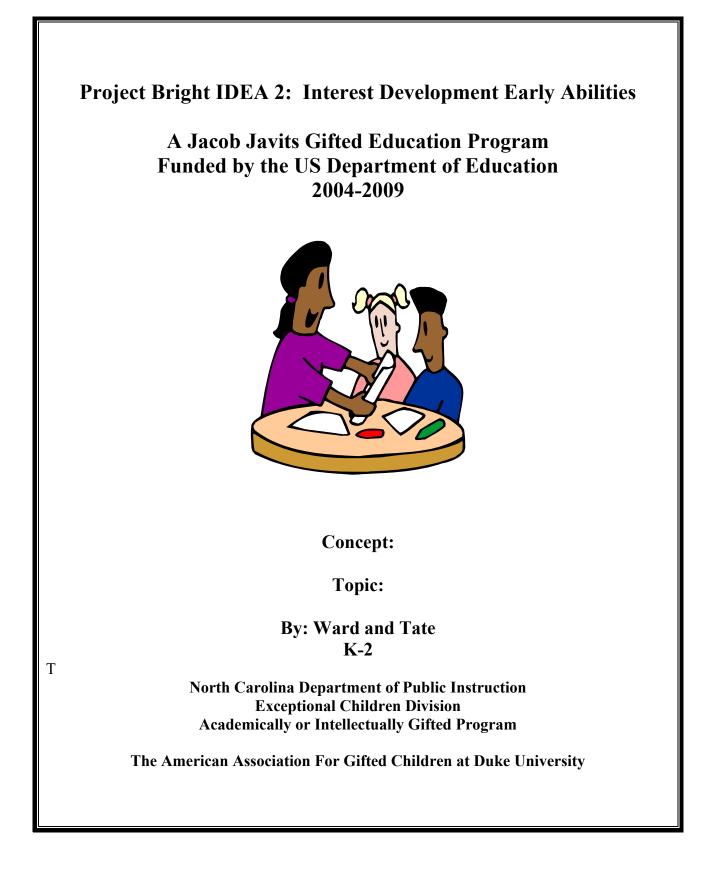
5. What were "ah ha's?" for the students? For teachers?

"Additional Comments

APPENDIX

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Additional Instructional Concept-Based Activities



Topic -

Literature Selection – Author -

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

Topic -

Literature Selection – Author -

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

Topic -

Literature Selection – Author -

Concepts	Themes
Issues or Debates	Problems or Challenges
Processes	Theories
Paradoxes	Assumptions or Perspectives
	<u> </u>

Concept: Change

Suggested Literature Selection(s): The Librarian of Basra

Look and Listen for...

Intelligent Behaviors- Taking Responsible Risks

Thinking Flexibly Persistence Metacognition Finding humor Questioning and posing problems Thinking and communicating with clarity and precision

Story Focus - Taking Responsible Risks Persistence Thinking Flexibly

Student Activities

Thinking Skills Focus: Figural Classifications

Describing people and things/buildings Describing similarities and differences/buildings Verbal sequences/buildings Verbal classifications/buildings Analogies regarding community

Topic Focus: Recognize that members of the community are affected by changes in the community that occur over time.

Concept Focus: Change can be either positive or negative.

Overarching Generalizations: change generates additional change Change is inevitable Change is necessary for growth Change can be evolutionary or revolutionary

More Complex Generalizations (Two or more concepts): Conflict may be natural or human-made Conflict may allow for synthesis 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:

Change may cause a person to take responsible risks Roles/responsibilities within a community Need for rules/fairness within a community

Suggested Vocabulary Words for Discussion:

Destroy Precious Ancient Biography Rumors Reality Abandon Survive Firestorm

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:

-cards: Teacher will put vocabulary word on one card and definition on the other. Students will match cards.

-Personal Dictionary: Students will add one word and definition each day to their personal dictionaries.

-Illustration: Students will illustrate the vocabulary words in the dictionaries.

- Mix and Match: Student will move around the room to try to find the person that has the matching word or definition.

Hooks:

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

Six Facets of Understanding

Facet 1 – EXPLANATION

What is change? How do things change? Students will orally share examples of change in their own lives.

Facet 2 – INTERPRETATION

How does change relate to you? Students will divide their drawing paper in half. Students will draw and label how they were as a baby on one half and present on the other.

Facet 3 – APPLICATION

How might change help us as we grow? Students will create a picture showing how they will change over the next ten years?

Facet 4 – PERSPECTIVE

What are other possible reactions to change? Why might some people be worried about change? Students will analyze or infer why change can be scary sometimes?

Facet 5 – EMPATHY

How might you feel about going to a new school in a new community? Students will role-play being the new kid in school.

Facet 6 – SELF-KNOWLEDGE

How do I handle change? How can I be aware of changes that are happening? "Turn and talk" with your partner to share and discuss changes that happened between kindergarten and first grade.

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	
Using sentence strips sentences will sequence and retell story events.	Students will pretend that they are helping Alia rescue the treasured book from the library. (Teacher will place a variety of text in the station for students to choose	
Teacher will write sentence strips that reflect the events in <u>The Librarian of Basra</u> . Students will use a pocket chart to sequence events. Students will take turns retelling the events within the small group.	from.) Students will select which three books that they value the most. Students will convince the others in the groups why their choices are the most valuable.	
What are examples of changes that occurred during the story? Which intelligent behavior helped you determine this?	What do your choices reveal about you? How do you feel about the need for rules and fairness in a community? Which intelligent behavior helped you determine this?	
V_x_LxSM_B_x_PIN	V_x_LSMB_x_P_x_I_x_N	
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling	
Students will use a Venn diagram to compare and contrast Alia's community and their own community. (Teacher will prepare pictures to be used in the Venn diagram.)	Students will pretend that they are helping Alia design the library after the conflict is resolved. Students will create the ideal library.	
How is Alia's community at the beginning of the story similar/different from the community at the end of the story? Which intelligent behavior helped you determine this?	How are your views about what Alia's community will look like in the future shaped by her community right now? Which intelligent behaviors helped you determine this?	
V_x_L_x_S_x_M_B_x_P_I_N_	V_x_L_x_S_x_M_B_x_P_Ix_N	

Real World Connections with Products: Planning

Real World Applications: Mathematician, Statistician

Real World Terms: Categorical, Circle, Intersection,

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: Members of the community are affected by changes that occur over time. Overarching Generalizations: Change generates additional change Change is inevitable Change is necessary for growth Change can be evolutionary or revolutionary

More Complex Generalizations (Two or more concepts): Conflict may be natural or human-made Conflict may allow for synthesis or change

Essential Question

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

What is change? How do things change? How does change relate to you?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Sentence strips with statements from The Librarian of Basra
- Pocket chart
- Several books representing various genres and subjects
- Venn diagram
- Photographs from the local community and Iraq

MetaCognitive Discussion (Essential Questions): (Whole Group)

Conceptual Perspectives:

How might change help us as we grow? What are other possible reactions to change? Why might some people be worried about change? How can change be positive or negative? Is change inevitable? How do people react to change? Why might they react differently? How do you react to change? How is change necessary for growth?

Intelligent Behaviors:

What intelligent behaviors can you use to understand change? Which intelligent behaviors could you use to help determine if change is positive or negative? Which intelligent behavior would help you develop a plan to deal with change? Which intelligent behavior could you use to help you react positively to change? Which intelligent behaviors would you use to accept change?

which intelligent behaviors would you use to acce

Literary Perspectives:

How is Alia's community affected by change?

How did the community react to change? How were the changes positive? Negative? What intelligent behaviors did Alia demonstrate? What intelligent behaviors did the members of Alia's community demonstrate? What predictions can you make about Alia's community in the future? How was change necessary for growth in Alia's community?

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.

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Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking	
Using a graph students will compare their favorite literary genres.	Students will work cooperatively to role play and solve word problems related to the	
Teacher will program a class graph with four different literary genres. Students will use a book cut out to demonstrate his/her choice. Students will respond to questions about the graph. (How could we change the outcome of the graph? How would the graph be different if the choices were different? Which intelligent behaviors did you use?	text. (Alia rescued three biographies and five history books. How many books did she rescue?) After completing the teacher made word problems, create your own problem to act out for the group. How did having the community help Alia rescue more books? How was that change positive?	
V_x_L_x_S_M_B_P_x_I_N	Which intelligent behaviors did you use?	
	V_x_L_x_SM_Bx_P_x_IxN	
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling	
Formulate a plan for Alia to rescue 24 books tonight. She can only carry 4 books each time. How many trips will she have to make? Use manipulatives and then show your work. What are some changes that could positively affect Alia? What are some changes that could negatively affect Alia?	Imagine we have to rescue the books from the library. Formulate a plan to relocate the books. You have time to rescue 30 books. You have to rescue at least three types of books. You have to use at least four different rooms in the school to store the books. Create a map to show where you stored the books. Show how many of each type of book by using tally marks and/or place value blocks.	
Which intelligent behaviors did you use?	How would adding more books change your answer? How would having fewer books change your answer?	
V_x_L_x_S_x_M_B_x_P_I_N	Which intelligent behaviors did you use? Vx_Lx_S_x_M_B_P_x_IN	

Real World Connections With Products: Planning

Real World Applications: Mathematician, Statistician

Real World Terms: Categorical, Circle, Intersection,

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More Complex Generalizations (Two or more concepts): Conflict may be natural or human-made

Conflict may allow for synthesis or change

Essential Question(s):

(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

- Graph
- Die cut out of books
- Teacher made word problems
- Manipulatives to represent books
- •

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How might change help us as we grow? What are other possible reactions to change? Why might some people be worried about change? How can change be positive or negative? Is change inevitable? How do people react to change? Why might they react differently? How do you react to change? How is change necessary for growth?

Intelligent Behaviors:

What intelligent behaviors can you use to understand change? Which intelligent behaviors could you use to help determine if change is positive or negative? Which intelligent behavior would help you develop a plan to deal with change? Which intelligent behavior could you use to help you react positively to change?

Which intelligent behaviors would you use to accept change?

Literary Perspective:

How could Alia have used tally marks or graphs to help her keep track of how many books she rescued?

How could Alia have formulated a plan to help her know how many days, people, and places she would need to help her rescue all the books?

Student/Teacher Reflections

Concept:

Topic:

Generalization(s):

Essential Question(s):

	Task Rotation Menu			
Level	Mastery	Understanding	Self-Expressive	Interpersonal
1				
2				
2				
3				

... •

Real World Connections With Products: Planning

Real World Applications: Mathematician, Statistician

Real World Terms: Categorical, Circle, Intersection

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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

- •
- •

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) Sensing- Thinking After listening to the story <u>The Little House</u> or another related text students will sequence story events representing change in the community over time. (Teacher will pre-record items on paper.) What are examples of changes that occurred over the years? Which intelligent behavior helped you determine this? V_L_x_S_M_B_P_I_N_	Interpersonal Learner (B) Sensing-Thinking Pretend that a hurricane is about to come ashore. You have only one day to prepare to evacuate. Decide which three items you want to take with you. Students will fold paper into thirds and draw one item in each block. Students will write sentence(s) to explain why they chose each item. What do the items you chose reveal about you? Which intelligent behavior helped you determine this? V_x_L_S_x_M_B_x_P_x_I_N_
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
Using a Venn diagram the students will compare and contrast the little house in the country vs. the little house in the city. (Referring to <u>The Little House</u> by Virginia Lee Burton)	Students will predict and create what the community they want to live in will look in twenty years. Students will build or draw the community.
How is the little house at the beginning of the story similar/different from the house at the end of the story. Which intelligent behavior helped you determine this? If you finish early, you can compare your community to the community in the story.	How are your views about what your community will look like in the future shaped by your community right now? Which intelligent behaviors helped you determine this?
V_x_L_x_S_x_MBP_x_IN	V_x_LS_x_MB_x_P_x_I_x_N

Real World Connections With Products: Planning

Real World Applications: Mathematician, Statistician

Real World Terms: Categorical, Circle, Intersection

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More Complex Generalizations (Two or more concepts): Conflict may be natural or human-made Conflict may allow for synthesis or change

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

- The Little House book
- Pre-recorded sentences on paper
- Venn Diagram
- •

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives: How might change help us as we grow? What are other possible reactions to change? Why might some people be worried about change? How can change be positive or negative? Is change inevitable? How do people react to change? Why might they react differently? How do you react to change? How is change necessary for growth?

Intelligent Behaviors:

What intelligent behaviors can you use to understand change? Which intelligent behaviors could you use to help determine if change is positive or negative? Which intelligent behavior would help you develop a plan to deal with change? Which intelligent behavior could you use to help you react positively to change? Which intelligent behaviors would you use to accept change?

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) **Interpersonal Learner (B)** Sensing- Thinking Sensing-Thinking Students will work cooperatively to role Using a graph students will compare their favorite play and solve word problems related to the buildings in a community. community. Students will create original Teacher will program a class graph with four different word problems to role play for the group. A community buildings. Students will use a building cut out to demonstrate his/her choice. Students will respond Which intelligent behaviors did you use? to questions about the graph. (How could we change the outcome of the graph? How would the graph be different if the choices were different? Which intelligent behaviors did you use? $V_L_x_S_M_B_x_P_I_x_N_$ $V_x_L_x_S_M_B_P_I_N_$ **Understanding Learner (C)** Self-Expressive Learner (D) Intuitive-Thinking **Intuitive-Feeling** Formulate a plan for the community to rescue some of Construct a model community. Use tally marks to the wild life that is losing their habitat due to the depict the number of each type of building. growing community. They need to relocate 32 animals. The truck can only carry four animals. How many trips How would adding more buildings change your will they have to make? community?

Use manipulatives and then show your work.	How would having fewer buildings change your community?
What are some changes that could positively affect the rescue? What are some changes that could negatively affect rescue?	Which intelligent behaviors did you use?
Which intelligent behaviors did you use?	
Vx_L_x_Sx_M_B_P_x_I_N_x_	V_x_L_x_SxMBPIN

Real World Connections With Products: Planning

Real World Applications: Mathematician, Statistician

Real World Terms: Categorical, Circle, Intersection

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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More Complex Generalizations (Two or more concepts): Conflict may be natural or human-made Conflict may allow for synthesis or change

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

- Graph
- Die cut of buildings
- Manipulatives
- •

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives: How might change help us as we grow? What are other possible reactions to change? Why might some people be worried about change? How can change be positive or negative? Is change inevitable? How do people react to change? Why might they react differently? How do you react to change? How is change necessary for growth?

Intelligent Behaviors:

What intelligent behaviors can you use to understand change? Which intelligent behaviors could you use to help determine if change is positive or negative?

Which intelligent behavior would help you develop a plan to deal with change? Which intelligent behavior could you use to help you react positively to change? Which intelligent behaviors would you use to accept change?

Literary Perspective:

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?

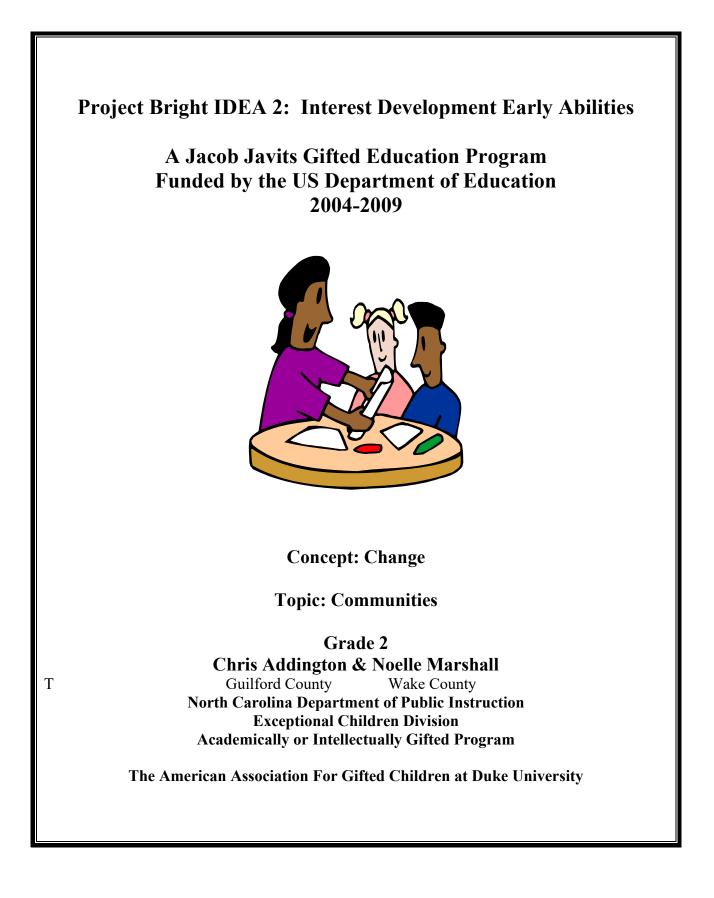
5. What were "ah ha's?" for the students? For teachers?

"Additional Comments

APPENDIX

A

Additional Instructional Concept-Based Activities



Topic –Inventions have changed communities through time. Literature Selection –Young Thomas Edison Author –Michael Dooling

Concepts	Themes
 change discovery technology 	4.02 Analyze environmental issues past and present and determined their impact on different culture.
Issues or Debates	Problems or Challenges
Home schooling vs. public schooling	 Going deaf/ learning with a disability eccentricity
Processes	Theories
 research scientific process problem solving decision making 	Inventions have a large impact on changing in the community.
Paradoxes	Assumptions or Perspectives
Formal education vs. life experience	You have to go to school to gain knowledge Handicapped people can not achieve as much as people without handicaps.

Topic -

Literature Selection – Author -

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

Topic -

Literature Selection – Author -

Concepts	Themes
Issues or Debates	Problems or Challenges
Processes	Theories
Paradoxes	Assumptions or Perspectives
	<u> </u>

Concept: Change

Suggested Literature Selection(s): Young Thomas Edison by Michael Dooling

Look and Listen for...

Intelligent Behaviors

Story Focus : persistence, taking risks, creating, imagining and innovating

Student Activities: Meta cognition, Questioning and posing problems, finding humor, Remaining open to continuous learning, listening with understanding and empathy, applying past knowledge to new situations.

Thinking Skills Focus:

- Figural or Verbal Classification
- Describing Things

Topic Focus: Communities change through time

Concept Focus: How inventions change a community through time

Overarching Generalizations:

- Change is linked to time.
- Change is necessary for growth (improvement).
- Change causes change.
- Change is evolutionary or revolutionary

More Complex Generalizations (Two or more concepts):

- Exploration brings about change.
- Conflict may influence 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 would a hearing impairment change or affect a persons learning ability? How did Thomas Edison use persistence in his life? How would our communities be different if Thomas Edison had not shown creating, imagining, and innovating?

Suggested Vocabulary Words for Discussion:

* inventors era	patented	scarlet fever	ambitions
* evolutionary	dispatcher	test tubes	telegraphy
* chemicals cellar	addled	exhausting	device
* revolutionary	laboratory	genius	second hand
*exploration	beakers	press	lurch

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 five of your favorite words from the unit with a vocabulary buddy.
- Draw a picture of vocabulary word and exchange with a partner. Have your partner guess what word has been drawn. (Select words from the suggested vocabulary.)
- Tell of something that happened in your life using a vocabulary word form the story.

Hooks:

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

Six Facets of Understanding

Facet 1 – EXPLANATION

How would our lives be affected without the invention of the light bulb? Predict what it would be like if, one night, all of the lights went out in town. Write a journal entry.

Facet 2 - INTERPRETATION

How would your community change if light bulbs were never invented? Illustrate a picture of how your community might look without any light bulbs.

Facet 3 - APPLICATION

What GIBs would an inventor use to invent the light bulb? Create a list of GIB's that Thomas Edison might have used and tell why you think that.

Facet 4 - PERSPECTIVE

How do communities change for people from one generation to another because of changes in technology?

Compare and contrast life before and after the invention of the light bulb.

Facet 5 – EMPATHY

How is change in a community accepted by the population? With a partner role-play a child and a grandparent who want to do research on a computer.

Facet 6 – SELF-KNOWLEDGE

What changes have happened in your community in your lifetime? Reflect on big changes that have occurred in your community. Interview a grandparent/senior citizen to tell what the community was like when they were your age. Evaluate which time period would you have liked to live in and why?

> Read: Young Thomas Edison By: Michael Dooling

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
Select one invention shown in the back of the book <u>Young Thomas Edison</u> . Draw a before and after picture to show how the invention changed a community.	Focus on a time in Edison's life in which he experienced change and then write what Thomas might have written about his feelings in a journal.
Select 3 of the inventions that are linked in time and explain how they changed.	Which GIBs did you think Thomas exhibited and explain how they are shown?
How would you explain how inventions change communities?	Explain how this change helped him to grow as an inventor.
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
Read the paragraph excerpt from <u>Young Thomas Edison</u> when he worked as a telegraph operator. Then summarize it in a paragraph. Write an argument that proves whether that invention	Compose a jingle to sell one of Edison's inventions. You may use any melody that you know, but you cannot use the words from the song. Use a tape recorder to record your jingle.
was evolutionary or revolutionary and why you think so. When thinking about his problem, what questions do	Select which key words did you use to encourage others to listen with understanding and empathy?
you think Thomas thought about to help him invent his device?	How did the product that you are selling inevitably change the community that you are in today?
V * L * S_M_B_P_I_N_	V * LSM * BPIN

Select, draw, compose, judge, argue, write

Real World Applications:

Artist, songwriter, singer, advertising executive, sales representative, lawyer, judge

Real World Terms:

Draw, paint, create, write, sell, debate, deliberate

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 linked to time.
- Change is necessary for growth (improvement).
- Change causes change.
- Change is evolutionary or revolutionary.

More Complex Generalizations (Two or more concepts):

- Exploration brings about change.
- Conflict may influence change.

Essential Question

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

How do communities change for people from one generation to another because of changes in technology?

- pencil
- writing paper
- drawing paper
- crayons / paint
- tape recorder

(Whole Group)

Conceptual Perspectives:

- How do communities change for people from one generation to another because of changes in technology?
- What changes have happened in your community in your lifetime?
- How would our lives be affected without the invention of the light bulb?

Intelligent Behaviors:

- Which GIBs did you think Thomas exhibited and explain how they are shown?
- How would you explain how inventions change communities?
- Select which key words did you use to encourage others to listen with understanding and empathy?

Literary Perspectives:

- Select one invention shown in the back of the book <u>Young Thomas Edison</u>.
- Read the paragraph excerpt from <u>Young Thomas Edison</u> when he worked as a telegraph operator.

Student/Teacher Reflections

- How can you describe what you are learning?
- What problem solving strategies are you using?
- Which problem solving strategy worked best?
- How will you use what you have learned the next time you solve a similar problem?

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	Interpersonal Learner (B) Sensing-Thinking
Pretend you are a weather reporter. Write your TV report about a sudden change in temperature.Changes cause change. Predict what impacts this change will have on your community.What GIBs would you need to use in order to get ready for this temperature change?	With a partner, discuss an event that shows how change in temperature is linked to time. Using a piece of poster board and markers, together draw a picture of that event on your poster.Discuss and write GIBs did you both use in order to do this activity?
V * L * SMBPI * N *	V * L_S_M_B_P * _I * N
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
Intuitive-Thinking Using the three thermometer drawings provided (showing: A. 80 degrees F, B. 60 degrees F, and C. 20 degrees F) describe and record a revolutionary change that would cause the temperature to change from A to B. Plan and record an event that would cause an evolutionary change from temperature B to	
Intuitive-Thinking Using the three thermometer drawings provided (showing: A. 80 degrees F, B. 60 degrees F, and C. 20 degrees F) describe and record a revolutionary change that would cause the temperature to change from A to B. Plan and record an event that would	Intuitive-Feeling With the magazines provided, select pictures of people wearing outfits that reflect different temperatures. Estimate what temperature each person is dressed for and arrange and paste the pictures in order from warmest to coldest. Label what you think each temperature might

Write, predict, describe, discuss, record, select, estimate, draw, label, imagine, innovate, create

Real World Applications:

Weatherman, scientist, writer, clothes designer

Real World Terms: forecasts, choreographs, films, experiments, publish, 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.

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- Change is evolutionary or revolutionary.

More Complex Generalizations (Two or more concepts):

- Exploration brings about change.
- Conflict may influence change.

Essential Question(s):

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

How do communities change for people from one generation to another because of changes in technology?

- writing paper
- pencils
- thermometers
- poster board
- markers
- magazines
- scissors
- glue/paste
- construction paper
- thermometer drawings

(Whole Group)

Conceptual Perspectives:

- How do communities change for people from one generation to another because of changes in temperature?
- What changes have happened in your community because of temperature this year?
- How would our lives be affected without the invention of the thermometer?

Intelligent Behaviors:

- What GIBs would you need to use in order to get ready for this temperature change?
- Discuss and write GIBs did you both use in order to do this activity?
- How can changes in temperature be revolutionary or evolutionary?

Literary Perspective:

- Where in the book would you find Thomas Edison measuring temperature during his experiments?
- How would knowing how to measure temperature have been important for Edison?

Student/Teacher Reflections

- How can you describe what you are learning?
- What problem solving strategies are you using?
- Which problem solving strategy worked best?
- How will you use what you have learned the next time you solve a similar problem?

Concept: Change

Topic: Communities

Generalization(s):

Overarching Generalizations:

- Change is linked to time.
- Change is necessary for growth (improvement).
- Change causes change.
- Change is evolutionary or revolutionary.

More Complex Generalizations (Two or more concepts):

- Exploration brings about change.
- Conflict may influence change.

Essential Question(s):

How do communities change from one generation to another because of change in a community?

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Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	List the inventions that from the book <u>Young Thomas</u> <u>Edison</u> that has caused change in your community.	In a Venn diagram compare and contrast your community what it is like now and what it is like 100 years ago.	Fold your paper in half. Visualize the community 100 years ago. Visualize the community today. Draw the picture on each half of the paper.	With a partner discuss changes in your community. List 3 things that are the same in your communities.
2	Select one invention shown in the back of the book <u>Young</u> <u>Thomas Edison.</u> Draw a before and after picture to show how the invention changed a community.	Pick any invention. What was the cause the invention to be created? What are the effects of this invention on your community?	Design and draw an invention. Tell how it would affect your community.	Edison invented the kinetoscope which led to movies. Reflect on what your life would be like without movies and write a journal entry of how you would feel about it.
3	Select one invention shown in the back of the book <u>Young</u> <u>Thomas Edison.</u> Draw a before and after picture to show how the invention changed a community. Then write a news report on how it has changed.	Read the paragraph excerpt from <u>Young</u> <u>Thomas Edison</u> when he worked as a telegraph operator. Then summarize it in a paragraph.	Compose a jingle to sell one of Edison's inventions. You may use any melody that you know, but you cannot use the words from the song. Use a tape recorder to record your jingle.	Focus on a time in Edison's life in which he experienced change and then write what Thomas might have written about his feelings in a journal.

Task Rotation Menu

Select, draw, compose, judge, argue, write, focus, journal, list, Venn diagram, compare/contrast, fold, visualize, discuss, design, reflect, summarize

Real World Applications:

Artist, songwriter, singer, advertising executive, sales representative, lawyer, judge, newspaper reporter, inventor, community planner,

Real World Terms:

Draw, paint, create, write, sell, debate, deliberate, plan

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 linked to time.
- Change is necessary for growth (improvement).
- Change causes change.
- Change is evolutionary or revolutionary.

More Complex Generalizations (Two or more concepts):

- Exploration brings about change.
- Conflict may influence change.

Essential Question

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

How do communities change from one generation to another because of change in inventions?

- pencil
- writing paper
- drawing paper
- crayons / paint
- tape recorder
- Venn diagrams

(Whole Group)

Conceptual Perspectives:

- How do communities change for people from one generation to another because of changes in technology?
- What changes have happened in your community in your lifetime?
- How would our lives be affected without the invention of the light bulb?

Intelligent Behaviors:

- Which GIBs did you think Thomas exhibited and explain how they are shown?
- How would you explain how inventions change communities?
- Select which key words did you use to encourage others to listen with understanding and empathy?

Literary Perspectives:

- Select one invention shown in the back of the book <u>Young Thomas Edison</u>.
- Read the paragraph excerpt from <u>Young Thomas Edison</u> when he worked as a telegraph operator.

Student/Teacher Reflections

- How can you describe what you are learning?
- What problem solving strategies are you using?
- Which problem solving strategy worked best?
- How will you use what you have learned the next time you solve a similar problem?

Student Reflections and Assessments Task Rotation Learning Experience

K-2

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

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking	
Select one of these inventions: telephone or car. Draw a design of how that invention may change in the future.	With a partner, each will select an invention you used this morning and then mime how you used it. Your partner will try to guess what it is. Then, mime the same	
Explain why your new invention might affect your community immediately or after a long period of time.	activity as if you were living 100 years ago.	
How would remaining open to continuous learning contribute to changes in inventions?	A stranger walks by our classroom while you are miming. How might this activity seem humorous?	
V * L_S * M_B_P_I_N_	V_L * S_M_B_P_I_N_	
Understanding Learner I Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling	
Think of changes that have taken place in your neighborhood. Select two to analyze and decide if these changes have been evolutionary or revolutionary. Write paragraph with your explanation.	Imagine that you were a time traveler. What would your school be like? Hypothesize and draw a detailed picture labeling the changes in the school.	
Select one of your choices and explain how you know that the change is evolutionary or revolutionary.	Explain why these changes might be inevitable. How would this exploration change the way you feel about your present school?	
Based on your knowledge of your neighborhood, write about one revolutionary change you would make.		
V * L_S_M_B_P_I_N	V*L S*M B P I*N	

Analyze, hypothesize, select, create, generate, explain, draw, design

Real World Applications:

Actor, artist, draftsman, designer, teacher, principal, journalist, scientist

Real World Terms:

Perform, teach, lead, write, research, create, draw, paint

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 linked to time.
- Change is necessary for growth (improvement).
- Change causes change.
- Change is evolutionary or revolutionary.

More Complex Generalizations (Two or more concepts):

- Exploration brings about change.
- Conflict may influence change.

Essential Question:

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

How do communities change for people from one generation to another because of changes in technology?

- Paper
- Crayons / paint
- Drawing paper
- Writing paper
- A copy of the paragraph from <u>Young Thomas Edison</u> that begins with the words "One of Al's duties as the operator..."

(Whole Group):

Conceptual Perspectives:

- Explain why your new invention might affect your community immediately or after a long period of time.
- Change is necessary for growth (improvement). Analyze how did the two inventions you mimed improve life for people in your community?
- Select one of your choices and explain how you know that the change is evolutionary or revolutionary.

Intelligent Behaviors:

- How would remaining open to continuous learning contribute to changes in inventions?
- A stranger walks by our classroom while you are miming. How might this activity seem humorous?
- Based on your knowledge of your neighborhood, write about one revolutionary change you would make.

Literary Perspective:

• How would Thomas Edison perceive the improvements on his inventions?

Student/Teacher Reflections

- How can you describe what you are learning?
- What problem solving strategies are you using?
- Which problem solving strategy worked best?
- How will you use what you have learned the next time you solve a similar problem?

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	Interpersonal Learner (B) Sensing-Thinking	
 Fold a piece of paper into four boxes. In the top of each box write a name of the following months: January, April, July, and October. Beside the month, judge what temperature you would expect to see in that month. Draw a picture of what you would be wearing and doing outside during that day. Hypothesize and explain why the changes in temperature would affect the changes in clothes. Think about how you decided what clothes to draw for each temperature. Conclude why you made your choices. 	 With a partner, discuss a ten degree temperature interval that is your favorite (your "comfort zone") in Fahrenheit. Tell each other why that is your favorite temperature. Written as a journal entry, describe activities you would enjoy or places you would enjoy going to. Could you do these same activities if you were 80 years old? To show how change is linked to time, fold a piece of paper in half and draw a picture of yourself doing the activity in your journal entry. Then, on the other side draw what you might do in the same temperature when you are 80 years old. Explain where you might find humor in this activity. 	
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	
 Young Thomas Edison used beakers in his experiments. Placing a thermometer in, measure and write down the temperature of the water in the beaker of water and write it down on the form provided. After placing pieces of ice in the beaker, observe and record the temperature after 2 minutes. Now imagine the beaker is placed in the hot sun for several hours. Predict what would happen to the temperature of the water and record your prediction. After testing the ice water, distinguish if the change in temperature was evolutionary or revolutionary and explain why. Then hypothesize whether the beaker in the sun would have a change that is evolutionary or revolutionary and explain why. What prior knowledge did you use to help you with your prediction about the beaker in the sun? Explain in a short paragraph. 	Imagine that the temperature got stuck on 95 degrees F. How would this change/impact your favorite times of the year? This can be holidays, vacations, hobbies Change is necessary for growth. How does <i>not</i> changing temperature affect growth of plants in nature? Pretend that you are a flower and create a dance showing this effect. Your teacher will video this dance later. Using empathy, express in writing what the plant from the dance is feeling.	

Real World Connections With Products: Fold, draw, hypothesize, conclude, think, explain, imagine, testing, use empathy, predict, express, pretend

Real World Applications:

Weatherman, dancer, cinematographer, scientist, writer, clothes designer

Real World Terms: forecasts, choreographs, films, experiments, publish, 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:Change

Overarching Generalizations:

- Change is linked to time.
- Change is necessary for growth (improvement).
- Change causes change.
- Change is evolutionary or revolutionary.

More Complex Generalizations (Two or more concepts):

- Exploration brings about change.
- Conflict may influence change.

Essential Question:

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

How do changes in temperature affect your community?

- Writing paper
- Drawing paper
- Pencil
- Beakers
- Ice
- Pitcher of Water
- Paper towels
- Thermometers
- Crayons / paint
- Video camera and tape

(Whole Group)

Conceptual Perspectives:

- Hypothesize and explain why the changes in temperature would affect the changes in clothes.
- After testing the ice water, distinguish if the change in temperature was evolutionary or revolutionary and explain why. Then hypothesize whether the beaker in the sun would have a change that is evolutionary or revolutionary and explain why.
- How does *not* changing temperature affect growth of plants in nature?

Intelligent Behaviors:

- Using empathy, express in writing what the plant from the dance is feeling.
- What prior knowledge did you use to help you with your prediction about the beaker in the sun?
- Explain where you might find humor in this activity.

Literary Perspective:

• Young Thomas Edison used beakers in his experiments.

Student/Teacher Reflections:

- How can you describe what you are learning?
- What problem solving strategies are you using?
- Which problem solving strategy worked best?
- How will you use what you have learned the next time you solve a similar problem?

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?

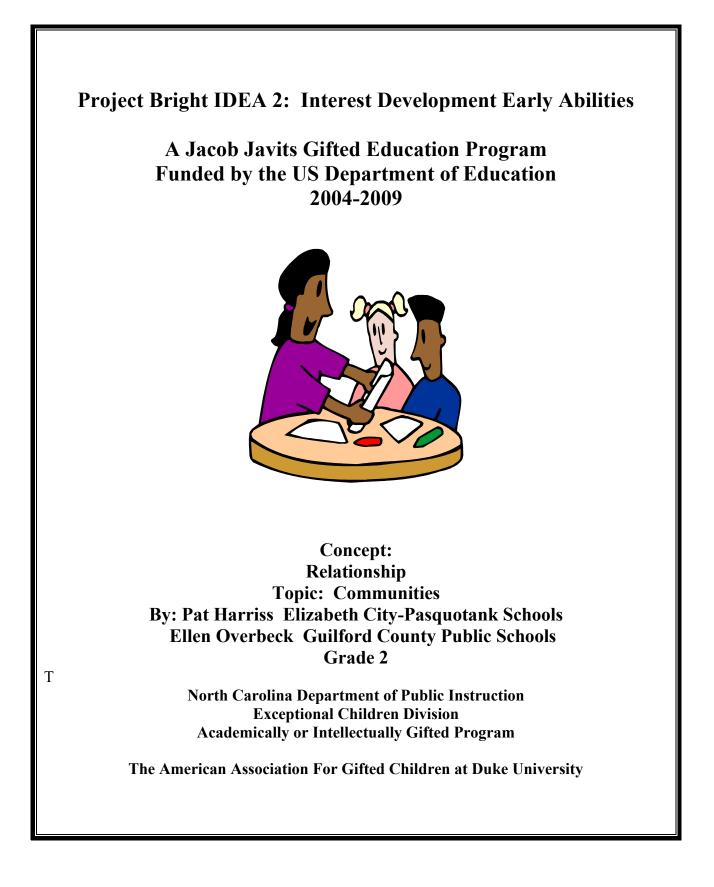
5. What were "ah ha's?" for the students? For teachers?

"Additional Comments

APPENDIX

A

Additional Instructional Concept-Based Activities



Big Ideas Manifested

Topic - Communities
Literature Selection –Mystic Horse Author –Paul Gobel

Concepts	Themes
Relationships- families past, present and future	5.03 Compare and contrast the physical features of communities and regions 6.03 Identify means and methods of human movement
Issues or Debates	Problems or Challenges
Reasons for moving	Past versus the present Why did they have to move
Processes	Theories
Research the homes and communities of Native Americans versus communities of today	
Paradoxes	Assumptions or Perspectives
	Cultural perspectives

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
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Concept: Relationships Topic:Communities

Suggested Literature Selection(s): Mystic Horse

Look and Listen for...

Intelligent Behaviors

Story Focus -Creating, imaging and innovating Posing questions Persistence

Student Activities Same as above and take responsible risk

Thinking Skills Focus: Lesson 5 (page 161) Lesson 22 (page 190) Lesson 37 (page 199

Topic Focus: Communities

Concept Focus: Relationships

Overarching Generalizations: Relationships can be temporary or permanent, simple or complex and unifying or dividing

More Complex Generalizations (Two or more concepts): Change is necessary for growth in 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: Native Americans Legends Native American Symbols

Suggested Vocabulary Words for Discussion:

harvested earth-lodge tipis pasture daubed rein mystic lariat chestnut mounted

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 scramble Memory Flash cards Word sort

Hooks:

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

Six Facets of Understanding

Facet 1 – EXPLANATION

How would you go about and what sources would you use to design a home past and present?

Facet 2 - INTERPRETATION

Can you look at your neighbor's picture to evaluate their drawing?

Facet 3 - APPLICATION

What might you use to build a tipi or an earth-lodge? Create one of the above from these materials?

Facet 4 - PERSPECTIVE

How are Native Americans similar to or different from your family? Compare and contrast the relationships between the Native American and your own family.

Facet 5 – EMPATHY

What would it be like to walk in Native American shoes? Stand in these moccasins and be like a Native American and role play what you would do after your tipi or earth-lodge was completed.

Facet 6 – SELF-KNOWLEDGE

Can you recognize which is the right illustration of a tipi and earth-lodge? Place your sticky note with your name above the illustration you think is correct.

Read: Task Rotation Learning Activities (Practice)

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		
Design and create a step by step booklet on how to build a tipi or earth-lodge.	You live in an earth-lodge: Write a letter or compose a song and invite a friend to visit.		
Which GIB did you use?	Make sure you have at least 3 reasons why you want them to visit.		
	Which GIB did you use?		
V_*_L_*_S_*_MBPIN	V*_L_S_M*_B_*_P_I_N		
Understanding Learner	Self-Expressive Learner (D) Intuitive-Feeling		
Research at least three other Native American homes. Write and illustrate your findings.	Draw or build a house you might see in the year 3000. Create an advertisement to sell it		
Which GIB did you use?	Which GIB did you use?		
V_*L_S_*_M_B_P_I_N_	V*_L_*_S*MB_*_PI_*_N		

Organize analyze generate applying

Real World Applications:

Historian Construction worker Architect Journalist Musician Sales Manager Realator Genealogist

Real World Terms: Reseach design draw illustrate compose 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:

Relationships can be temporary or permanent, simple or complex and unifying or dividing

More Complex Generalizations (Two or more concepts):

Change is necessary for growth in relationships.

Essential Question

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

What GIB might be used by a construction worker to describe the differences between the Native American community and your community?

- Computer
- Research guides/books on Native American homes
- Materials for constructing houses
- Paper and pencil
- Stationary
- Copy of <u>The Mystic Horse</u>

(Whole Group)

Conceptual Perspectives:

- Why are relationships important in a community?
- Why is change necessary for growth in relationships in the community?

Intelligent Behaviors:

- How did your GIB help you choose the best house?
- How did you use GIB during the construction of the house of the future?
- Which GIB did you exhibit most?

Literary Perspectives:

- Identify the community and the changes that occur?
- What were the reasons for the changes in the community?
- What relationship did the main character and his grandmother have with members of the community?

Student/Teacher Reflections

Teacher will read <u>The Mystic Horse</u> by Paul Goble and analyze the relationships between the people of the community and their homes over time.

Students will be able to compare and contrast their community with the community of the Native Americans

- 1. How can you describe what you're learning?
- 2. What problem solving strategies are you using?
- 3. Which problem solving strategy worked best:
- 4. How will you use what you have learned the next time you solve a similar problem?

Math Task Rotation Learning Activities (Assessment)

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	
Recalling the steps that you used to design your long- house or tipi. in your journal, list additional steps to sustain living in that community.	Engage in a debate with your partner about which would be the best place to live: lodge-house, tipi or your house. Defend your position.	
Which GIB did you use?	Which GIB did you use?	
V_*_LS*_MBPIN	V_*_LSMB_*_PI*N	
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling	
	Intuitive-recting	
Critique your research products and decide with your partner why those homes were habitable to that environment and community.	The class will be video taped as they advertise their finished product.	
partner why those homes were habitable to that	The class will be video taped as they advertise their	

Organize explain analyze decision making examine investigate classify

Real World Applications: Architect Journalist Salesperson TV personality politician Environmentalist

Real World Terms: Dialogue, explanation, reflect, rebuttal, opinion, persuade, point of view, conversation

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 can be temporary or permanent, simple or complex, and unifying or dividing.

More Complex Generalizations (Two or more concepts):

Change is necessary for growth in relationships.

Essential Question(s):

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

What GIB might be used by a construction worker to describe the differences between the Native American community and your community?

- Journal
- Video camera
- Pictures of Native American home
- Research materials
- computer

(Whole Group)

Conceptual Perspectives:

- Why are relationships important in a community?
- Why is change necessary for growth in relationships in the community?

Intelligent Behaviors:

- How did your GIB help you choose the best house?
- How did you use GIB during the construction of the house of the future?
- Which GIB did you exhibit most?

Literary Perspective:

- Identify the community and the changes that occur?
- What were the reasons for the changes in the community?
- What relationship did the main character and his grandmother have with members of the community?

Student/Teacher Reflections

- 1. How can you describe what you're learning?
- 2. What problem solving strategies are you using?
- 3. Which problem solving strategy worked best:
- 4. How will you use what you have learned the next time you solve a similar problem?

Concept: Relationships

Topic: Communities

Generalization(s): Relationships can be temporary or permanent, simple or complex, and unifying or dividing.

Essential Question(s):

	Task Rotation Menu					
Level	e e	Understanding	Self-Expressive	Interpersonal		
1	Define these words: Community Tipis Earth-lodge Mystic lariat	Using Indian symbols write what the Native American did on a given day.	Look in the newspaper and find advertised homes for sale and cut out the ads.	How would you feel if you had to move to?		
2	Design and create a step by step booklet on how to build a tipi or earth- lodge.	Research at least three other Native American homes. Write and illustrate your findings.	Write a newspaper ad to sell a house in the year 3000. Your ad will include an illustration.	You live in an earth-lodge: Write a letter or compose a song and invite a friend to visit. Make sure you have at least 3 reasons why you want them to visit.		
3	Sequence a timeline of what would need to happen 1 st , 2 nd , etc. to establish a community.	Research and chart Native American homes on the map of the United States.	With materials on hand construct a home for the community of the future.	Discuss and support your decision to relocate 1000 miles from your current community.		

Task Rotation Menu

Advertise compose write illustrate create build research chart sequence

Real World Applications: Advertiser realtor composer builder politician

Real World Terms: Sell write compose illustrate

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 can be temporary or permanent, simple or complex and unifying or dividing

More Complex Generalizations (Two or more concepts):

Change is necessary for growth in relationships.

Essential Question:

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

What GIB might be used by a construction worker to describe the differences between the Native American community and your community?

- dictionary
- newspaper
- Native American Symbols
- Computer
- Research materials
- Natural materials for building

(Whole Group)

Conceptual Perspectives:

- Why are relationships important in a community?
- Why is change necessary for growth in relationships in the community?

Intelligent Behaviors:

- Identify the community and the changes that occur?
- What were the reasons for the changes in the community?
- What relationship did the main character and his grandmother have with members of the community

Literary Perspective:

- Identify the community and the changes that occur?
- What were the reasons for the changes in the community?
- What relationship did the main character and his grandmother have with members of the community?

Student/Teacher Reflections:

- 1. How can you describe what you're learning?
- 2. What problem solving strategies are you using?
- 3. Which problem solving strategy worked best:
- 4. How will you use what you have learned the next time you solve a similar problem?

Student Reflections and Assessments Task Rotation Learning Experience (Math- practice) 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
Given natural materials to construct jewelry the student will construct a piece of jewelry which demonstrates a pattern.	Think, share and pair in order to explore the similarities and differences found among the horses on pages 1 and 2 of <u>The Mystic Horse</u> . Share your findings in writing in your math journal.
What GIB did you use to complete the task?	What GIB did you use to complete the task?
V_* <u>L_S_M_B_* P_I_* N_*</u> _	V*L*S M B P*I N
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
From pages 1-2 of The Mystic Horse by Paul Goble, students will observe the similarities and differences in the horses. The findings will then be depicted through the use of a bar graph.	From the book <u>Grandfather Tang</u> , students will learn about tanagrams. Afterwords, students will take their packets of tanagrmas and assemble a horse that is similar to the one in the book. Next, they will reconstruct their horse in different positions.
What GIB did you use to complete the task?	What GIB did you use to complete the task?
V_*_L_*_S_*_MBPIN	V_*_L_*_S_*_MBPIN

Real World Connections With Products:

Construct design collaborate assemble produce observe create

Real World Applications: Mathematician draftsman graphic artist designer quilter

Real World Terms: Draw graph design assemble

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: Patterns have segments that are repeated. Patterns allow for predictions. Patterns have an internal order. Patterns are enablers.

More Complex Generalizations (Two or more concepts):

Patterns allow for predictions to show relationships change over time.

Essential Question:

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

Is everything related in some way?

Materials Needed for Task Rotation and/or Task Rotation Menu

- tanagrams
- chart paper
- copy of <u>Grandfather Tang</u>
- pattern blocks
- copy of page 1 of The Mystic Horse
- pencils, pens, crayons

(Whole Group):

Conceptual Perspectives:

- Why are relationships important?
- What are some relationships that you have observed?
- As you think about the relationships, what conclusions can you draw?

Intelligent Behaviors:

- What met cognitive behavior did you use to complete each task?
- What GIB can you use in order to complete your task?
- How do you demonstrate these intelligent behaviors in your daily life?

Literary Perspective:

Student/Teacher Reflections

- 1. How can you describe what you're learning?
- 2. What problem solving strategies are you using?
- 3. Which problem solving strategy worked best:
- 4. How will you use what you have learned the next time you solve a similar problem?

Math Student Reflections and Assessments Task Rotation Learning Experience (Math-Assessment) 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
Given Native American symbols the student will create a protective shield that tells the story of their community through the use of patterns. Using a drum put the pattern to sound.	With a partner design a survey to collect data. Graph your results.
What GIB did you use to complete the task?	What GIB did you use to complete the task?
V_*_L_*_SM_*_BPI_*_N_*_	V_*_L_*_SMB_*_P*IN
Understanding Learner I Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
Intuitive-Thinking Write in your math journal how you would collect data	Intuitive-Feeling Given tanagrams, you will plan and design one or more animals. Cut the animal(s) out and display them on the
Intuitive-Thinking Write in your math journal how you would collect data to complete a graph.	Intuitive-Feeling Given tanagrams, you will plan and design one or more animals. Cut the animal(s) out and display them on the

Real World Connections With Products:

Create design compose collect illustrate survey collect

Real World Applications:

C.E. O. Scientist Researcher book illustrator artist mathematician

Real World Terms: Desing draw paint assemble reconstruct 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.

Concept Focus: Relationships Overarching Generalizations: Patterns have segments that are repeated. Patterns allow for predictions. Patterns have an internal order. Patterns are enablers.

More Complex Generalizations (Two or more concepts):

Patterns allow for predictions to show relationships change over time.

Essential Question:

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

Is everything related in some way?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Natural materials
- Tanagrams
- Graph paper
- Paper, pencil, paint brush
- Math journal

(Whole Group)

Conceptual Perspectives:

- Why are relationships important?
- What are some relationships that you have observed?
- As you think about the relationships, what conclusions can you draw?

Intelligent Behaviors:

- What met cognitive behavior did you use to complete each task?
- What GIB can you use in order to complete your task?
- How do you demonstrate these intelligent behaviors in your daily life?

Literary Perspective:

Student/Teacher Reflections:

- 1. How can you describe what you're learning?
- 2. What problem solving strategies are you using?
- 3. Which problem solving strategy worked best:
- 4. How will you use what you have learned the next time you solve a similar problem?

Additional Support Materials:

Favorite Read-Alouds:

Grandfather Tang Brother Eagle Sister Sky

Finger Plays, Nursery Rhymes and Songs: collaborative efforts with the art and music teachers to emphasis patterns in music and art

Video Clips:

Native Americans

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/Change

Topic: Families/Communities

By: Kathy Keifer, Supply Elementary Teresa Price, Peterson Elementary

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 and Families

Literature Selection – Hewitt Anderson's Great Big Life Author – Jerdine Nolen

Concepts	Themes
Relationships and change	Goal 3.01 compare similarities and differences between oneself and others
Issues or Debates	Problems or Challenges
big vs. small acceptance adaptative	Village's perception about size; believe "big" was best
Processes	Theories
Compare/contrast Problem solving	big is better than small
Paradoxes	Assumptions or Perspectives
good things come in small packages	world is geared toward tall people size matters bigger is better

Concept: Relationships/Change Topic: Families/Communities

Suggested Literature Selection(s): Hewitt Anderson's Great Big Life

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 : Finding humor Questioning and posing problems

Thinking Skills Focus: opposites- verbal similarities and differences Verbal analogies Figural similarities and differences

Topic Focus: communities and families **Concept Focus:** relationships and change

Overarching Generalizations:

- 1. Acceptance is a big part of our relationships.
- 2. The state of our relationships is dependent upon acceptance.

More Complex Generalizations (Two or more concepts):

- 1. Relationship development may require adaptation.
- 2. 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:

Adaptation, acceptance, big vs. small

Suggested Vocabulary Words for Discussion:

Impressive, residence, boast, vast, normal-size, hunker, expedition, relentless, stature, frail, unimposing, mammoth, resourceful, inadvertently, maneuver, spontaneously, overwhelming

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:

Synonym/antonym list Matching words and definitions Guess the covered word Seek and find

Hooks:

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

Six Facets of Understanding

What is a family?

Describe your family. Design a picture of one of your family members.

Facet 2 – INTERPRETATION

Tell a story about your family. Why is your family important to you?

Facet 3 – APPLICATION

What are different characteristics of families? Cut out pictures of people from magazines. Group the pictures and create two different families.

Facet 4 – PERSPECTIVE

Compare and contrast the two pictures you made of families. How are families similar and different?

Facet 5 – EMPATHY

How are the roles in a family different? Make up cards naming various roles in the family, (mom, dad, baby, pet, grandma,) Role play.

Facet 6 – SELF-KNOWLEDGE

Reflect on what it would be like to not have a family/ to have someone else's family. How do I view my family?

Read: Hewitt Anderson's Great Big Life 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 six teacher-made cards, depicting the most important parts of the story, organize the events in the order they happened. How did Hewitt Anderson's life change throughout the story? What Gifted Intelligent Behaviors did Hewitt Anderson use? V_L_S x M_Bx_P_Ix N_	Interpersonal Learner (B) Sensing-Thinking After watching a clip from the reality show, Small People, Big World, children in groups of three will debate big vs. small. Which is better? Teacher will provide debate rubric. How did the family adapt to living in a big world? What problems did the family face being small? V_x_L_S_M_B_P_x_I_x_N_
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
After listening to story, <u>Hewitt Anderson's</u> <u>Great Big Life</u> , generate a list of pros and cons of being small and living in a world of giants.	What would happen if you were as small as Hewitt Anderson? Create a story telling about how different your life would be.
How did Hewitt feel about being so small? How did his parents feel about having such a tiny son? How did Hewitt show persistence in his everyday life?	How would your family's everyday life change with you being so small? How did you use creating ,imagining, and innovating as you wrote your story?
V_x_L_SM_B_x_Px_I_x_N	V_L_S_x_M_B_x_P_I_x_N

Real World Connections with Products:

Sequence cards, television clip, book, chart paper, rubric

Real World Applications: author, debater

Real World Terms: debate, compare, contrast

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: Acceptance is a big part of our relationships. The state of our relationships is dependent upon acceptance.

More Complex Generalizations (Two or more concepts):

Relationship development may require adaptation. 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 family relationships alike and different?

Materials Needed for Task Rotation and/or Task Rotation Menu

• Cards for sequencing, television clip, paper, book, rubric

(Whole Group)

Conceptual Perspectives:

How did Hewitt Anderson's life change over time? How did Hewitt and Thumbelina's parents' attitudes change over time about their size?

Intelligent Behaviors:

What Gifted Intelligent Behaviors did Hewitt Anderson use? How was humor used in both of these stories? How did you use creating, imagining, and innovating as you created your diorama?

Literary Perspectives:

How did Hewitt Anderson's life change over time? How did Hewitt Anderson adapt to living in a "big" world?

Student/Teacher Reflections

How is your family different from Hewitt Anderson's family? How has your idea of "family" changed since completing these activities?

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	Interpersonal Learner (B) Sensing-Thinking
Measure a set of given objects using non- standard and standard measurements. Distinguish objects from least to greatest.	Working with a partner, compare and order fractions using different representations, such as pictures and models, of halves, thirds, and fourths.
Why is knowledge of measurement useful in everyday living? How did you apply past knowledge in completing this activity?	How do you use fractions in your everyday life? How did you and your partner use persistence while working on this activity?
V_L_x_S_M_B_x_P_I_x_N_	V_L_x_S_x_M_Bx_P_x_IN
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
Compare and order two and three digit numbers, using greater than, less than, and equal to.	Use a variety of models (base ten blocks, number words, and standard numbers) to create many examples of three digit numbers. Organize the numbers from least to greatest.
In what ways do you compare and order objects at home? What Gifted Intelligent Behaviors did you use while working on this activity?	How are these sets of numbers related to a family? How did you use flexible thinking in completing this activity?
V_L_x_SM_B_x_P_I_x_N	V_L_x_S_x_M_B_x_P_I_x_N

Real World Connections with Products:

Objects for measuring, paper clips, rulers, fraction pictures, base ten blocks

Real World Applications:

Thinker, writer, artist

Real World Terms: Measure, distinguish, compare, order, and organize

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:

Everything is related in some way. All relationships are purposeful.

More Complex Generalizations (Two or more concepts):

Relationship development may require adaptation. Relationships change over time.

Essential Question(s):

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

What are the limits of mathematical representation and modeling?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Base ten blocks, fraction pictures
- Paper clips, rulers, objects for measuring

(Whole Group)

Conceptual Perspectives:

Why do we have numbers? How would life be different if we didn't have numbers?

Intelligent Behaviors:

What gifted intelligent behaviors did you use to complete these activities? How did you apply past knowledge to new situations while working on these tasks?

Literary Perspective:

Student/Teacher Reflections

How are number values related? In what ways do you use numbers in your everyday life? Can you describe what you learned in the unit? What problem solving strategies did you use? Which strategies worked best for you? How will you use the strategies that worked the best to solve similar problems?

Concept: Relationships and Change

Topic: Communities and Families

Generalization(s): Relationships change over time and may require adaptation

Essential Question(s): How are families alike and different?

Loval	Mastory	Understanding	Self-Expressive	Interpersonal
Level	Mastery	<u> </u>	-	•
1	Retell the story of Hewitt Anderson.	How was Hewitt's family different than other families?	How would the story be different if Hewitt's family were all the same size?	What part of the story do you like best?
2	Sequence the events of the story.	What problems did Hewitt face being small?	Create a song about being small.	Write a journal entry of a day in the life of Hewitt.
3	Create a timeline of Hewitt's life.	Debate big vs. small.	Design a kitchen scaled for Hewitt.	Using a computer, design a set of questions to ask Hewitt. Work with a partner, one taking on the role of Hewitt, and interview him using the questions you created.

Task Rotation Menu

Real World Connections with Products:

Book, journal, computer, ruler, construction paper, various art materials

Real World Applications: Reporter, author, architect, writer, song writer

Real World Terms: Sequence, design, create, debate

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:

Acceptance is a big part of our relationships. The state of our relationships is dependent upon acceptance.

More Complex Generalizations (Two or more concepts):

Relationship development may require adaptation. 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 family relationships alike and different?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Sentence strips, computer, art materials
- Paper, construction paper, journal, tape recorder

(Whole Group)

Conceptual Perspectives:

How did Hewitt Anderson's life change over time?

Intelligent Behaviors:

What Gifted Intelligent Behaviors did Hewitt Anderson use? How was humor used in the story? How did you use creating, imagining, and innovating as you created your kitchen or write a song?

Literary Perspective:

How did Hewitt Anderson's life change over time? How did Hewitt Anderson adapt to living in a "big" world?

Student/Teacher Reflections:

How is your family different from Hewitt Anderson's family? How has your idea of "family" changed since completing these activities?

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
Using paper, drawing materials, and	In groups of three, children will debate big
markers construct a book of Hewitt	vs. small. Which is better? Teacher will
Anderson's life.	provide debate rubric.
How did Hewitt Anderson's life change over time?	How did Hewitt Anderson adapt to living in a "big"
What Gifted Intelligent Behaviors did Hewitt Anderson	world?
use?	What problems did Hewitt face being small?
V_L_S_x_M_B_x_P_I_x_N	V_x_L_S_M_B_P_x_I_x_N_
Understanding Learner (C)	Self-Expressive Learner (D)
Intuitive-Thinking	Intuitive-Feeling
After reading aloud <u>Thumbelina,</u> compare and contrast Hewitt and Thumbelina, using a Venn diagram.	Using a shoebox, construction paper, drawing materials and other assorted art materials, construct a diorama of your family.
How did Hewitt and Thumbelina's parents' attitudes change over time about their size? How was humor used in both of these stories?	How does the diorama illustrate relationships in the family? How did you use creating, imagining, and innovating as you created your diorama?
V_x_LSMBxP_x_I_x_N	V_x_L_x_S_x_M_B_x_P_I_x_N

Real World Connections with Products:

Diorama, booklet, debate, Venn diagram

Real World Applications: Artist, author, debater

Real World Terms: Construct, debate, compare, contrast, illustrate

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: Acceptance is a big part of our relationships. The state of our relationships is dependent upon acceptance.

More Complex Generalizations (Two or more concepts):

Relationship development may require adaptation. 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 family relationships alike and different?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Art materials (construction paper, markers, glue, shoe boxes)
- Rubric, chart paper, sequence cards

(Whole Group):

Conceptual Perspectives:

How did Hewitt Anderson's life change over time? How did Hewitt and Thumbelina's parents' attitudes change over time about their size?

Intelligent Behaviors:

What Gifted Intelligent Behaviors did Hewitt Anderson use? How was humor used in both of these stories? How did you use creating, imagining, and innovating? as you created your diorama?

Literary Perspective:

How did Hewitt Anderson's life change over time? How did Hewitt Anderson adapt to living in a "big" world?

Student/Teacher Reflections

How is your family different from Hewitt Anderson's family? How has your idea of "family" changed since completing these activities?

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
Select six objects in the classroom of different sizes. Estimate the length of each object. Next, measure the actual length of each object, in inches, using a ruler.	With a partner, design a fraction game. It must include a game board, fraction pieces you design, and game instructions.
How does what we measure influence how we measure?	How are fractions useful in your everyday life?
What gifted intelligent behaviors did you use in	How did you use prior knowledge while designing your
completing this task?	game?
V x L x S x M B x P I x N	V x_L_x_S_x_M_B_x_Px_I_N
Understanding Learner (C)	Self-Expressive Learner (D)
Intuitive-Thinking	Intuitive-Feeling
Given two sets of number cards, each set	Implementing the use of dice, roll three times
displaying digits 0 through 9, including symbol	for place value (one roll for each: hundreds,
cards for less than, greater than, and equal to,	tens, ones). Model each number you formed
form six number sentences.	from the dice, in three different ways.
How does knowing place value help you understand how to compare numbers? In what ways did you question and pose problems while carrying out this task?	What are the limits of mathematical modeling? How did you use flexible thinking while generating your models?
V_x_L _S_x_M _B_x_P _I_x_N	V x_L_x_8_x_M_B_x_P_I_x_N

Real World Connections with Products:

Inch ruler, poster board, number cards, dice, markers

Real World Applications:

Inventor, surveyor, designer

Real World Terms: Select, estimate, measure, implement, display, model

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:

Everything is related in some way. All relationships are purposeful.

More Complex Generalizations (Two or more concepts):

Relationship development may require adaptation. Relationships change over time.

Essential Question(s):

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

What are the limits of mathematical representation and modeling?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Base ten blocks, fraction pictures
- Paper clips, rulers, objects for measuring

(Whole Group)

Conceptual Perspectives:

Why do we have numbers? How would life be different if we didn't have numbers?

Intelligent Behaviors:

What gifted intelligent behaviors did you use to complete these activities? How did you apply past knowledge to new situations while working on these tasks?

Literary Perspective:

Student/Teacher Reflections:

How are number values related? In what ways do you use numbers in your everyday life? Can you describe what you learned in the unit? What problem solving strategies did you use? Which strategies worked best for you? How will you use the strategies that worked the best to solve similar problems?

Additional Support Materials:

Favorite Read-Alouds:

<u>Thumbelina</u> <u>Tom Thumb</u>

Finger Plays, Nursery Rhymes and Songs:

"I'm Just Tall, That's All" "Short People"

Video Clips:

Small People, Big World Joy Berry's Brothers and Sisters

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

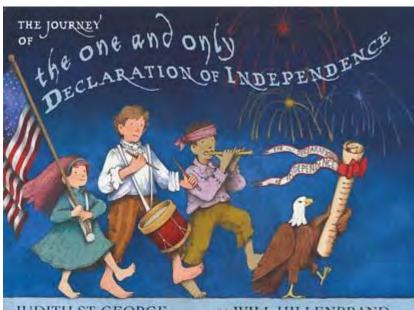
APPENDIX

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



JUDITH ST. GEORGE Allourante by WILL HILLENBRAND

Concept: Relationships

Topic: Social Studies: Relationships Between People and Their Government

By: 2-Rebecca Kirtley-Renee Standaert-Thomas Hill.doc J. C. Sawyer – ECPPS Supply Elementary – Brunswick Co.

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 – Social Studies: Goal 2 – Relationships between people and their government

Literature Selection – *The Journey of the one* and only Declaration of Independence Author – Judith St. George

Concepts	Themes
 Relationships change conflict power survival structure Issues or Debates 	Relationships between people and their government• freedom• rights• citizenship• responsibilityProblems or Challenges
 Equal rights for all? How should we balance the rights of individuals with the common good? 	 Monarchy versus democracy Majority rules Preservation of original values Protection of important documents Small states versus big states Elitism versus common man Transportation and communication
Processes	Theories
 Historical inquiry Prediction Inferences Organizing Sequencing Mapping Analyzing causes and effects of change 	 Change causes change and conflict Life, liberty and pursuit of happiness Relativity
Paradoxes	Assumptions or Perspectives
 Conflict to end conflict Home away from home United States not "united" Modern times? (100 yrs. Ago) 	• The Declaration of Independence is the "one and only" constant that binds the United States together.

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: Social Studies: Relationships between people and their government

Suggested Literature Selection(s):

The Journey of the one and only Declaration of Independence

Look and Listen for...

Intelligent Behaviors

Story Focus: Questioning and posing problems; Listening with Understanding and Empathy; Applying Past Knowledge to New Situations

Student Activities: Meta-cognition; Finding Humor; Remaining Open to Continuous Learning

Thinking Skills Focus:

Topic Focus: Social Studies: Relationships between people and their government

Concept Focus: Relationships

Overarching Generalizations: Relationships are inevitable. Relationships can be temporary or permanent. Relationships are unifying and dividing.

More Complex Generalizations (Two or more concepts): Conflict and chaos affect the relationships between individuals and society.

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
- Rights for individuals and society
- Monarchy versus democracy
- Majority rules
- Preservation of original values
- Protection of important documents
- Small states versus big states
- Elitism versus common man
- Transportation: boat horse wagon Model T train chariot tank handcart
- Communication: Technology of printing
- Famous Americans who influenced independence and the birth of America: Thomas Jefferson, John Hancock, Charles Thomson, George Washington, Paul Revere, Benjamin Franklin, Patrick Henry,
- Some of the Presidents: George Washington, Thomas Jefferson, Abraham Lincoln, Calvin Coolidge
- Fourth of July; Independence Day
- Change causes change and conflict
 - Man versus man
 - o Man versus nature
 - Man versus society
- Life, liberty and pursuit of happiness
- English/Language Arts: similes, metaphors, personification, antonyms, synonyms, analogies, imagery, multi-meaning words, precise language
- Science connection: effects of sunlight, dampness, temperature, pollution, human interaction on parchment

Suggested Vocabulary Words for Discussion:

Nouns/Things Declaration Independence **Revolution** Document Freedom Equal Commission **Rights** Parchment **Spectacles** Constitution Taxes Linen Archive **Bullion** Shrine **Revolutionary War War of 1812 Civil War Spanish American War** WWI WWII

Verbs Engrossed Etched Assassinated Retired

Adjectives Unanimous British/English

Nouns/People Nouns/Places Representatives **Colonies** Couriers England **Traitors Britain** Congress Militia Commander **Slaves Immigrants Continental Congress Second Continental Congress** President Engrosser

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:

Categorize words into parts of speech

Make word and picture cards to play matching games

Mix and Match cards (Dan Moirao)

Context Clue activities

Hooks:

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

Facet 1 – EXPLANATION

Generalization: Relationships can be temporary or permanent.

Essential Question: What is freedom?

Activity: Design a poster that shows what you think freedom means. Include relationships this would involve.

Facet 2 - INTERPRETATION

Generalization: Relationships can be temporary or permanent.

EQ: How is the birth of our country like the beginning of a new year?

Activity: Write a story or illustrate a comic strip that explains how you think our country was born.

Facet 3 - APPLICATION

Generalization: Conflict and chaos affect the relationships between individuals and society.

EQ: How does change lead to war and war lead to change?

Activity: Create a tri-fold with Revolutionary War in the middle, the causes to the left and the effects to the right.

Facet 4 - PERSPECTIVE

Generalization: Relationships are unifying and dividing.

EQ: What are the different points of view concerning individual's rights in a classroom versus in a family? Children versus adults?

Activity: Role play rights of individuals in this classroom or in your family versus the rights of the whole class or the whole family.

Facet 5 – EMPATHY

Generalization: Relationships are inevitable.

EQ: What would it have been like to walk in the shoes of George Washington, Thomas Jefferson, Benjamin Franklin, Paul Revere, or John Hancock?

Activity: Pretend you are one of these Americans significant to the birth of the United States. Plan a belated Birthday Party for our Country (4th of July) with other famous Americans; make a birthday card; decide on a present.

Facet 6 – SELF-KNOWLEDGE

Generalization: Conflict and chaos affect the relationships between individuals and society.

EQ: How are my rights and responsibilities in the classroom limited by the rights and responsibilities of my class as a whole? Family as a whole?

Activity: Reflect on the Declaration of Independence. Write a personal Declaration of Independence from your classroom expectations.

K-2 Reading: Task Rotation Learning Activiti
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K-2 Reading: Task Rotation Learning Activities All conceptual activities must include discussing and/or relating to the selected generalization(s) through

essential	questions.
essential	questi

essential	
Mastery Learner (A)	Interpersonal Learner (B)
Sensing- Thinking	Sensing-Thinking
Activity:Collectexamplesof"personification"fromTheJourney of theoneandonlyDeclarationofIndependence.Copyand illustrateeachexampleCopy and illustrateeachexampleon a pagein a booklet.EQ:How doestheuse ofEQ:How doestheuse ofpersonificationillustraterelationships?illustratein	Activity: Work with a partner. Use a variety of resources to research one of the famous Americans mentioned in the book. Create a power point presentation about this person's life. Focus on his relationship with other famous Americans and how they influenced independence and the birth of the United States.
GIBs Q: Which intelligent behavior/s did you use when you created the personification booklet?	EQ: What was the relationship between community leaders and the emerging country?
	GIBs Q: Which intelligent behavior/s did you use when you created your power point presentation?
V_*_LS_*_MBPI_*_N	V_*_LS_*_MBP_*_IN
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
Activity: Compare and contrast the assumptions and the reality about the safety of the location of the Declaration of Independence throughout the book. With your partner, create a diorama to illustrate the assumed safe location and the new location, focusing on the conflict that necessitated the change.	Activity: Work with a partner to create a poem or song that tells about the chaos and conflicts among people and nations in the book that led to the unification or division of relationships. Include at least one example of a simile, metaphor, synonym, antonym, analogies, imagery, multi-meaning words and precise language.
EQ: How were these locations affected by the conflicting relationships between Americans and others?	EQ: How did conflict affect those relationships?
GIBs Q: What thought processes (meta- cognition) did you use when you evaluated these assumptions?	GIBs Q: Which intelligent behavior(s) did you use when you created your poem/song?
V_*_LS_*_MBP_*_IN	V_*_LSM_*_BP_*_IN

Real World Connections with Products:

Booklet, Power Point, diorama, poem, song

Real World Applications: Historian, politician, song writer, musicians, artist, web managers, author, military strategist

Real World Terms: Vocabulary: Assumption, reality, figurative language, personification, metaphor, simile, emerging

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 inevitable. Relationships can be temporary or permanent. Relationships are unifying and dividing.

More Complex Generalizations (Two or more concepts): Conflict and chaos affect the relationships between individuals and society.

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

- Shoe boxes
- Paper
- Crayons, markers, colored pencils
- Miscellaneous craft materials
- Computer
- Power Point software

MetaCognitive Discussion (Essential Questions): (Whole Group)

Conceptual Perspectives:

How does the use of personification illustrate relationships?

What was the relationship between community leaders and the emerging country?

How were these locations affected by the conflicting relationships between Americans and others?

How did conflict affect those relationships?

Intelligent Behaviors:

Which intelligent behavior/s did you use when you created the personification booklet?

What thought processes (meta-cognition) did you use when you evaluated these assumptions?

Which intelligent behavior/s did you use when you created your power point presentation?

Which intelligent behavior(s) did you use when you created your poem/song?

Literary Perspectives:

What are the examples from this book that show that people have to be flexible based on changes related to chaotic and discordant relationships?

Even though the historical figures in this book had both unifying and dividing issues, what were the results of their relationships?

How did the use of figurative language in the book lead to a better understanding of the author's message about relationships?

What were some better solutions to keeping the document safe in times of conflict?

What are some obstacles that could have prevented the document from being safe?

Student/Teacher Reflections

Did the rotations lead to a better understanding of relationships?

Math: Student Learning Activities Task Rotation Learning Experience K-2

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

generalization(s) throu	ign essential questions.
Mastery Learner (A)	Interpersonal Learner (B)
Sensing- Thinking	Sensing-Thinking
	5 5
Activity: Cut squares, circles, rectangles,	Activity: Measure the dimensions of your
and triangles of different sizes to	desk top in customary units. Your partner
8	
demonstrate ¹ / ₂ , 1/3, and ¹ / ₄ .	will measure his/her desk top in metric
	units. Then trade places and measure each
EQ: What relationship is there between the	other's desk top. Compare your results.
bottom number (denominator) of the	
	EQ. What valationship did the system are
fraction and the size of the cut pieces?	EQ: What relationship did the customary
How do the pieces change as the sizes of the	measurements have with the metric
shapes change?	measurements?
1 8	
	GIBs Q: Which intelligent behavior did you
GIBs Q: Which intelligent behavior did you	- •
use when you cut these fractional pieces?	use when you measured using both systems
use when you cut these fractional pieces:	of measurement?
	VL*SMB*P*IN
V_L_*_S_*_M_B_*_P_I_*_N	
Understanding Learner L	Solf Expressive Learner (D)
Understanding Learner I	Self-Expressive Learner (D)
Understanding Learner I Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
Intuitive-Thinking	Intuitive-Feeling
	Intuitive-Feeling Activity: Observe the flat version of a cube,
Intuitive-Thinking Activity: Organize your group into a	Intuitive-Feeling
Intuitive-Thinking Activity: Organize your group into a pattern. Have the rest of the class	Intuitive-Feeling Activity: Observe the flat version of a cube, rectangular prism, cone, and triangular
Intuitive-Thinking Activity: Organize your group into a pattern. Have the rest of the class determine what the pattern is and explain it.	Intuitive-Feeling Activity: Observe the flat version of a cube, rectangular prism, cone, and triangular pyramid. Predict which sold figure it will
Intuitive-Thinking Activity: Organize your group into a pattern. Have the rest of the class determine what the pattern is and explain it. Compare their explanation of the pattern to	Intuitive-Feeling Activity: Observe the flat version of a cube, rectangular prism, cone, and triangular pyramid. Predict which sold figure it will make. Cut and fold them to create the solid
Intuitive-Thinking Activity: Organize your group into a pattern. Have the rest of the class determine what the pattern is and explain it.	Intuitive-Feeling Activity: Observe the flat version of a cube, rectangular prism, cone, and triangular pyramid. Predict which sold figure it will
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Intuitive-Thinking Activity: Organize your group into a pattern. Have the rest of the class determine what the pattern is and explain it. Compare their explanation of the pattern to the original rule used to create the pattern. EQ: How do the classmates' explanations of	Intuitive-Feeling Activity: Observe the flat version of a cube, rectangular prism, cone, and triangular pyramid. Predict which sold figure it will make. Cut and fold them to create the solid figures. Check your predictions. EQ: How many of the various plane figures
Intuitive-Thinking Activity: Organize your group into a pattern. Have the rest of the class determine what the pattern is and explain it. Compare their explanation of the pattern to the original rule used to create the pattern. EQ: How do the classmates' explanations of the pattern compare to the original rule	Intuitive-Feeling Activity: Observe the flat version of a cube, rectangular prism, cone, and triangular pyramid. Predict which sold figure it will make. Cut and fold them to create the solid figures. Check your predictions. EQ: How many of the various plane figures were used to create each solid figure and
Intuitive-Thinking Activity: Organize your group into a pattern. Have the rest of the class determine what the pattern is and explain it. Compare their explanation of the pattern to the original rule used to create the pattern. EQ: How do the classmates' explanations of	Intuitive-Feeling Activity: Observe the flat version of a cube, rectangular prism, cone, and triangular pyramid. Predict which sold figure it will make. Cut and fold them to create the solid figures. Check your predictions. EQ: How many of the various plane figures were used to create each solid figure and how do the shapes of the plane figures relate
Intuitive-Thinking Activity: Organize your group into a pattern. Have the rest of the class determine what the pattern is and explain it. Compare their explanation of the pattern to the original rule used to create the pattern. EQ: How do the classmates' explanations of the pattern compare to the original rule used to create the pattern?	Intuitive-Feeling Activity: Observe the flat version of a cube, rectangular prism, cone, and triangular pyramid. Predict which sold figure it will make. Cut and fold them to create the solid figures. Check your predictions. EQ: How many of the various plane figures were used to create each solid figure and
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Intuitive-Thinking Activity: Organize your group into a pattern. Have the rest of the class determine what the pattern is and explain it. Compare their explanation of the pattern to the original rule used to create the pattern. EQ: How do the classmates' explanations of the pattern compare to the original rule used to create the pattern? GIBs Q: Which intelligent behavior did you use when you created your patterns and	Intuitive-Feeling Activity: Observe the flat version of a cube, rectangular prism, cone, and triangular pyramid. Predict which sold figure it will make. Cut and fold them to create the solid figures. Check your predictions. EQ: How many of the various plane figures were used to create each solid figure and how do the shapes of the plane figures? GIBs Q: Which intelligent behavior did you use when you predicted the resulting solid
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Real World Connections with Products: Fractional pieces; measuring; organizing by attribute; solid shapes

Real World Applications: Seamstress, builder, inventory controller; artist; architect

Real World Terms:

Fractions; pattern; measure, standard, metric, organize, cube, rectangular prism, cone, and triangular pyramid, plane figures, solid figures, systems

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 inevitable. Relationships can be temporary or permanent. Relationships are unifying and dividing.

More Complex Generalizations (Two or more concepts): Conflict and chaos affect the relationships between individuals and society.

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

- Paper cutouts of triangles, squares, rectangles, and circles of various sizes
- Scissors
- Ruler with standard and metric measurement; yard stick; meter stick

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

What relationship is there between the bottom number (denominator) of the fraction and the size of the cut pieces? How do the pieces change as the sizes of the shapes change?

What relationship did the customary measurements have with the metric measurements?

How do the classmates' explanations of the pattern compare to the original rule used to create the pattern?

How many of the various plane figures were used to create each solid figure and how do the shapes of the plane figures relate to the shapes of the solid figures?

Intelligent Behaviors:

Which intelligent behavior did you use when you cut these fractional pieces?

Which intelligent behavior did you use when you measured using both systems of measurement?

Which intelligent behavior did you use when you created your patterns and compared explanations?

Which intelligent behavior did you use when you predicted the resulting solid figures?

Literary Perspective:

Look for examples of the following in *The Journey of the one and only Declaration of Independence:* fractions, measurement (did they use metric or standard measurement?), patterns, and solid shapes. How do they relate to the story?

Student/Teacher Reflections:

How could we build in more "naturalist" activities?

Concept: Relationships

Topic: Social Studies: Relationships between people and their government

Generalization(s):

Relationships are inevitable. Relationships can be temporary or permanent. Relationships are unifying and dividing.

Essential Question(s):

Level Ma	stery	Understanding	Self-Expressive	Interpersonal
1The the of DecilInde freq men Cho date diffe cent calcu elap betw two; plac char	Journey of Journey of one and only laration of ependence uently tions dates. ose two as from erent uries; ulate the sed time veen the create a e value at for the erence.	Survey adults at school and in your family to discover what supplies are bought within the year that would total in the hundreds. How long does it take to use a hundred of the given items?	You have to teach the concept of hundreds to another class, but you have no money for materials. Go on a nature walk with a partner and choose an item from nature to use for this activity. Plan and implement a learning activity to teach about a hundred. What is the relationship of the item chosen from outside to the amount of space needed to display a hundred of that item?	Working with your partner, use three different colors of Unifix cubes to model numbers with ones, tens, and hundreds. Be able to demonstrate and explain the relationship between ones and tens; tens and hundreds.

Task Rotation Menu

2	The Journey of the one and only Declaration of Independence frequently mentions dates. Choose a minimum of two dates from the story and this year. Create a place value chart that represents these numbers.	Survey adults at school and in your family to discover what supplies are bought within the year that would total in the thousands. How long does it take to use a thousand of the given items?	You have to teach the concept of thousands to another class, but you have no money for materials. Go on a nature walk with a partner and choose an item from nature to use for this activity. Plan and implement a learning activity to teach the concept of thousand. What is the relationship of the item chosen from outside to the amount of space needed to display a thousand of that item?	Working with your partner, use three different colors of Unifix cubes to model numbers with ones, tens, hundreds, and thousands. Be able to demonstrate and explain the relationship between ones and tens; tens and hundreds; hundreds and thousands.

3	The Journey of	Survey adults at	You have to	Plan a strategy for
	the one and only	school and in	teach the	involving the
	Declaration of	your family to	concept of	student body in
	Independence	discover what	millions to	collecting a million
	frequently	supplies are	another class,	pennies for St.
	mentions	bought within the	but you have no	Jude's Children's
	"millions of	year that would	money for	Hospital.
	people". If	total in the	materials. Go	
	there are 5,789,	millions.	on a nature	How many dollars
	904 (five		walk with a	would be
	million, seven	How long does it	partner and	equivalent to a
	hundred eighty	take to use a	choose an item	million pennies?
	nine thousand,	million of the	from nature to	*
	nine hundred	given items?	use for this	
	four) people in	0	activity. Plan	
	the United		and implement	
	States, create a		a learning	
	place value		activity to teach	
	chart that		what a million	
	represents this		is.	
	number.			
			What is the	
	What is the		relationship of	
	population of		the item chosen	
	the United		from outside to	
	States today?		the amount of	
			space needed to	
	How do these		display a	
	two populations		million of that	
	relate?		item?	

Real World Connections with Products: Census, Service Project, Lesson and Lesson Plan

Real World Applications:

Purchasing Agent, Census Taker/Census Bureau, Teacher, Fund Raiser, Director of Development through Fundraising and Major Gifts, Bankers, Financial Adviser, PTA

Real World Terms: Census, service, charity, supplies, requisition, budget 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 inevitable. Relationships can be temporary or permanent. Relationships are unifying and dividing.

More Complex Generalizations (Two or more concepts):

Conflict and chaos affect the relationships between individuals and society.

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

- The Journey one and only Declaration of Independence
- Paper
- Pencils, markers, crayons, colored pencils
- Unifix Cubes
- Materials from outside
- Computers for research

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:

How do the dates relate to one another? the two populations relate to one another?

How long does it take to use a hundred, a thousand, or a million of the given items? What is the relationship between type of item and its use, time and amount consumed?

What is the relationship of the item chosen from outside to the amount of space needed to display the collection (of one hundred; of one thousand, of one million) of that item?

How many dollars would be equivalent to a hundred, thousand, or million pennies? What is the relationship of a hundred to a thousand to a million?

Intelligent Behaviors:

Which intelligent behaviors did you use as you explored the relationships below:

- ones, tens and hundreds?
- ones, tens, hundreds and thousands?
- ones, tens, hundreds, thousands, and millions?

Literary Perspective:

What are all of the ways the author uses math concepts in *The Journey of the one and only Declaration of Independence?*

Student/Teacher Reflections

What types of pre-assessment strategies should be used to guide students to the most appropriate levels in the menu?

Student Reflections and Assessments Task Rotation Learning Experience K-2 Reading Assessment

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

generalization(s) throu	1gh essential questions.
Mastery Learner (A)	Interpersonal Learner (B)
Sensing- Thinking	Sensing-Thinking
Activity: Create and explain a flow chart	Activity: Assume the roles of the document
with a partner that traces the movement of	carriers and any individuals they encounter.
the Declaration of Independence in The	Act out the harmonious or discordant
Journey of the one and only Declaration of	relationships as decisions are made about
Independence.	this document's permanent home.
	•
EQ: How did the conflicts in relationships	EQ: What background music would most
between people and governments make this	appropriately represent the nature of the
movement necessary?	relationships? (Play this music during your
	presentation.)
GIBs Q: Which intelligent behavior/s did	
you use when you created your flow chart?	GIBs Q: Which intelligent behavior/s did
(Questioning and posing problems)	you use when you role played?
(Questioning and posing problems)	(Listening with understanding and
	empathy)
V_*_L_*_S_*_MBP_*_IN	chipathiy)
$\mathbf{V}_{\mathbf{L}} = \mathbf{S}_{\mathbf{N}} = \mathbf{M}_{\mathbf{D}} = \mathbf{I}_{\mathbf{N}} = \mathbf{N}_{\mathbf{N}}$	V*LSM*B*P*IN
Understanding Learner (C)	Self-Expressive Learner (D)
Intuitive-Thinking	Intuitive-Feeling
Activity: Analyze the different conflicts in	Activity: Pretend you are the Declaration of
the flow map with your partner.	Independence document. Use a United
	States floor map. Use yarn to indicate
EQ: How would you classify each conflict	where you started and trace the places you
using the following categories?	were taken until your final resting place in
Man versus man	the Library of Congress.
Man versus nature	v B
Man versus society	EQ: Considering environmental issues,
Create an icon for each category and draw	modes of transportation and relationships,
it on the flow map in the appropriate places.	which journey would be the riskiest; the
it on the now map in the appropriate places.	easiest, and your favorite? Write a journal
GIBs Q: Which intelligent behavior/s did	entry for each.
you use when you analyzed your conflicts	chtry for cach.
and created your icons?	GIBs Q: Which intelligent behavior/s did
(Questioning and posing problems;	you use when you created your map and
Applying past knowledge; meta-cognition)	journal entries?
rippiying past knowledge, meta cognition)	•
	(Creating, imagining, and innovating; meta-
V_*_L_*_S_*_MBP_*_IN_*_	cognition)
	V_*_L_*_S_*_MBPI_*_N

Real World Connections with Products:

Flow map; symbol representation; dramatization; journal writing

Real World Applications:

Business and production analysts and managers; cartographers; webmasters, actors, musicians, journalists

Real World Terms:

Flow chart, declaration, relationship, conflict, government, movement, category, icon, journey, risk, transportation, environmental, issues, document, harmonious, discordant, permanent

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 inevitable. Relationships can be temporary or permanent. Relationships are unifying and dividing.

More Complex Generalizations (Two or more concepts):

Conflict and chaos affect the relationships between individuals and society.

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

- Paper
- Pencils
- Markers, colored pencils, or crayons
- Yarn
- Journal
- Music
- CD Player
- Props

MetaCognitive Discussion (Essential Questions): (Whole Group) Conceptual Perspectives:

How did the conflicts in relationships between people and governments make this movement necessary?

How would you classify each conflict using the following categories? Man versus man Man versus nature Man versus society

What background music would most appropriately represent the nature of the relationships?

Considering environmental issues, modes of transportation and relationships, which journey would be the riskiest; the easiest, and your favorite?

Intelligent Behaviors:

Which intelligent behavior/s did you use when you created your flow chart?

Which intelligent behavior/s did you use when you analyzed your conflicts and created your icons?

Which intelligent behavior/s did you use when you role played?

Which intelligent behavior/s did you use when you created your map and journal entries?

Literary Perspective:

What is the Declaration of Independence?

Who wrote the Declaration of Independence?

Why was it such an important document that had to be continuously moved and protected? Was it worth all of the risks that were taken?

What is the current resting place of the document? Is it final?

Student/Teacher Reflections:

How might we change these rotations to improve future student understanding of the relationships between people and their government?

Math Task Rotation 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)	Interpersonal Learner (B)
Sensing- Thinking	Sensing-Thinking
Activity: Demonstrate ¹ / ₂ (one-half), 1/3 rd	Activity: Work with a partner to create a
(one-third), and 1/4 th (one-fourth) using	humorous story problem to exchange with a
three of the same objects. Also, demonstrate	classmate. It should be about people and
¹ / ₂ (one-half), 1/3 rd (one-third), and 1/4 th (one-	patterns. You may use manipulatives to
fourth) using sets of objects.	help you. On the back of your paper, show
EQ: What is the relationship between ¹ / ₂	at least two ways to solve your problem.
(one-half), 1/3 rd (one-third), and 1/4 th (one-	EQ: How did you and your partner work
fourth)?	together to arrive at your solutions?
GIBs Q: How did your meta-cognition	GIBs Q: What were you thinking (meta-
change when you shifted from whole objects	cognition) as you tried to make your story
to sets of objects?	problem humorous.
V_*_L_*_S_*_M_B_*_P_I_N_	V_*_L_*_S_Maybe_M_B_Maybe_P_*_I_*_N_
Understanding Learner (C)	Self-Expressive Learner (D)
Intuitive-Thinking	Intuitive-Feeling
Activity: Using cardstock patterns of plane	Activity: You have written your personal
Intuitive-Thinking	Intuitive-Feeling Activity: You have written your personal Declaration of Independence, and you are now going to transfer it onto "parchment" paper. Measure and cut a 2 foot wide by 2 ½ foot long sheet of the paper. Measure it
Intuitive-Thinking	Intuitive-Feeling
Activity: Using cardstock patterns of plane	Activity: You have written your personal
figures, cut out the ones you would need to	Declaration of Independence, and you are
create the following solid figures: cube,	now going to transfer it onto "parchment"
rectangular prism, triangular pyramid, and	paper. Measure and cut a 2 foot wide by 2

Real World Connections With Products: Construction, documents, humorous story problems

Real World Applications: Printers, General Contractors, Construction workers

Real World Terms:

Fraction, half, third, quarter, foot, meter, pattern, parchment, cube, rectangular prism, triangular pyramid, cone, faces, edges, vertices

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 inevitable. Relationships can be temporary or permanent. Relationships are unifying and dividing.

More Complex Generalizations (Two or more concepts):

Conflict and chaos affect the relationships between individuals and society.

Essential Question(s):

(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

- Plane figure samples
- Parchment paper
- Manipulatives
- Sets of objects

MetaCognitive Discussion (Essential Questions): (Whole Group)

Conceptual Perspectives: What is the relationship between ½ (one-half), 1/3rd (one-third), and 1/4th (one-fourth)?

How many of each plane figure did you use for each solid? How many faces, edges, and vertices did each solid figure have? How are faces, edges, and vertices related to the solid figure?

How did you and your partner work together to arrive at your solutions?

What is the relationship between the two measurement systems?

Intelligent Behaviors:

How did your meta-cognition change when you shifted from whole objects to sets of objects?

What role did persistence play in creation of these solids?

What were you thinking as you tried to make your story problem humorous?

How did you check for accuracy before you cut your parchment paper?

Literary Perspective:

How does the author, Judith St. George, use humor in *The Journey of the one and only Declaration of Independence?*

How does the illustrator, Will Hillenbrand, use humor in *The Journey of the one and only Declaration of Independence?*

Where do you think John Hancock got the parchment paper that he wrote the Declaration of Independence on and how do you think he measured and cut it?

Student/Teacher Reflections

What are other math objectives and activities that show relationships?

Additional Support Materials:

Favorite Read-Alouds:

Will You Please Sign Here, John Hancock? What's the Big Idea, Ben Franklin? Where Were You on May 29th, Patrick Henry? And Then What Happened, Paul Revere? Why Don't You Get a Horse, Sam Adams? The Life of Thomas Jefferson The Many Lives of Benjamin Franklin

Shhh! We're Writing the Constitution

A More Perfect Union

How Much is a Million?

Finger Plays, Nursery Rhymes and Songs: Patriotic songs such as Yankee Doodle, God Bless America, My Country 'Tis of Thee

Internet Resources

Online Revolutionary War Game

Grade Levels: Primary, Intermediate While playing this interactive game, students test their knowledge about the American Revolution, and see if they can navigate their way to independence. http://www.pbs.org/ktca/liberty/road.html

Spy Letters of the American Revolution

Grade Levels: Primary, Intermediate This fascinating website about the American Revolution includes a set of letters written by spies on both sides of the conflict, plus the stories surrounding them. http://www.si.umich.edu/spies/

Timeline of the Revolution

Grade Levels: Primary, Intermediate This PBS site has a complete timeline of the conflict between the British and the Colonists. http://www.pbs.org/ktca/liberty/chronicle_timeline.html

Video Clips: www.imagevine.com/seasons/holidays-patriotic.aspx

Paintings & Prints:Patriotic Painting and Frescoeswww.letterfly.com/po.htmwww.google.comimages – Patriotic pictures; Declaration of Independence; famousAmericans by name

Teacher Reflections

Literary Selection

Date

School

Grade: 2

- 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.

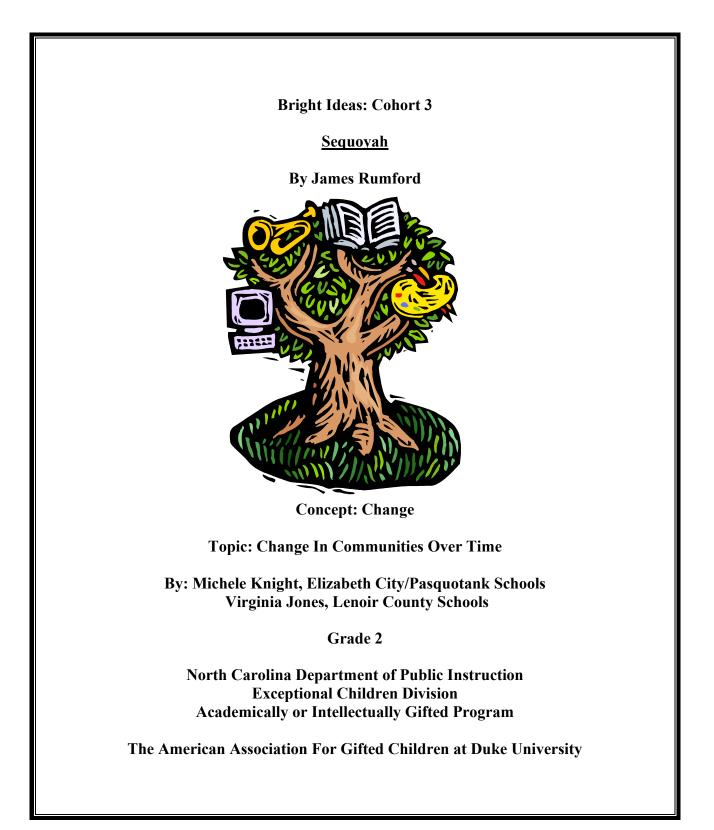
- 3. What would you change or add the next time you taught this lesson?
- 4. What opportunities for growth does the resource unit have?
- 5. What were "ah ha's?" for the students? For teachers?

"Additional Comments

APPENDIX

A

Additional Instructional Concept-Based Activities



Big Ideas Manifested

Topic –Communities Literature Selection –Sequoyah Author –James Rumford

Concepts	Themes
Change	 1.01 Identify and describe attributes of responsible citizenship. 3.03 Compare similarities and differences among cultures in various communities. 3.06 Identify individuals of diverse cultures and describe on their contributions to society. 4.01 Analyze the effects of change in communities and predict future change.
Issues or Debates	Problems or Challenges
Why did the Cherokee people need a written language? Does written language make a culture stronger?	The Cherokee didn't see a need for a written language. Sequoyah experienced many trials in the process to create a written language for his people.
Processes	Theories
At first, Sequoyah developed many complex symbols. Then he wrote symbols that represent the	Sequoyah thought that having a written language would make his people stronger.
syllables and words. An English man helped him revise the symbols to look more like the English language in order to print it.	
An English man helped him revise the symbols to look more like the English	Assumptions or Perspectives

Concepts: Change and Invention Topic: Communities

Suggested Literature Selection(s): <u>Sequoyah</u>

Look and Listen for...

Intelligent Behaviors

Story Focus

- Persistence
- Thinking flexibly
- Applying past knowledge to new situations
- Thinking and Communicating with clarity and precision
- Creating, imagining, and innovating

Student Activities

- Applying past knowledge to new situations
- Thinking and communicating with clarity and precision
- Creating, imagining, and innovating
- Thinking interdependently
- Persisting

Thinking Skills Focus: Verbal Similarities and Differences, Chapter 7 Building Thinking Skills; Parks and Black

Topic Focus: Communities

Concept Focus: Change over time in the Cherokee community.

Overarching Generalizations: Conflict brings about change.

More Complex Generalizations (Two or more concepts):

- Change can either be positive or negative.
- Change is necessary for growth.
- Change generates additional 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: The Cherokee nation Origins of all written language Revolutionists Inventors Native American Culture Conflicts between Native Americans and other cultures

Suggested Vocabulary Words for Discussion: Cherokee Sequoia chisels shingles jeered missionary

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 Extensions:

- 1. Use the "Fist List" activity: Students identify and examine characteristics, features, elements of a concept you have taught or new vocabulary (antonyms/synonyms, definitions, part of speech, syllables, etc.).
- 2. Mix and Match Activity: Have students shuffle vocabulary words, definitions, and synonyms/antonyms. After moving around the room, students will match up in pairs, groups of 3, or groups of 4 to identify relationships.

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 things would change if we did could not communicate through writing.

Facet 2 - INTERPRETATION

Illustrate how you have changed from when you were a baby until now.

Facet 3 - APPLICATION

Take a machine that you know and reinvent how it would look and work in the future.

Facet 4 - PERSPECTIVE

Compare early household appliances to the ones that we have in our house today.

Facet 5 – EMPATHY

Imagine living in a community were you could not speak the language. How would you feel?

Facet 6 – SELF-KNOWLEDGE

Can you recognize someone who has made great change in your world?

Read: Sequoyah

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
Use the flash cards to create a time line of the development of the Cherokee written language. Essential Question: What makes a person successful? GIB: How did you use past knowledge to complete this task?	Share with a partner someone who has make a great change in your life and you will then share his or her story with the class.Essential Question: How have the people of my past changed me?GIB: Which habit of mind helped you the most
V_x_L_x_SM_B_P_I_N Understanding Learner (C) Intuitive-Thinking	in completing this activity? V_x_L_S_x_M_B_P_x_I_N Self-Expressive Learner (D) Intuitive-Feeling
Reorganize the sentence strips into the Venn Diagram to compare and contrast Sequoyah to the other members of his tribe. Essential Question: How are you alike or different from members of your classroom community? GIB: How do you use listening with understanding and empathy to get along with others in your classroom community?	Share an opinion: Would the Cherokee culture have been different if Sequoyah would not have been persistent? Debate with a partner using examples from the book. Essential Question: Why is it important to have a written form of communication? GIB: How could you use the behavior of gathering data through all senses to communicate with others?
V_L_x_S_x_M_B_P_I_N_	V_x_L_S_M_B_P_I_x_N_

Real World Connections With Products:

How to deal with conflict and change on a positive way. How people can over come disasters. **Real world applications:** community, relationships, sales, food industry, medical occupations, retail, engineers

Real World Terms:

persistence bravery citizenship role model pride respect

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: Conflict brings about change.

More Complex Generalizations (Two or more concepts):

*Change can either be positive of negative.

*Change is necessary for growth.

* Change generates additional change.

Essential Question

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

Essential Question 1: What makes a person successful?

Essential Question 2: How are you alike or different from members of your classroom community?

Essential Question 3: How have the people of my past changed me?

Essential Question 4: Why is it important to have a written form of communication?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Book
- Paper with time line graph
- Rulers
- Pencils
- Crayons
- Venn Diagram paper
- Lined paper
- Time line flash cards
- Sentence strips

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How was change positive and negative? How can a person cause great change in another person's life? How could you cause change in someone's life?

Intelligent Behaviors:

How did you use past knowledge to complete this task? How do you use listening with understanding and empathy to get along with others in your classroom community? Which habit of mind helped you the most in completing this activity? How could you use the behavior of gathering data through all senses to communicate with others?

Literary Perspectives:

How does your role model compare to Sequoyah? When did Sequoyah come up the idea of creating a written language for his people? How would the consequences for the tribes' actions be handled in our society? What intelligences was Sequoyah using to create the new written language? Was his tribe open to continuous learning? Explain how the other tribe members controlled or did not control their impulsivity? Was Sequoyah taking a responsible risk when he developed the Cherokee writing?

Student/Teacher Reflections

Give students a piece of paper to draw a picture about the lesson. Students will discuss what they are doing with those around them so that when they are finished, they will bring all their pictures together to form a "Community of Knowledge" emphasizing relationships and intelligent behaviors character used in the story and those that they used to create their drawing.

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	Interpersonal Learner (B) Sensing-Thinking
Count the total number of Cherokee symbols found in the Cherokee alphabet. Record your answer. How many are in each column? Determine a pattern and name it. Essential Question: How can the invention of a new idea produce change? GIB: How did you use persistence to complete this activity?	After examining a centimeter ruler, you and your partner each record an estimate of the length of Sequoyah's name written in Cherokee. Then, measure his name. What was the difference between the estimated length and the exact length? Essential Question: How does your outcome change your way of thinking for future problems?
	GIB: How did you take a responsible risk when you estimated?
V_L <u>*</u> S <u>*</u> M_B_P_I <u>*</u> N_	V_L <u>* S * M</u> _ B <u>* P * I_N*</u>
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
There are 8 letters in Sequoyah's name. List all the number facts that equal 8. How many combinations are there?Essential Question: Why do some numbers have more combination possibilities than others?GIB: How can you apply your results to future	Using the rectangle grid, cover and trace the trunk of the sequoia tree. Record how many pieces you used. Cover the same grid with fewer pieces. What was the difference between the first and the second puzzle? Essential Question: How does change make some tasks more difficult?
learning?	GIB: Did you use more persistence or creative intelligence to complete this activity? Explain.
$V_L\underline{*}S_M_B_P_I\underline{*}N_$	V_L <u>*S*M_B_P_I*N*</u>

Real World Connections With Products:

How people can solve problems logically. How people can think flexibly to find needed solutions. Realize that problems can have many outcomes. Realize that there is more than one way to reach the same goal. **Real World Applications:** community, relationships, sales, food industry, medical occupations, retail, engineers

Real World Terms: sum, addends, difference, centimeter, plus, minus, equal, estimate, actual

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:

Conflict brings about change.

More Complex Generalizations (Two or more concepts):

*Change can either be positive of negative.*Change is necessary for growth.* Change generates additional change.

Essential Question(s):

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

Essential Question 1: How can the invention of a new idea produce change? Essential Question 2: How does your outcome change your way of thinking for future problems? Essential Question 3: Why do some numbers have more combination possibilities than others? Essential Question 4: How does change make some tasks more difficult?

Materials Needed for Task Rotation and/or Task Rotation Menu

- centimeter tapes
- <u>Sequoyah</u> book
- Cherokee alphabet
- pattern blocks
- paper
- pencils

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How did Sequoyah use change to make an alphabet similar to the English alphabet? How does your outcome change your way of thinking for future problems? Why do some numbers have more combination possibilities than others? Which one did you find the hardest to create? What made it more difficult?

Intelligent Behaviors:

GIB: How did you use persistence to complete this activity?GIB: How can you apply your results to future learning?GIB: How did you take a responsible risk when you estimated?GIB: Did you use more persistence or creative intelligence to complete this activity? Explain.

Literary Perspective:

- 1. How did change in relationships affect Sequoyah's life?
- 2. Why did the Cherokee change their opinion of Sequoyah? Give an example.
- 3. How did your predictions about Sequoyah's life change from the beginning of the book to the end?
- 4. Did the outcome of Sequoyah's life inspire you to make changes in the decisions you make? Describe.

Student/Teacher Reflections/Extensions

Teachers can take this time of reflection to have students compare letter symbols of the Cherokee alphabet. Students can sort them by various characteristics and determine how the letters change from one group to the next. Letter symbols can also be counted and made into addition and subtraction sentences, fact families, or multiplication sentences for advanced learners. This can be done as a whole class activity or in groups.

Concept: Change **Topic:** Math/Language Arts **Generalization(s):**

- Change can either be positive or negative.
- Change is necessary for growth.
- Change generates additional change.

Essential Question(s):

How can we predict the outcome of events? What is the best way of making predictions? What is the best way to determine accuracy? How can one addend change the outcome of a problem?

Task Rotation Menu: Math/Language Arts

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Use the *Fact War Game to find the greatest sum.	Label a map of the United States sighting the location of current Cherokee tribes.	Brainstorm with a partner to create a double bubble map that compares two types of trees. Illustrate.	Express your likes and dislikes about the book. Include how you felt about the story as well as the illustrations.
2	After playing the *Make 11 Game, organize the addends into number sentences. Compare and record.	Take what you know about Sequoyah and form 5 verbal analogies. Note: Be sure you have taught chapter 10 in Building thinking skills.	Write a story about how someone you know has overcome a physical challenge in his or her life. Illustrate.	Choose a life- changing event in Sequoyah's life. How would you have felt in that situation? Write a journal entry from his point of view.
3	Demonstrate the different ways to make the number 13 by playing the *Lucky Number concentration game. Record all answers.	Research to find new details about Sequoyah's life that were not sighted in the book.	Design a Cherokee homestead using details from your research.	Write a letter to the editor of the Cherokee Gazette as if you are one of Sequoyah's tribe members. Do you agree or disagree with his dream of creating a written language?

*See appendix for detailed instructions for implementation.

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:

Conflict produces change.

More Complex Generalizations (Two or more concepts):

- Change can either be positive or negative.
- Change is necessary for growth.
- Change generates additional change.

Real World Connections With Products:

How to deal with conflict and change on a positive way. How people can over come disasters.

Real world applications: Leadership role in the community such as mayor, police chief, judge, engineer, city manager, superintendent, governor.

Real World Terms:

persistence bravery citizenship role model pride respect

Essential Questions:

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

How can we predict the outcome of events? What is the best way of making predictions? What is the best way to determine accuracy? How can one addend change the outcome of a problem?

Materials Needed for Task Rotation and/or Task Rotation Menu

- number cards
- map of the United States
- double bubble map template
- various art supplies
- computer and or books
- reference appendix for game information

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives:

How can we predict the outcome of events? What is the best way of making predictions? What is the best way to determine accuracy? How can one addend change the outcome of a problem?

Intelligent Behaviors:

What GIB did you use to complete the activities? Do you think that Sequoyah took a responsible risk creating a written language? What activities do you think are geared at continuing your learning? How did you listen and understand with empathy to Sequoyah's story?

Literary Perspective:

How did Sequoyah work to complete the Cherokee alphabet involve math?
 Compare Sequoyah to a chief using the descriptions in the book. How does this comparison change the way you think of Sequoyah?

3. Predict: Why did none of the other Cherokee people believe that Sequoyah was going to invent writing for their people?

4. Do you think that because Sequoyah's father was a white man had anything to do with the changes he hoped to accomplish?

Student/Teacher Reflections/Extensions:

Teacher can assign a number to each letter representation in the Cherokee alphabet. Students can find the "value" of the word using the newly assigned numbers. The class can compare values, add and subtract values, and/or find a word with a certain value.

Student Reflection: (Can be done in math journal)

Why does the Cherokee alphabet use more letter representations that the English alphabet? How many letters in the Cherokee alphabet are similar to those of the English alphabet? Why do you think Sequoyah chose to use some similar letters when he invented his way of writing?

> **Student Reflections and Assessments Task Rotation Learning Experience**

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

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking		
Create a time line of the development of the Cherokee written language.	Draw or bring in a picture of someone who has made a great change in your life. Write about this change and how it has affected you.		
Essential Question: How does conflict produce change?	Essential Question: What can we learn form the past?		
GIB: How is persistence used to produce change?	GIB: How can thinking about your thinking help you understand change?		
V_L <u>* S * M_B P_I N_</u>	V <u>*</u> L_S <u>*</u> M_B_P_I_N_		
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling		
Draw a Venn Diagram to compare and contrast Sequoyah to the other members of his tribe. Use at least three examples in each area of the diagram.	Would the Cherokee culture have been different if Sequoyah would not have been persistent? Sight evidence to support your answer from the book.		
Essential Question: How could acceptance in a community produce a different outcome?	Essential Question: What characteristics should a great leader possess?		
GIB: What GIB would the community have to use to be accepting of others?	GIB: What other behaviors would need to be present in a great leader?		
V_L <u>*</u> S <u>*</u> M_B_P_I_N_	V <u>*_</u> LSMBPI <u>*_</u> N		

Real World Connections With Products:

How to deal with conflict and change on a positive way.

How people over come disasters.

Real world applications: Leadership role in the community such as mayor, police chief, judge, engineer, city manager, superintendent, governor.

Real World Terms:

persistence bravery citizenship role model pride respect

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: Conflict brings about change.

More Complex Generalizations (Two or more concepts):

*Change can either be positive of negative.

*Change is necessary for growth.

* Change generates additional change.

Essential Questions

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

Essential Question 1: How does conflict produce change?Essential Question 2: How could acceptance in a community produce a different outcome?Essential Question 3: What can we learn form the past?Essential Question 4: What characteristics should a great leader possess?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Book
- Paper with time line graph
- Rulers
- Pencils
- Crayons
- Venn Diagram paper
- Lined paper
- Time line flash cards
- Sentence strips

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:

How was change positive and negative? How can a person cause great change in another person's life? How could you cause change in someone's life?

Intelligent Behaviors:

How is persistence used to produce change? How can thinking about your thinking help you understand change? What GIB would the community have to use to be accepting of others? What other behaviors would need to be present in a great leader?

Literary Perspective:

How does your role model compare to Sequoyah? When did Sequoyah come up the idea of creating a written language for his people? How would the consequences for the tribes' actions be handled in our society? What intelligences was Sequoyah using to create the new written language? Was his tribe open to continuous learning? Explain how the other tribe members controlled or did not control their impulsivity? Was Sequoyah taking a responsible risk when he developed the Cherokee writing?

Student/Teacher Reflections

Using sentence strips have students write about what they have learned about change. Arrange and post the completed thoughts to create a wall of change. What patterns do you see? What predictions can you make about future change? Change in general?

Math Student Reflections and Assessments Task Rotation Learning Experience

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

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking	
Choose two Cherokee symbols from the alphabet. On any page of the book, count up the total times you see each symbol. What is the sum of the two symbols? What is the difference? Essential Question: Why does one symbol occur more than another?	You and your partner are sequoia trees. Estimate your total heights in centimeters. Using your centimeter rulers, measure each other's heights. What was the difference between your estimates and the actual measurements? What was the sum of your heights?	
GIB: How did you use persistence to complete this activity?	Essential Question: How does your outcome change your way of thinking for future problems?	
	GIB: How did you take a responsible risk when you estimated?	
V_L_* S * M_B_P_I * N_	V_L <u>* S* M</u> <u>B * P * I_N*</u>	
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling	
There are 8 letters in Sequoyah's name. List all the number facts that equal 8. How many combinations are there? Choose another sum and find out the combination possibilities. Essential Question: Why do some numbers have more combination possibilities than others?	Using pattern blocks, create the tallest sequoia trunk possible with the most number of pieces. Record your results. Now create the tallest trunk with the least number of pieces. Record. What is the sum? What is the difference? Essential Question: Which one did you find the hardest to create? What made it more difficult?	
GIB: How can you apply your results to future learning?	GIB: Did you use more persistence or creative intelligence to complete this activity? Explain.	
V_L <u>*</u> S_M_B_P_I <u>*</u> N_	V_L <u>*</u> S <u>*</u> M_B_P_I <u>*</u> N <u>*</u>	

Real World Connections With Products:

How people can solve problems logically.

How people can think flexibly to find needed solutions. Realize that problems can have many outcomes. Realize that there is more than one way to reach the same goal.

Real World Applications: community, sales, food industry, medical occupations, retail, engineers

Real World Terms: sum, addends, difference, centimeter, plus, minus, equal, estimate, actual

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:

Conflict brings about change.

More Complex Generalizations (Two or more concepts):

*Change can either be positive of negative.

*Change is necessary for growth.

* Change generates additional change.

Essential Questions:

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

Essential Question 1: Why does one symbol occur more than another? Essential Question 2: How does your outcome change your way of thinking for future problems? Essential Question 3: Why do some numbers have more combination possibilities than others? Essential Question 4: Which one did you find the hardest to create? What made it more difficult?

Materials Needed for Task Rotation and/or Task Rotation Menu

- centimeter tapes
- <u>Sequoyah</u> book
- Cherokee alphabet
- pattern blocks
- paper
- pencils

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Why does one symbol occur more than another? How does your outcome change your way of thinking for future problems? Why do some numbers have more combination possibilities than others? Which one did you find the hardest to create? What made it more difficult?

Intelligent Behaviors:

GIB: How did you use persistence to complete this activity?

GIB: How can you apply your results to future learning?

GIB: How did you take a responsible risk when you estimated?

GIB: Did you use more persistence or creative intelligence to complete this activity? Explain.

Literary Perspective:

1. How did change in relationships affect Sequoyah's life?

2. How did your predictions about Sequoyah's life change from the beginning of the book to the end?

3. Did the outcome of Sequoyah's life inspire you to make changes in the decisions you make?

Student/Teacher Reflections:

Activity: Memory box

Students' work independently to record their reflections on the changes on Sequoyah's life and the changes that took place in their task rotations. Then students share their memory box with a partner(s). Make a class memory box out of selected responses.

Additional Support Materials:

Teachers can create worksheets to accompany the task rotations. Game directions are included in appendix.

Favorite Read-Alouds:

<u>The Very Hungry Caterpillar</u> <u>The Kissing Hand</u> <u>The Indian And The Paint Brush</u> <u>The Legends of Blue Bonnet</u> <u>The Lorax</u>

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

Math Activities Task Menu

Fact War Game

1. Prepare a set of cards with one digit numbers on them.

2. Make five cards for each number.

Directions: For a group of three or four children, shuffle the deck, and place it face down on the table. On each play, all the players take two cards from the top of the deck. Each child lays their cards face up and says the sum. Whoever has the greatest sum, gets all of the cards used in that play. The child with the most cards when all the cards are gone wins the game.

Make 11

* Use cards from the Fact War Game

Directions: Form a group of three or four children. Shuffle the cards and place the deck. Place the deck face down on the table. Turn three starter cards face up on the table. Players take turns. On each play, the player takes the top card from the deck and places it face up on the table with the starter cards. The player looks at all the cards that are face up. If two of them have the sum of 11, the player takes those two cards and their turn is over. If the player is unable to find two cards that player's turn is over. The number of starter cards will increase or decrease depending on whether the previous player found two cards with the sum of 11. The child with the most cards at the end of the deck wins!

Lucky Number Concentration

*Use cards from the Fact War Game *Take the following 20 cards: 3- 4's, 3- 5's, 4- 6's, 4- 7's, 3-8's, 3- 9's

Directions: Form a group of two to four children. Place cards face down on the table in four rows of five cards. Have children play concentration looking for pairs of numbers that have the sum of 13. The child with the most matches wins!

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: Community

By: Tammy Leggett, Robeson County Schools & Kelly Trexler, Guilford 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 - Community Literature Selection – Twenty One Elephants and Still Standing Author – April Jones Prince

Concepts	Themes
change adaptation	3.06 Individuals' impact on a community.8.01 Technology advances in architecture.
Issues or Debates	Problems or Challenges
Progress – Safe/dangerous Trust - technology Tradition vs. non-tradition	Connection of cultures
Processes	Theories
Problem solving Research Addition/Multiplication	An individual can impact the outlook of a community
Paradoxes	Assumptions or Perspectives
Danger proves safety Technology vs. Non-Technology	The people assume the bridge will fall because others like it have fallen. Change is inevitable.

Concept: Change

Topic: Community

Suggested Literature Selection(s): Twenty-One Elephants and Still Standing

Look and Listen for...

Intelligent Behaviors

Story Focus Creating, imaging, and innovating, remaining open to continuous learning, listen and understanding and empathy.

Student Activities

Story Focus Creating, imaging, and innovating, remaining open to continuous learning, listen and understanding and empathy.

Thinking Skills Focus: Describing things

Topic Focus: Community

Concept Focus: Change

Overarching Generalizations:

- Change can be positive or negative.
- Change is necessary for growth.
- Change leads to more change.

More Complex Generalizations (Two or more concepts):

• Power influences change, which is necessary for growth.

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: Construction design, Historical figure (Barnum), Elephants, Circus, Wonders of the World, Brooklyn/New York (sister cities), weight (tons)

Suggested Vocabulary Words for Discussion:								
Gawking	pillars	infinite	lofty	landmark	bigwig	galore	trusswork	pachyderm
gallant								

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: Jeopardy

Hooks:

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

Six Facets of Understanding

Facet 1 – EXPLANATION
How does a community change over time?
Design a community now and what it would look like ten years ago with a partner?
Facet 2 – INTERPRETATION
What determines the cost of something?
Evaluate the changes in prices of a movie over time.
Facet 3 – APPLICATION
How does a person adapt to change?
Perform a play that features a character adapting to change.
Facet 4 – PERSPECTIVE
How is an infant similar to and different from an adult?
How is an infant similar to and different from an adult?
How is an infant similar to and different from an adult?
How is an infant similar to and different from an adult?
How is an infant similar to and different from an adult? Compare and contrast a baby picture with your picture now.
How is an infant similar to and different from an adult? Compare and contrast a baby picture with your picture now. Facet 5 – EMPATHY
How is an infant similar to and different from an adult? Compare and contrast a baby picture with your picture now. Facet 5 – EMPATHY How does taking on someone else's identity help you to identify a need for change?
How is an infant similar to and different from an adult? Compare and contrast a baby picture with your picture now. Facet 5 – EMPATHY
How is an infant similar to and different from an adult? Compare and contrast a baby picture with your picture now. Facet 5 – EMPATHY How does taking on someone else's identity help you to identify a need for change?
How is an infant similar to and different from an adult? Compare and contrast a baby picture with your picture now. Facet 5 – EMPATHY How does taking on someone else's identity help you to identify a need for change?
How is an infant similar to and different from an adult? Compare and contrast a baby picture with your picture now. Facet 5 – EMPATHY How does taking on someone else's identity help you to identify a need for change? Assume the role of Martin Luther King Jr. Plan what you would have our school change.
How is an infant similar to and different from an adult? Compare and contrast a baby picture with your picture now. Facet 5 – EMPATHY How does taking on someone else's identity help you to identify a need for change? Assume the role of Martin Luther King Jr. Plan what you would have our school change. Facet 6 – SELF-KNOWLEDGE
How is an infant similar to and different from an adult? Compare and contrast a baby picture with your picture now. Facet 5 – EMPATHY How does taking on someone else's identity help you to identify a need for change? Assume the role of Martin Luther King Jr. Plan what you would have our school change. Facet 6 – SELF-KNOWLEDGE How can change affect you?
How is an infant similar to and different from an adult? Compare and contrast a baby picture with your picture now. Facet 5 – EMPATHY How does taking on someone else's identity help you to identify a need for change? Assume the role of Martin Luther King Jr. Plan what you would have our school change. Facet 6 – SELF-KNOWLEDGE
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How is an infant similar to and different from an adult? Compare and contrast a baby picture with your picture now. Facet 5 – EMPATHY How does taking on someone else's identity help you to identify a need for change? Assume the role of Martin Luther King Jr. Plan what you would have our school change. Facet 6 – SELF-KNOWLEDGE How can change affect you?

Read: Twenty-One Elephants and Still Standing 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 Retell story using picture cards given. How would you describe the gifted and intelligent behaviors you used while retelling the story using the picture cards? Looking at the picture cards which picture shows the biggest change? Describe your thinking. 	 Interpersonal Learner (B) Sensing-Thinking Think of another way to convince the people to cross the bridge and share your ideas with a partner. How does change bring about more change? If you were to do this activity again, which GIBs could you use to help you? 		
V_x_L_x_S_x_M_B_x_P_I_N	V_x_L_x_S_x_M_B_x_P_x_IN Self-Expressive Learner (D) Intuitive-Feeling Design and paint your own bridge. • Which GIB do you think was the most important as you designed your bridge?		
 What GIBs would you use to build a bridge? How has bridge design changed over time? V_x_L_S_x_M_B_P_I_N_ 	 How has your perception of bridges changed? V_x_L_S_x_M_B_x_P_I_x_N 		

Real World Connections with Products:

Retell convince compare and contrast design

Real World Applications:

Architect Artist Story teller Politician Lawyer

Real World Terms:
Truss work
Pillar
Cable
Easel
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 can be positive or negative. **Change is necessary for growth.**

More Complex Generalizations (Two or more concepts): Power influences change, which is necessary for growth.

Essential Question: How can creating, imagining, and innovating help influence change? (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

- Picture Cards
- Paint Supplies
- Compare/Contrast Graphic Organizer

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How can change be positive or negative? How does change generate growth? How does power influence change, which is necessary for growth? What do you mean by change?

Intelligent Behaviors:

How would you describe the gifted and intelligent behaviors you used while retelling the story using the picture cards? If you were to do this activity again, which GIBs could you use to help you?. What GIBs would you use to build a bridge? Which GIB do you think was the most important as you designed your bridge?

Literary Perspectives:

Conclude why *Twenty One Elephants and Still Standing* was a good story through which to explore change.

Choose the character(s) in the selection *Twenty One Elephants and Still Standing* who you can most relate to and explain why (bravery v. fear).

Interpret the lesson that can be learned through this piece of literature. Do you know other books that can teach similar lessons? Explain your finding to the class.

Student/Teacher Reflections

Is there anything that you would change about the lesson? What went well? What didn't go well? Was it easy/hard to persuade someone? Explain your reasoning.

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	Interpersonal Learner (B) Sensing-Thinking		
Find the weight of your math book. Determine the weight of eight math books. If all the math books in a class of twenty-one students weighed forty-two pounds conclude the weight of each math book. Use pictures, words, or numbers to explain your answer. How did you use questioning and problem posing during the task?	With a partner, construct a two-dimensional shape of a circus tent using tangrams. Explain the steps that you took to produce the tent to another pair.Why is it important to listen with understanding and empathy when working with a partner? Tell what other GIB(s) you could use when doing this task.		
How did your understanding of weight change during this task?	What could you change about your tangrams (number, size, etc.) to make the task easier or more difficult?		
$\begin{array}{c} 2.01 \\ \mathbf{V}_{\mathbf{X}}\mathbf{L}_{\mathbf{X}}\mathbf{S}_{\mathbf{X}}\mathbf{M}\mathbf{B}\mathbf{P}\mathbf{I}\mathbf{N} \end{array}$	3.02 V_x_L_x_S_x_M_B_x_P_x_IN		
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling		
 Read aloud The Fattest, Tallest, Biggest Snowman Ever by Bettina Ling & Marilyn Burns. Using a non-standard unit of measurement (paper clips or unifix cubes) to measure classroom items listed by teacher. Record your findings on the non-standard class graph. Using standard units of measurement, measure the same classroom objects. Record your findings on the standard class graph. Compare the results on the graph. Conclude which type of measurement (standard or non) is the most effective and explain why. What conclusions can you make about standard and non-standard units of measurement? What GIBs did you use in this task? 2.01 	 Design and fabricate a bridge with your team that can support weight. Choose from a variety of materials (popsicle sticks, Legos, unifix cubes, ect). Students should use a rubric (teacher created) to determine if the bridge is up to code. The class will analyze the bridges to find the most stable. Students will predict which bridge will be able to hold the most matchbox cars. The students will then test the bridges to see which one can hold the most cars. Suppose you used different materials to make your bridge, what would happen then? Which GIB was most important during this activity? 1.05 3.01 V_x_L_x_S_x_M_B_x_P_x_I_N_ 		

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Real World Connections with Products:

Determine Explain Record Compare Conclude Design Fabricate choose

Real World Applications:

Architect Carpenter

Real World Terms:

Design Build solve 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 positive or negative. **Change is necessary for growth.**

More Complex Generalizations (Two or more concepts): Power influences change, which is necessary for growth.

Essential Question: How can creating, imagining, and innovating help influence change?

(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

- Math books
- Paper
- Pencil
- tangrams
- Book The Fattest, Tallest, Biggest Snowman Ever by Bettina Ling & Marilyn Burns
- Paper clips
- Unifix cubes
- Standard/non-standard class graphs
- Ruler
- Popsicle sticks
- Legos
- Matchbox cars

MetaCognitive Discussion (Essential Questions):

(Whole Group) Conceptual Perspectives:

How can change be positive or negative? How does change generate growth? How does power influence change, which is necessary for growth? What do you mean by change?

Intelligent Behaviors:

- Which GIB was most important during this activity?
- How did you use questioning and problem posing during the task?
- Why is it important to listen with understanding and empathy when working with a partner? Tell what other GIB(s) you could use when doing this task.
- What GIBs did you use in this task?

Literary Perspective:

Conclude why *The Biggest Fattest Tallest Snowman Ever* was a good story through which to explore change and measurement.

Explain your favorite part of the selection and tell how it helped you to understand the importance of standard vs. non-standard unit of measurement.

Interpret the lesson that can be learned through this piece of literature. Do you know other books that can teach similar lessons? Explain your finding to the class.

Student/Teacher Reflections

Is there anything that you would change about the lesson? What went well? What didn't go well? Was it easy/hard to persuade someone? Explain your reasoning.

Concept: Change

Topic: Community

Generalization(s): Change can be positive or negative. Change is necessary for growth.

Essential Question(s): How can creating, imagining, and innovating help influence change?

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	List ways communities celebrate special events.	Compare and contrast an elephant to a rhinoceros.	Create a collage using magazines to express change.	Write a journal entry explaining how you would feel if you caused a positive change for your community.
2	Describe an event in your school or community.	Locate New York on the map and assess how far it is from our school to New York City using the map scale.	Create a metaphor relating the weight of 21 elephants	Produce a monologue from Barnum's point of view that expresses your interpretation of how he felt as he persuaded the community to take a risk.
3	Present a timeline of the construction of well known bridges in the US.	Debate pros and cons of having an elephant in captivity.	Create an original dance that expresses the concept of change. Use props, music, or any other materials as needed.	Generate questions for interviewing a zookeeper. Analyze the responses, focusing on the changes of elephants as they grow.

Task Rotation Menu

Real World Connections With Products:

Create and Present Timeline, List Special Events, Compare and Contrast Elephants and Rhinos, Change Collage, Dancing, Interview, Debating

Real World Applications:

Journalist, Geographer, Choreographer, Zoologist **Real World Terms:** Headlines, Editor, Information, Map Key, Distance, Directions, Compass Rose, Routine, Rhythm, Interpretive, Life Cycle, Pachyderm

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 positive or negative. **Change is necessary for growth.**

More Complex Generalizations (Two or more concepts): Power influences change, which is necessary for growth.

Essential Question: How can creating, imagining, and innovating help influence change? (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

- Magazines
- Music Selections
- Map of United States

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How can change be positive or negative? How does change generate growth? How does power influence change, which is necessary for growth? What do you mean by change?

Intelligent Behaviors:

How would you describe the gifted and intelligent behaviors you used while described an event in your school or community?

If you were to interview the zookeeper again, which GIBs could you use to help you generate different questions?

What GIBs would you use to choreograph your dance?

Which GIB do you think was the most important as you produced your monologue?

Literary Perspectives:

Conclude why *Twenty One Elephants and Still Standing* was a good story through which to explore change.

Choose the character(s) in the selection *Twenty One Elephants and Still Standing* who you can most relate to and explain why (bravery v. fear).

Interpret the lesson that can be learned through this piece of literature. Do you know other books that can teach similar lessons? Explain your finding to the class.

Student/Teacher Reflections

Is there anything that you would change about the lesson? What went well? What didn't go well? Was it easy/hard to persuade someone? Explain your reasoning.

Student Reflections and Assessments Task Rotation Learning Experience K-2

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

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking
Retell the story by creating a six page book. Include the main events.	Teams debate their ideas as to why or why not cross the newly constructed Brooklyn Bridge.
 What GIBs did you use when making your book? How can change in the selection be positive or negative? 	 What GIBs did the teams use while debating? How was your perspective different from another students'. What could you have said differently to make your argument more effective.
V_x_LS_x_MBPIN	V_x_L_S_x_M_B_x_P_x_IN
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
 Research bridge construction using child friendly websites to complete a research guide analyzing the differences in bridge construction. As you did your research, what GIBs did you discover architects used to form bridges? How did the architectural design of bridges change over time? 	 Create a song or poem about bridge construction or one of the Seven Wonders of the World. What GIBs did you use when creating your song or problem? How does your poem or song show your perspective on the topic?
V_x_L_x_S_x_MBPI_x_N	V_x_LS_x_M_x_B_x_P_x_I_x_N

Real World Connections with Products:

Research guide Retell book Song/poem

Real World Applications:

Politician/speaker Artist/musician Poet Researcher architect

Real World Terms:

Legend To scale Pillars Truss work debate

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 positive or negative. **Change is necessary for growth.**

More Complex Generalizations (Two or more concepts): Power influences change, which is necessary for growth.

Essential Question: How can creating, imagining, and innovating help influence change? (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

- Pre-made six page booklet
- List of child friendly websites used for research

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

- How can change in the selection be positive or negative?
- How was your perspective different from another students'.
- What could you have said differently to make your argument more effective?
- How did the architectural design of bridges change over time?
- How does your poem or song show your perspective on the topic?

Intelligent Behaviors:

- What GIBs did you use when making your book?
- What GIBs did the teams use while debating?
- As you did your research, what GIBs did you discover architects used to form bridges?
- What GIBs did you use when creating your song or problem?

Literary Perspectives:

Conclude why *Twenty One Elephants and Still Standing* was a good story through which to explore change.

Choose the character(s) in the selection *Twenty One Elephants and Still Standing* who you can most relate to and explain why (bravery v. fear).

Interpret the lesson that can be learned through this piece of literature. Do you know other books that can teach similar lessons? Explain your finding to the class.

Student/Teacher Reflections

Is there anything that you would change about the lesson? What went well? What didn't go well? Was it easy/hard to persuade someone? Explain your reasoning.

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 Find the weight of an average elephant. Determine the weight of twenty-one elephants. Find the weight of one elephant if sixteen elephants weigh 128 tons. • What GIBs did you use in this task? • How did your understanding of weight change after doing the activity? 2.01	 Interpersonal Learner (B) Sensing-Thinking Construct a two-dimensional shape using tangrams. Trade with a partner and make a new shape using the same tangrams. Explain the steps you took produce the new shape. Have your partner check your shape for change. What GIBs did use in this task? How did your understanding of change help you form your new shape? 3.02
V_L_x_S_x_M_B_P_I_N_x_	V_x_L_x_S_x_MB_x_P_x_I_x_N
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
Read aloud <i>How Big is a Foot by Rolf Myller</i> . Using non-standard unit of measurement (hands, feet. pencils, etc.) measure classroom items listed by teacher. Record your findings on the non-standard class graph. Using	Design and fabricate the strongest free standing sky- scraper with your team. Choose from a variety of materials (cups, toothpicks, marshmallows, straws, and
 standard units of measurement, measure the same classroom objects. Record your findings on the standard class graph. Compare the results on the graph. Conclude which type of measurement (standard or non) is the most effective and explain why. What conclusions can you make about standard and non-standard units of measurement? What GIBs did you use in this task? 2.01 V_x_L_x_S_x_M_B_x_P_x_I_N_ 	 tape). Students should use a rubric (teacher created) to determine if the skyscraper meets the criteria. The class will analyze the skyscrapers to find those which are freestanding. Students will predict which skyscraper will withstand strong winds. The students will then test the skyscrapers to see which one withstands wind from a fan. Suppose you used different materials to make your skyscraper, what would happen then? Which GIB was most important during this activity?

Real World Connections with Products:

Weigh, Construct, Fabricate, Build, Measure

Real World Applications:

Architect Carpenter Design

Real World Terms:

Truss work Pillar Cable Easel Design Build solve

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 positive or negative. **Change is necessary for growth.**

More Complex Generalizations (Two or more concepts): Power influences change, which is necessary for growth.

Essential Question: How can creating, imagining, and innovating help influence change? (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

- Elephant Books (to research weigh of elephants)
- Ruler
- cups
- toothpicks
- marshmallows
- straws and tape
- tangrams

MetaCognitive Discussion (Essential Questions):

(Whole Group) Conceptual Perspectives:

How can change be positive or negative? How does change generate growth? How does power influence change, which is necessary for growth? What do you mean by change?

Intelligent Behaviors:

- Which GIB was most important during this activity?
- How did you use questioning and problem posing during the task?
- Why is it important to listen with understanding and empathy when working with a partner? Tell what other GIB(s) you could use when doing this task.
- What GIBs did you use in this task?

Literary Perspective:

Conclude why *How Big is a Foot* was a good story through which to explore change and measurement.

Explain your favorite part of the selection and tell how it helped you to understand the importance of standard vs. non-standard unit of measurement.

Interpret the lesson that can be learned through this piece of literature. Do you know other books that can teach similar lessons? Explain your finding to the class.

Student/Teacher Reflections

Is there anything that you would change about the lesson? What went well? What didn't go well? Was it easy/hard to persuade someone? Explain your reasoning. 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?

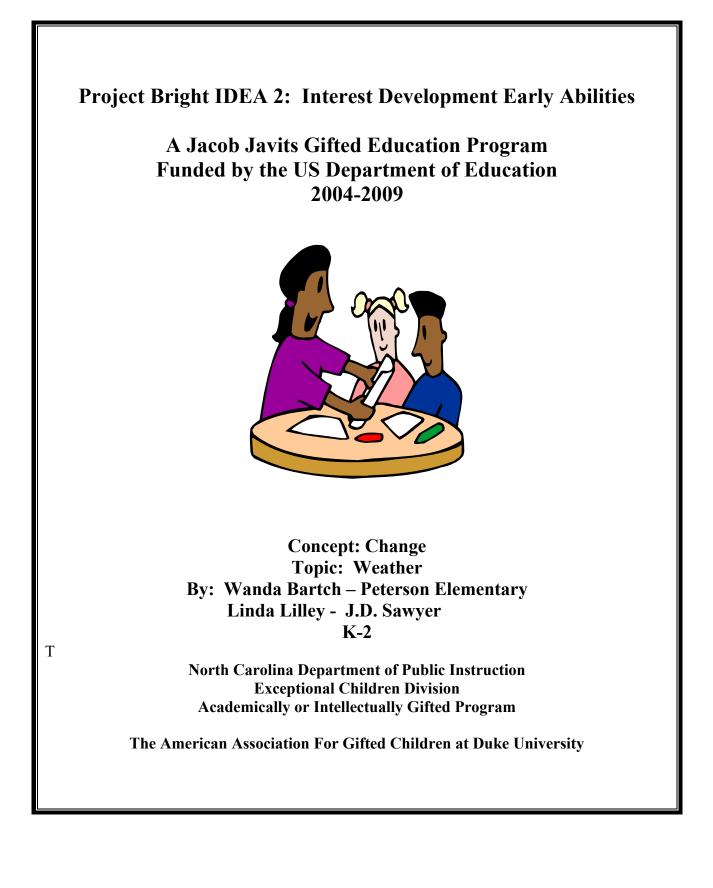
5. What were "ah ha's?" for the students? For teachers?

"Additional Comments

APPENDIX

A

Additional Instructional Concept-Based Activities



Topic - Weather Literature Selection – *Recess at 20 Below* Author - Cindy Lou Aillaud

Concepts	Themes
Change	The learner will conduct investigations and use appropriate tools to build an understanding of the changes in weather
Issues or Debates	Problems or Challenges
Cold vs warm Safety and well-being of students when temp. is 20 below Clothing	Temperature Balancing recess with instruction time Physical challenges Wild animals Lack of daylight
Processes	Theories
Research Compare/contrast	Weather affects recess
Paradoxes	Assumptions or Perspectives
Children would rather play outside in warm weather than cold	Children would rather play outside in the snow than stay inside

Concept: Change

Topic: Weather

Suggested Literature Selection(s): Recess at 20 Below

Look and Listen for		
Intelligent Behaviors		
Story Focus	Remaining open to continuous learning Applying past knowledge to new situations Gathering data through all senses	
Student Activi	ties Listening with understanding and empathy Remaining open to continuous learning Gathering data through all senses Thinking interdependently	

Thinking Skills Focus: Information gathering

Topic Focus: Weather

Concept Focus: Change

Overarching Generalizations:

Change is inevitable. Change is necessary for growth. Change can either be positive or negative. Change is caused by many factors. Change generates additional change.

More Complex Generalizations (Two or more concepts):

Change is sometimes an idea that is carried out or a process that happens naturally. Change in weather can cause conflict.

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:

Temperature, appropriate clothing for all seasons, outdoor recess activities, climate, wildlife in Alaska, classroom schedule, change

Suggested Vocabulary Words for Discussion: Ice crystals, degrees, parkas, sumo wrestler, teeter-totter, glacier, and moose, raven

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:

Vocabulary relay, vocabulary concentration, vocabulary match-up

Hooks:

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

Six Facets of Understanding

Facet 1 – EXPLANATION
How can we prove what clothes children wear in Alaska? Draw a picture of children in Alaska and label their clothes.
Facet 2 - INTERPRETATION
What is the meaning of 20 below? Illustrate a thermometer of 20 below and write about what the reading means.
Facet 3 - APPLICATION
How and when can we use this knowledge? You are going to visit Alaska. What clothes would you take along? List the clothes.
Facet 4 - PERSPECTIVE
How is weather in Alaska similar to or different from weather in N.C.? Draw a Venn Diagram and list similarities and differences.
Facet 5 – EMPATHY
What would it be like to walk in an Alaskan student's shoes? Put on as many scarves, coats, and mittens that you can and tell how you feel.
Facet 6 – SELF-KNOWLEDGE
How are my views about cold weather shaped by what I learned in the story? In your journal reflect on your experiences with cold weather as compared to Alaskan children's experience with cold weather.

Read: Recess at 20 Below

Task Rotation Learning Activities- Literacy

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	
Using dolls and clothes provided to dress dolls according to seasons. How did thinking about your thinking help you complete this task? How do your clothes change from season to season?	Write a letter to a first grader explaining how to dress if they were in Alaska and North Carolina. What GIB did you use to complete this activity? How would this information change if you were comparing NC to Florida?	
V_L_Sx_M_B_P_Ix_N_	Vx_L_S_M_B_P_Ix_N_	
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling	
Compare and contrast using a Venn diagram the different weather conditions between winter and summer. Make conclusions concerning the changes in your environment during winter and summer. How does the change of seasons affect outdoor activities? Which gifted intelligent behaviors did you use to complete your Venn diagram.	Compose a poem or write a song about weather. How did you apply past knowledge when composing your poem or song? Did writing this poem or song change your feelings about weather?	
	Vx_L_S_Mx_B_P_Ix_N_	
Vx_Lx_SM_B_P_I_N		

Real World Connections With Products:

Thermometers, diagrams, dolls, chart

Real World Applications: Architect, meteorologist, construction worker, artist, teachers, Doctors, scientist

Real World Terms: Thermometer, design, measure, environment, diagrams

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. Change can either be positive or negative. Change is caused by many factors. Change generates additional change.

More Complex Generalizations (Two or more concepts):

Change is sometimes an idea that is carried out or a process that happens naturally. Change in weather can cause conflict.

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

- Paper doll and clothes for doll
- Paper
- Pencil
- crayons

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How do your clothes change from season to season? How would this information change if you were comparing NC to Florida? How does the change of seasons affect outdoor activities? Did writing this poem or song change your feelings about weather?

Intelligent Behaviors:

How did thinking about your thinking help you complete this task? What GIB did you use to complete this activity? Which gifted intelligent behaviors did you use to complete your Venn diagram. How did you apply past knowledge when composing your poem or song?

Literary Perspectives:

What kind of clothes did the children wear in Alaska? What happens to recess in Alaska if it is colder than 20 below? What kind of wild animals might the children in Alaska see on the playground? If a child sticks his tongue on something metal outside what does the teacher have to do?

Student/Teacher Reflections

Math Task Rotation Learning Activities

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

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Mastery Learner (A)	Interpersonal Learner (B)
Sensing- Thinking	Sensing-Thinking
Estimate the length of 5 objects in the classroom and measure. Observe and measure the same objects in another classroom. What GIB did you need to completer this activity? Was there a change in measurement of objects between classrooms?	With a partner design flashcards showing various temperatures and thermometers. Share with another group for matching activity. How did applying past knowledge help complete this activity? After sharing with another group was there any changes that needed to be made to this activity?
V_Lx_S_M_Bx_P_I_N_	V_Lx_S_M_B_Px_I_N_
Understanding Learner (C)	Self-Expressive Learner (D)
Intuitive-Thinking	Intuitive-Feeling
Compare the amount of water in a glass outside in the	Create a model of a classroom in Alaska. Measure for
morning to the same glass in the afternoon. Explain	height and width in inches. Record information.
what happened to the amount of water.	How did applying past knowledge help you complete
What GIB did you use to complete this activity?	this activity?
Explain how the glass changed from morning to	How would your measurement change if you
afternoon.	measured in centimeters?
V_L_S_M_B_P_Ix_Nx_	Vx_Lx_SM_B_P_I_N

Real World Connections With Products:

Model of classroom flashcards

Real World Applications: teachers, homemakers, scientist, construction workers, architects

Real World Terms: thermometer, inches, centimeters, model,

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. Change can either be positive or negative. Change is caused by many factors. Change generates additional change.

More Complex Generalizations (Two or more concepts):

Change is sometimes an idea that is carried out or a process that happens naturally. Change in weather can cause conflict.

Essential Question(s):

(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

- thermometer
- paper
- pencils
- index cards
- crayons
- construction

- scissors
- glue
- rulers
- water glass
- water

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Explain how the glass changed from morning to afternoon. How would your measurement change if you measured in centimeters? Was there a change in measurement of objects between classrooms? After sharing with another group was there any changes that needed to be made to this activity?

Intelligent Behaviors:

What GIB did you need to complete this activity? How did applying past knowledge help complete this activity?

Literary Perspective:

What kind of clothes did the children wear in Alaska? What happens to recess in Alaska if it is colder than 20 below? What kind of wild animals might the children in Alaska see on the playground? If a child sticks his tongue on something metal outside what does the teacher have to do?

Student/Teacher Reflections

Concept: Change

Topic: Weather

Generalization(s):

Change is inevitable. Change is necessary for growth. Change can either be positive or negative. Change is caused by many factors. Change generates additional change

Essential Question(s):

Explain how the glass changed from morning to afternoon. After sharing with another group was there any changes that needed to be made to this activity? Explain how the glass changed from morning to afternoon. How would your measurement change if you measured in centimeters?

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Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Locate Alaska and NC on a map.	Retell the story.	Create a picture of a snow scene in Alaska.	Play a mix and match activity with vocabulary words.
2	Read <i>Thomas's</i> <i>Snow Suit</i> by Robert Munch. Sequence the order of putting on clothes for snow.	Research animals found in Alaska.	Predict how your life would change if you moved to Alaska.	With a partner look through magazines for pictures of things you would find in cold weather or warm weather to make a collage.

Task Rotation Menu-Literacy

3	Sequence what the children in Alaska have to put on before they go outside for recess.	Research Africa and Russia. Complete a paper comparing their weather.	Design a diorama based on your weather research from Russia and or Africa.	Debate in groups of 3, which is better- Alaskan cold weather or NC warm weather.
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Real World Connections With Products: Collage Picture of snow scene Diorama

Real World Applications:

authors, teachers, artists, architects, construction work, interior designer

Real World Terms:

map, scene, Robert Munch, debate, debate, design, 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.

Concept Focus: Change

Overarching Generalizations:

Change is inevitable. Change is necessary for growth. Change can either be positive or negative. Change is caused by many factors. Change generates additional change.

More Complex Generalizations (Two or more concepts):

Change is sometimes an idea that is carried out or a process that happens naturally. Change in weather can cause conflict

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

- Shoebox
- Paper
- Pencils
- Scissors
- Glue
- Map
- Construction paper
- Poster board
- Computer
- Books

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How would your diorama change if it were based on weather from NC? How do clothes change from season to season? Did the debate change your opinion about weather?

Intelligent Behaviors:

What GIBs did you use to complete this activity? How did you use gathering data to complete your paper? How would continuous learning assist with these activities?

Literary Perspective:

What animals might the children see at recess in Alaska? What time does recess in Alaska always start? 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)	Interpersonal Learner (B)
Sensing- Thinking	Sensing-Thinking
Sequence what the children in Alaska have to put on	Debate in groups of 3, which is better- Alaskan cold
before they go outside for recess.	weather or NC warm weather.
How would continuous learning assist you with this	How does creating, imagining, and innovating
activity?	help you with this activity?
How do the clothes change from season to season?	Did the debate change your opinion?
Vx_L_S_M_B_P_Ix_N_	
	Vx_L_S_M_B_Px_I_N_
Understanding Learner (C)	Self-Expressive Learner (D)
Intuitive-Thinking	Intuitive-Feeling
Research Africa and Russia. Complete a paper	Design a diorama based on your weather research from
comparing their weather.	Russia and or Africa.
How did you use gathering data to complete your paper?	What GIB did you use to complete this activity?
How would the Russian's clothing change if they	How would your diorama change if it were based on
lived in Africa?	weather from NC?
	Vx_Lx_SM_B_P_Ix_N
Vx_L_S_M_B_P_Ix_N_	

Real World Connections With Products: research paper, diorama, collage

Real World Applications:

writer, artist, teacher, architect, construction worker,

Real World Terms: sequence, debate, research, 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 is necessary for growth. Change can either be positive or negative. Change is caused by many factors. Change generates additional change.

More Complex Generalizations (Two or more concepts):

Change is sometimes an idea that is carried out or a process that happens naturally. Change in weather can cause conflict

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

- Paper
- Pencils
- Crayons
- Scissors
- Glue
- Showbox

- Books
- Computers
- MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:

How would the Russian's clothing change if they lived in Africa? Did the debate change your opinion? How would the Russian's clothing change if they lived in Africa? How would your diorama change if it were based on weather from NC?

Intelligent Behaviors:

How would continuous learning assist you with this activity? How does creating, imagining, and innovating help you with this activity? How did you use gathering data to complete your paper? What GIB did you use to complete this activity?

Literary Perspective:

Why do the kids zip their parkas as high as they will go? How does the sledding hill grow and grow all winter long? What article of clothing goes on last? Why?

Student/Teacher Reflections

Math Student Reflections and Assessments Task Rotation Learning Experience

K-2

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

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking
Monitor and record temperature for the week. Make a chart presenting your findings. What GIB did you use to complete this activity? How did the temperature change from Monday to Friday?	With a partner play a matching game – identify temperatures with appropriate thermometers. How does thinking interpedently help you with this activity? How does the change in temperature affect the thermometer reading?
V_Lx_Sx_M_B_P_Ix_N_	Vx_L_S_M_B_Px_I_N_
Understanding Learner (C) Intuitive-Thinking Observe a thermometer in ice water and thermometer in water at room temperature. Record the results. What is the difference in the two temperatures? Explain. How does thinking about our thinking help explain the difference in the temperatures? Why does adding ice to water change the temperature?	Self-Expressive Learner (D) Intuitive-Feeling Gather information from the outside thermometer. Make your own thermometer. Make your thermometer show current temperature. How would continuous learning assist you with this activity? What changes in temperature would take place from early morning to afternoon?
V_Lx_S_M_B_P_Ix_Nx_	V_Lx_S_M_B_P_Ix_N_

Real World Connections With Products:

thermometer

Real World Applications:

meteorologist, teachers, farmers,

Real World Terms: gather, current, appropriate, observe, record

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. Change can either be positive or negative. Change is caused by many factors.

Change generates additional change.

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) Change is sometimes an idea that is carried out or a process that happens naturally. Change in weather can cause conflict

Materials Needed for Task Rotation and/or Task Rotation Menu

- thermometers
- pencil
- paper
- index cards
- water
- ice
- chart paper

• MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How did the temperature change from Monday to Friday? How does the change in temperature affect the thermometer reading?

Why does adding ice to water change the temperature? What changes in temperature would take place from early morning to afternoon?

Intelligent Behaviors:

What GIB did you use to complete this activity? How does thinking interpedently help you with this activity? How does thinking about our thinking help explain the difference in the temperatures? How would continuous learning assist you with this activity?

Lterary Perspective:

Why do you think the children can't play outside when there is a moose on the playground? What does the title of the book *Recess at 20 Below* mean?

Student/Teacher Reflections:

Additional Support Materials:

Favorite Read-Alouds:

Sled Dog Run Balto Magic School Bus Series Cloudy With a Chance of Meatballs

Finger Plays, Nursery Rhymes and Songs: Itsy, Bitsy, Spider Rain, Rain, Go Away

Video Clips: Magic School Bus Series Snow Dogs Balto

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?

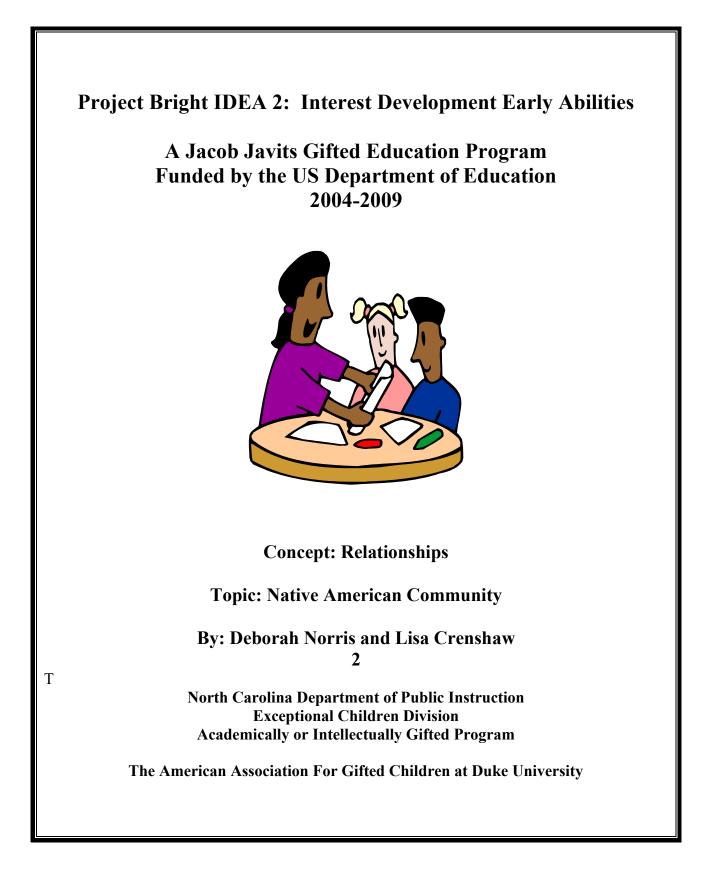
5. What were "ah ha's?" for the students? For teachers?

"Additional Comments

APPENDIX

A

Additional Instructional Concept-Based Activities



Topic –Native American Community Literature Selection –Mystic Horse Author –Paul Goble

Concepts	Themes
RelationshipsChange	 3.06 Cultural Traditions (S. Studies) 2.07 Compare/Contrast (ELA)
Issues or Debates	Problems or Challenges
 Treatment of the elderly and animals Fairness 	Surviving migrant lifeHardships
Processes	Theories
 Problem solving Decision making Survival with nature 	
Paradoxes	Assumptions or Perspectives
	• Cultural perspectives

Topic -

Literature Selection – Author -

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

Topic -

Literature Selection – Author -

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

Concept: Relationships **Topic:** Native American Community

Suggested Literature Selection(s): Mystic Horse

Look and Listen for		
Intelligent Behaviors: Taking Responsible Risks, Listening with understanding and empathy, Questioning and problem solving		
Story Focus	Listening with understanding and empathy	
Student Activities	Creating, imagining, and innovating, Remaining open to continuous learning Persisting	

Thinking Skills Focus: Building Thinking Skills by Parks and Black

Topic Focus: Native American Community

Concept Focus: Relationships

Overarching Generalizations:

- Relationships change over time
- Relationships can be positive or negative.
- All relationships are purposeful

More Complex Generalizations (Two or more concepts):

• Change in relationships can be positive or 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:

Change, Leadership, Transition

Suggested Vocabulary Words for Discussion:

- 1. abandoned
- 2. harvested
- 3. enemies
- 4. discarded
- 5. approaching
- 6. mounting
- 7. hesitation
- 8. midst
- 9. amazement
- 10. eager
- 11. retreating
- 12. ordinary
- 13. mystic
- 14. mourn
- 15. neighed
- 16. defending
- 17. migrate

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 play a musical game where each team must identify the vocabulary word and tell what it means. If it is correct, they get to dance to Native American music.

Hook: Create a Rain Maker

Hook A.: Students will listen to Native American music. They will use plastic containers and wooden spoons to mimic the rhythm in the song.

Hook B.: Give each pair a paper towel roll, beads, scissors, markers, glue, etc. Students will work in collaborative pairs and design their own Native American rainmaker based on a specific set of directions. The class will judge whether or not the pair followed directions according to a class rubric. How did following directions help you to be successful with this task? What geometric shape did your rainmaker resemble? How important was it for you and your partner to work together? How did your intelligent behaviors help you to complete your task? How may your ideas have changed while constructing the rainmaker with another classmate?

Six Facets of Understanding

Facet 1 – EXPLANATION How do relationships change over time? • Model a positive relationship. Facet 2 - INTERPRETATION Why are relationships important? • Illustrate a relationship. Facet 3 - APPLICATION How can positive relationships help us overcome problems? • Create a story with a positive relationship.

How do you view a positive relationship? What looks like a negative relationship?

• Compare and contrast a positive relationship with a negative one.

Facet 5 – EMPATHY

Is there a time you've ever been left out of something?

• Imagine you are a character who's been left out. Role play how you feel during this relationship.

Facet 6 – SELF-KNOWLEDGE

What characteristics do you need to develop a positive relationship?

- With a partner, students will reflect on relationships by listing similarities and differences among themselves.
 - Ex.: physical, hobbies, families, etc.

Read: <u>Mystic Horse</u> Task Rotation Learning Activities

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 pictures from the book in the order in which they happened in the story. Use a graphic organizer. Questions: Which picture shows a positive change in the relationship between the boy and his horse? How can positive relationships help us overcome problems? What GIB did the boy use in creating the	Role play the events of the story with your team. Questions: As you role played the story, which scenes most reminded you of a previous experience you have had? What GIB did you use during your role play?
graphic organizer? V*_L_*_S_*_M_B_*_P_IN	V_*_LSMB_*_P_*_IN
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
Write a book review to tell the pros and cons of the story.	Create a play dough horse. Then each student will use instruments to produce the sound a horse would make.
Questions: How did you justify the events you chose as cons? Why? How did the events in the story show positive relationships? What GIB did you use while comparing and contrasting characters?	Questions: If you could magically create a new kind of horse, what would it look like and why? What GIB did you use when you created the paper mache horse?
V_*_L_S_M_B_*_P_I_*_N	V_*_LS_*_M_*_B_*_PI_*_N

Real World Connections With Products:

sequence, write, create, role play

Real World Applications:

- Artist/Sculptor
- Musician
- Author
- Actor

Real World Terms:

Produce, pros and cons, 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.

Concept Focus: Relationships

Overarching Generalizations:

Relationships change over time. All relationships are purposeful. Change can be positive and negative. Relationships can be positive and negative.

More Complex Generalizations (Two or more concepts):

Change in relationships can be positive or negative.

Essential Question

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

How do relationships change over time? Why are positive relationships important within a community?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Graphic organizer
- Pencils
- Play dough
- Picture cards
- Various props used by Native Americans

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How can relationships change over time? In what way can all relationships be purposeful? How can changes be positive or negative? How can relationships be positive or negative?

Intelligent Behaviors:

What GIB did the boy use in Mystic Horse? What GIB did you use during your debate? What GIB did you use while comparing and contrasting the characters? What GIB did you use when you created the paper mache horse?

Literary Perspectives:

How did your perspective of the character change from the beginning of the story to the end? With which character, the boy or the horse, from Mystic Horse can you most relate to? Why? What lesson is taught through this piece of literature? What other books have you read that teach similar lessons? Share your findings with the class.

Student/Teacher Reflections

What did you like most about the activity? What would you change? What would you do to go beyond this activity?

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 a simple numerical pattern, students will use number tiles to extend the pattern.	With a partner, read a book about patterns. Each student will choose their favorite pattern from the story and explain their choice.
Questions: How can numbers be used to create repeating patterns? What GIB did you use to complete the number pattern?	Questions: How did the patterns in the story relate to the title? What GIB did you use to complete this task?
V_L*_S*_M_B*_P_I_*_N	V*_L_*_S_*_MBP*IN
Understanding Learner I	Self-Expressive Learner (D)
Intuitive-Thinking	Intuitive-Feeling
Measure two different objects from the	Measure an object of your choice.
playground.	Generate a new way to measure the
Compare and contrast the size and weight	object besides using a standard unit of
of each.	measurement.
Questions:	Questions:
How do the two objects relate to each	What criteria did you use to measure the
other?	object?
What GIB did you use in measuring the	What GIB did you use to do the
objects?	activity?
V_L_*_S_*_M_B_*_P_IN_*_	V_L_*_S_*_M_B_*_P_IN

Using, measure, explain, generate, extend

Real World Applications: Mathematician, Engineer, Designer

Real World Terms: measure, style, shapes, perimeter, area, equations

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. All relationships are purposeful. Change can be positive and negative. Relationships can be positive and negative.

More Complex Generalizations (Two or more concepts):

Change in relationships can be positive or negative.

Essential Question

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

How do relationships change over time? Why are positive relationships important within a community?

Materials Needed for Task Rotation and/or Task Rotation Menu

- rulers
- pattern blocks
- unfix cubes
- pencil
- paper
- number tiles

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How can positive relationships help us overcome problems? How do relationships change over time? How does your horse resemble the mystic horse? Why are relationships important?

Intelligent Behaviors:

What GIB did you use to complete the number pattern? What GIB did you use in measuring the objects? What GIB did you use to complete this task? What GIB did you use to do the activity?

Literary Perspective:

How did your perspective of the character change from the beginning of the story to the end? With which character, the boy or the horse, from Mystic Horse can you most relate to? Why? What lesson is taught through this piece of literature? What other books have you read that teach similar lessons? Share your findings with the class.

Student/Teacher Reflections

What did you like best about the task rotations? What would you change about the order of activities? What would you do different? **Concept:** Relationships

Topic: Native American Community

Generalization(s): Relationships change over time. All relationships are purposeful.

Essential Question(s): How do relationships change over time? Why are relationships important? How can relationships be positive or negative?

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Identify the character, setting, and plot of the story Mystic Horse.	Why was the boy considered an outcast among his people?(orally)	Using a bubble map, brainstorm new characters for the story Mystic Horse.	Write a journal entry listing what they liked most and least about the story.
2	Sequence the main events of the story.	What effect did the boy and his horse have on the village? (Think and Write)	Predict what would happen if the boy had never met the horse.	With a partner, reflect on the hardships the characters faced. How could these situations have been avoided?
3	Research the Pawnee Tribe on the Internet. Write a report about the history of and changes in the tribe.	Debate whether the boy is harmful or beneficial to the horse's life.	Invent an alternative solution for the problem in the story.	Design a poster to welcome new people to your Native American community. Convince someone what the advantages might be to living there.

Task Rotation Menu

*Research paper, poster, journal, bubble map (graphic organizer) (Identify, Research, using, debate, predict, invent, design, reflect)

Real World Applications: Artist, Inventor, Author, Actor

Real World Terms: Debate, easel, publish, edit, script, scenes

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. All relationships are purposeful. Relationships can be positive and negative.

More Complex Generalizations (Two or more concepts):

Change in 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) How do relationships change over time? Why are non-time important within a community?

Why are positive relationships important within a community?

Materials Needed for Task Rotation and/or Task Rotation Menu

- paper/journal
- poster
- bubble map
- computer/internet
- pencils/markers

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How can relationships change over time? In what way can all relationships be purposeful? How can changes be positive or negative? How can relationships be positive or negative?

Intelligent Behaviors:

What GIB did use when you completed each activity?

Literary Perspective:

How did your perspective of the character change from the beginning of the story to the end? With which character, the boy or the horse, from Mystic Horse can you most relate to? Why? What lesson is taught through this piece of literature? What other books have you read that teach similar lessons? Share your findings with the class.

Student/Teacher Reflections:

What activities worked best for you? What is an activity that you would like to see added to our rotation? Were all students performing and completing tasks? How could I teach the lesson differently?

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
Students create a book based on the story	Students will work with a partner to debate
Mystic Horse.	which is stronger: relationship between a boy
Questions:	and his pet or a boy and people.
How can positive relationships help us	Questions:
overcome problems?	Why are relationships important?
What GIB did you use in creating your book?	What GIB did you use during your debate?
V*_L*S_*_MB_*_PIN	V_*_L_S_M_B_P*_I_N
Understanding Learner I	Self-Expressive Learner (D)
Intuitive-Thinking	Intuitive-Feeling
Compare and contrast how the main character	Create a paper mache horse that has four legs,
changes from the beginning to the end of the	a tail, and looks like a horse.
story.	Questions:
Questions:	How does your horse resemble the mystic
How do relationships change over time?	horse?
What GIB did you use while comparing and	What GIB did you use when you created the
contrasting characters?	paper mache horse?
V_*_LSMB_*_PIN	V_L_S*_M_B*_P_I_N

- Student created books
- Paper mache horse
- Response journal

Real World Applications:

- Artist
- Politician
- Author

Real World Terms:

Mache, debate, legend, compare, contrast

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. All relationships are purposeful. Relationships can be positive and negative.

More Complex Generalizations (Two or more concepts):

Change in 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)

How do relationships change over time? Why are positive relationships important within a community?

Materials Needed for Task Rotation and/or Task Rotation Menu

- newspaper
- glue
- journals
- pencil
- construction paper
- computer/electronic journals
- brass fasteners
- writing paper

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:

How can positive relationships help us overcome problems? How do relationships change over time? Why are relationships important?

Intelligent Behaviors:

What GIB did the boy use in Mystic Horse? What GIB did you use during your debate? What GIB did you use while comparing and contrasting the characters? What GIB did you use when you created the paper mache horse?

Literary Perspective:

How did your perspective of the character change from the beginning of the story to the end? With which character, the boy or the horse, from Mystic Horse can you most relate to? Why? What lesson is taught through this piece of literature? What other books have you read that teach similar lessons? Share your findings with the class.

Student/Teacher Reflections

What would you do to improve the lesson? What activity did you like best? Which least? What activities worked best for you? What is an activity that you would like to see added to our rotation?

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.

Г

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking
Create a pattern with blocks and then translate the blocks into a corresponding letter pattern. Record your pattern in your math journal.	Construct a model of a mystic horse with a partner using unfix cubes. The measurements of the horse should be 5 inches tall and 5 inches wide.
Questions: What thinking process did you use in your answer? What GIBs did you use to change the pattern?	Questions: How did your relationship change as you worked with your partner? What GIB did you use in constructing your horse?
V_L*_S_*_M_B_*_P_I_*_N	V_L_*_S_*_MB_*_P_*_IN
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
Use provided materials to construct a Native American spear. Each student will throw their spear from a designated point. After the spear lands, students will measure and record the results. Students will analyze the data and develop a hypothesis to explain why some spears traveled farther. Then they will prove and justify their reasons.	Design a Native American mural using pattern blocks to depict the importance of family relationships. Questions: Why are relationships important? What GIB did you use to design the mural?
Questions: What factors would change the outcome of the experiment? What GIB did you use in this experiment?	
V*_L_*_S_*_M_B_*_P_I_*_N	V_L_*_S_*_M_B_*_P_I_*_N

Journal, mural, horse, spear

Real World Applications: Artist, Inventor, Mathematician, Athlete

Real World Terms: Mural, model, symmetrical, congruent, gravity

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. All relationships are purposeful. Relationships can be positive and negative.

More Complex Generalizations (Two or more concepts):

Change in 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)

How do relationships change over time? Why are positive relationships important within a community?

Materials Needed for Task Rotation and/or Task Rotation Menu

- construction paper
- markers
- rulers
- pattern blocks
- unifix cubes
- cardboard for the mural
- paint
- math journal
- glue
- scissors

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives

How can positive relationships help us overcome problems? How do relationships change over time? Why are relationships important?

Intelligent Behaviors:

What GIB did you use to change the pattern? What GIB did you use in this experiment? What GIB did you use in constructing your horse? What GIB did you use to design the mural?

Literary Perspective:

How did your perspective of the character change from the beginning of the story to the end? With which character, the boy or the horse, from Mystic Horse can you most relate to? Why? What lesson is taught through this piece of literature? What other books have you read that teach similar lessons? Share your findings with the class.

Student/Teacher Reflections:

What activities worked best for you? What is an activity that you would like to see added to our rotation? Were all students performing and completing tasks? How could I teach the lesson differently? Additional Support Materials: Guest Speakers from a local Tribe, regalia

Favorite Read-Alouds: Legend of the Blue Bonnet, Legend of the Paint Brush (by Tomie de Paolo)

Finger Plays, Nursery Rhymes and Songs: Assorted Native American Music and Songs

Video Clips: United Streaming website on Native Americans (www.unitedstreaming.com)

Paintings & Prints: Native American Museums (UNCP)

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?

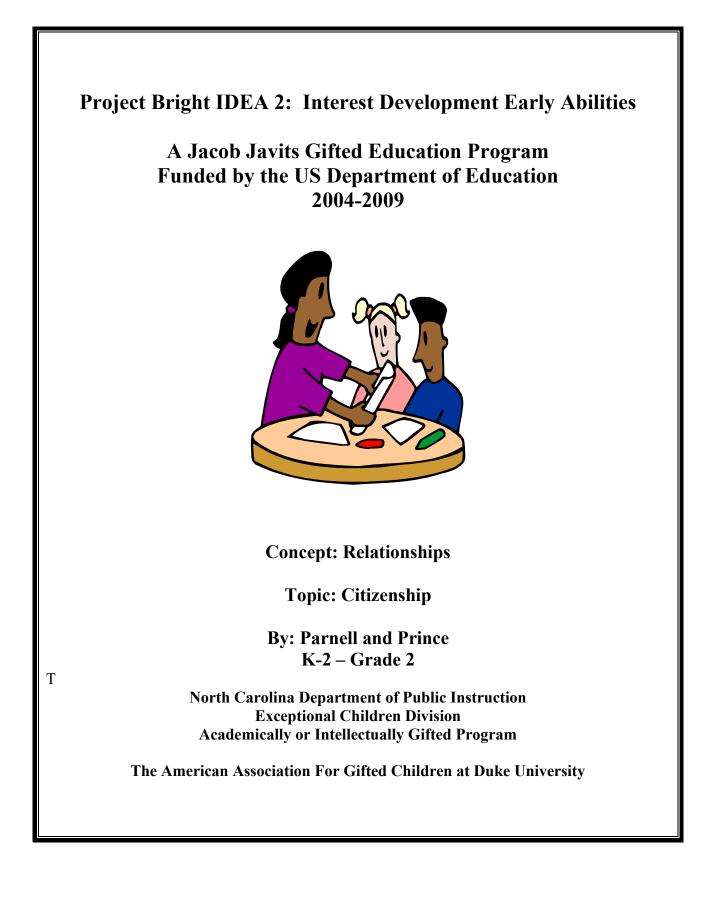
5. What were "ah ha's?" for the students? For teachers?

"Additional Comments

APPENDIX

A

Additional Instructional Concept-Based Activities



Big Ideas Manifested

Topic –Citizenship Literature Selection – Dad, Jackie, and Me Author - Myron Uhlberg

Concepts	Themes	
Relationships	Goal # 1 SS Conflict may be intentional or unintentional. Relationships are unifying and dividing	
Issues or Debates	Problems or Challenges	
Acceptance -Vs- Rejection	Hearing Impaired place in society Resistance to change	
Processes	Theories	
Problem Solving I	Hearing Impaired and African Americans have common challenges.	
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

Big Ideas Manifested

Topic -

Literature Selection – Author -

Concepts	Themes
Issues or Debates	Problems or Challenges
Processes	Theories
Paradoxes	Assumptions or Perspectives
	<u> </u>

Concept: Relationships

Topic: Citizenship

Suggested Literature Selection(s): <u>Dad, Jackie, and Me</u> By: Myron Uhlberg

Look and Listen for...

Intelligent Behaviors: Listening and Understanding with Empathy Applying Past Knowledge to New Situations Story Focus: Responsible Citizenship

Student Activities: modeling, role playing, compare/contrast, illustrate a poster, Listing, evaluating

Thinking Skills Focus: Verbal Classification, Verbal Similarities and Differences

Topic Focus: Citizenship

Concept Focus: Relationships

Overarching Generalizations: Relationships are unifying and dividing.

More Complex Generalizations (Two or more concepts): Conflicts affect relationships. Characteristics of good citizenships.

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: Prejudices

Suggested Vocabulary Words for Discussion:

Citizenship Empathy Conflict Prejudices Relationships Hearing Impaired (Deaf)

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:

Sentences Strips Graphic Organizers Think Pair Share Illustrate vocabulary words Word Games (Concentration, word matching) Sign 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
Being a good citizen is important in relationships.
EQ - What are the characteristics of being a good citizen?
Facet 2 – INTERPRETATION
Evaluate a situation to determine if good citizenship is demonstrated.
EQ - What do your actions reveal about you as a citizen?
Facet 3 – APPLICATION
Design and illustrate a poster of examples of good citizenship.
EQ - How can we use good citizenship to overcome adversity?
Facet 4 – PERSPECTIVE
Read <u>Henry and the Kite Dragon</u> . Compare the two boys.EQ - How are the two main
characters similar and different to you and your classmates?
5 5
Facet 5 – EMPATHY
Role play an effective versus a non-effective citizen.
EQ - How does it feel to be an effective citizen versus a non-effective citizen?
Facet 6 – SELF-KNOWLEDGE
Reflect on an incident in the classroom that modeled effective citizenship.
EQ - What are your strengths and weakness in being a good citizen?

Read: <u>Dad, Jackie and Me</u> by Myron Uhlberg

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
Observe the picture on page 11-12. List the actions that model good citizenship in your journal.	Role play a situation in a group. As a team, decide if good citizenship has been modeled. Justify your answers.
What intelligent behaviors did you use to observe and list the characteristics of good citizenship.EQ - Can you list other examples of good citizenship other than what is shown on the pages?	What intelligent behavior did you use in your role playing activity? EQ - Give real life examples of when you have observed poor citizenship skills displayed by others.
Vx_Lx_Sx_M_B_P_I_N_	V_x_L_S_M_B_x_Px_I_N_
Understanding Learner © Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
Discuss the scenario from the action cards. Compare and contrast the actions of the players.	Respond to the metaphor: "Citizenship is like a jigsaw puzzle because
What intelligent behaviors did you use to compare and contrast the actions of the players?	What intelligent behaviors did you use to respond to the metaphor?
EQ – What qualities did the person displaying effective citizenship display?	EQ – What other metaphors can you create that relate to citizenship?
Vx_L_x_SM_B_Px_I_N	V_x_L_x_S_M_B_P_I_x_N_

Observe, list, compare, contrast, classify, role-play, justify, metaphors

Real World Applications:

Baseball player, interpreter, manager, athlete, salesman, umpires, radio announcers, vendors, sports fan, newspaper reporters

Real World Terms:

batting average, opening day, radio, baseball, glove, ball, first baseman, subway, father, score card, ballpark, sign language, ticket, turnstile, stadium, field, canvas bag, plate, finger spell, dashed, tied, batted, grounder, rattled, fans, complained, game, neighborhood, season, block party, celebrate, smacked, wind, infield, crowd, cheered, \

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 unifying and dividing.

More Complex Generalizations (Two or more concepts):

Conflicts affect relationships. Effective citizenship consists of many factors.

Essential Question

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

How does listening with understanding and empathy teach us to develop better relationships in our lives?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Pictures of good citizenship being modeled
- Scenarios of two individuals interacting, good situations and bad
- Poster paper
- Markers
- Role Play situation cards
- Metaphor recorded on posterboard
- Student journals

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

What are the characteristics of a relationship? How do you know if there is a relationship? What are the relationships that you see?

Intelligent Behaviors:

How does listening with understanding and empathy create a good relationship? Is it important to think flexibly in a relationship? Does thinking and communicating with precision and clarity affect relationships?

Literary Perspectives:

How has the world changed since 1947? What are the positive changes that have occurred for the hearing impaired?

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	Interpersonal Learner (B) Sensing-Thinking
Measure the items listed on the cards. Record your answers on index cards.	With a partner, create a baseball field on posterboard and measure the distance between your bases and label them.
What gifted intelligent behaviors did you use to measure and record the numbers? EQ – Why is it necessary for items to have measurements?	What gifted intelligent behavior did you use in creating your baseball field?
	EQ – Would the game of baseball change if the bases were different distances apart?
V_Lx_S_x_M_B_P_I_N_	V_L_x_SxM_B_Px_I_N_x_
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
Measure these items using standard units and non-standards units. Discuss the results with a partner.	Write a song incorporating measurement units such as, feet, inches, and yards. Record your song on a tape recorder.
What gifted intelligent behavior did you use in measuring and discussing this information?	What gifted intelligent behavior did you use in creating and performing your song?
EQ – How would the impact on our life be if we did not have common measurements?	EQ – Can you think of other songs that incorporate measurement in the theme?
V_x_L_x_S_x_M_Bx_P_x_IxN_	V_x_L_x_SM_x_B_x_P_x_I_x_N

Measure, compare, list, create, label, perform

Real World Applications: Construction worker, baseball player, song writer, performer, carpenter, seamstress, scientist, engineers

Real World Terms: Inches, feet, yards, field, song, items, distance

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: Measurement

Overarching Generalizations: Measurement is used in all areas of our lives.

More Complex Generalizations (Two or more concepts):

Measurement is needed to create everything. Measurement can take on different forms.

Essential Question(s):

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

How does the concept of measurement affect our daily lives?

Materials Needed for Task Rotation and/or Task Rotation Menu

• Index cards, rules, construction paper, lined paper, tape recorder, blank tapes

MetaCognitive Discussion (Essential Questions): How do you use measurement in your daily life?

(Whole Group)

Conceptual Perspectives:

In using measurement, do you think that not having standard measurements would alter our lives?

Intelligent Behaviors:

Is it important to be accurate in measuring? Could other items be used in measuring other than rulers?

Literary Perspective:

Have you ever been to a stadium or ballpark that looked like the one in the story? Have you ever felt rejected like the characters in the story?

Student/Teacher Reflections

Concept: Relationships

Topic: Citizenship

Generalization(s): Relationships are unifying and dividing.

Essential Question(s): How are relationships important in building effective citizens?

Level Mastery Understanding Self-Expressive	Interpersonal
characteristics of an effective citizen.contrast an effective citizen and a non- effective citizen.acrostic poem th with the word citizen.pa th you th	Working with a partner write hree things that your neighbors do hat model good itizenship.

Task Rotation Menu

2	Sequence the events from 1947 to the present displaying the improvements and conditions of the hearing impaired.	Support and/or refute handicap rights and laws.	Speculate what baseball would be like if minorities were not allowed to participate.	Create a comic strip modeling a conversation between an effective citizen and a non-effective citizen.
3	Create a timeline displaying Jackie Robinson's life.	Read <u>Roberto</u> <u>Clemete</u> and research his baseball career.	Create a collage using information found on the Internet relating to the Civil Right Movement.	With a team, create a play with where Jackie Robinson and Roberto Clemete are on the same team.

Describe, compare, contrast, list, support, create

Real World Applications:

Baseball player, newspaper journalist, politician, lobbyists, poet, writer, lawyer,

Real World Terms:

Timeline, Civil Rights Movement, handicap, life, laws, careers, poem, neighbors

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 can be unifying or dividing.

More Complex Generalizations (Two or more concepts):

Successful relationships are mandatory for effective citizens. Everything is involved in a relationship.

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

How does learning with understanding and empathy affect relationships?

Materials Needed for Task Rotation and/or Task Rotation Menu

• Paper, pencils, posters, computers, markers, sentence strip

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Do effective relationships depend on individuals displaying effective values in citizenship? Why are conflicts more likely if effective citizenship is not modeled?

Intelligent Behaviors:

Is it important to act with clarity and precision when displaying effective citizenship values?

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) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking	
Write a newspaper article about the incident when Jackie Robinson is "spiked" by the other player.	Write an editorial describing the hardships encountered by Jackie Robinson OR the Dad, because of his handicap.	
What gifted intelligent behaviors did you use when you wrote the newspaper article? EQ – How did this display an ineffective	What gifted intelligent behaviors did you use when you wrote the editorial describing their hardships?	
citizenship?	EQ – Can editorials show effective and non- effective citizenship values? How?	
V_x_L_x_SM_B_P_IxN	V_x_L_x_SM_B_P_x_IN	
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling	
Conduct a debate arguing the rights of citizens pertaining to civil rights.	**Give whole class a new pencil. Only allow 1/2 of the class to sharpen their pencils and the other 1/2 can only put theirs in the desk.	
What intelligent behaviors did you use to debate your arguments?	Create a poem, poster, or a rap describing your feelings in the activity. What intelligent behaviors did you use to create your activity? EQ - Why does discrimination "hurt"?	
EQ – Are civil rights laws important to preventing ineffective citizenship?		
Vx_Lx_S_M_B_P_x_I_x_N	V_x_Lx_S_M_Bx_Px_Ix_N_	

Write, describe, debate, role-play, evaluate, organize, apply,infer

Real World Applications: Newpaper journalist, athlete, attorney, civil rights leader, historian

Real World Terms: Baseball, history, civil rights, newspaper, athlete, handicapped,

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 as citizens

Overarching Generalizations:

Relationships can be unifying or dividing.

More Complex Generalizations (Two or more concepts):

Successful relationships are mandatory for effective citizens.

Essential Question:

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

How does learning with understanding and empathy affect your relationships?

Materials Needed for Task Rotation and/or Task Rotation Menu

• Newspaper editorials, writing paper, pencils, poster board

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives:

Effective relationships promote effective citizenship. Understanding and empathy provide a basis for becoming an effective citizen.

Intelligent Behaviors:

What gifted intelligent behaviors did you use when you wrote the newspaper article?

What gifted intelligent behaviors did you use when you wrote the editorial describing their hardships?

What intelligent behaviors did you use to debate your arguments?

What intelligent behaviors did you use to create your activity?

Literary Perspective:

Jackie Robinson was an effective citizen despite his encounters with less effective citizens. The Dad and Jackie Robinson were both discriminated against but for different reasons.

Student/Teacher Reflections

Math Student Reflections and Assessments Task Rotation Learning Experience K-2

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

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking	
Find 6 items in the room that you can measure. Two items should be in inches, two should be in feet, and two should be in yards.	 With your team, using the measurements provided, create a stadium. (Provide stadium measurements in Standard units.) What intelligent behaviors are used to build your stadium? EQ - How can you compare the measurement of the stadium to the creation of the baseball field? V_x_L_xS_x_M_Bx_P_x_I_x_N_ 	
What intelligent behaviors did you use to find and measure your items.		
EQ - Determine how many inches are in a foot, how many inches (and feet) are in a yard?		
V_L_x_S_x_M_B_P_I_x_N_x_		
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling	
Go on a scavenger hunt to find items that represent 6 inches, 1 foot, and 3 feet.	Create a floor game that requires you to estimate the measurements of at least 15 items.	
What intelligent behavior is used to determine the lengths of these items?	What intelligent behaviors are used to develop your game?	
Can you actimate 6 inches 1 fact and 2 fact	Explain how you used measurement to help	
Can you estimate 6 inches, 1 foot, and 3 feet (yard)?	you to create your floor game.	

Measure, inches, feet, yards,

Real World Applications: Engineer, carpenter, forest ranger, construction worker, designer,

Real World Terms: Scavenger, measure, inches, feet, yards,

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: Measurement

Overarching Generalizations:

Measurement makes our world go round.

More Complex Generalizations (Two or more concepts):

Measurement is important in all aspects of our lives. Measurement is needed to have order in our lives.

Essential Question:

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

What would our lives be like without measurement?

Materials Needed for Task Rotation and/or Task Rotation Menu

• Stadium measurements, posterboard, sentence strips, glue, tape, rulers,

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Did I learn to estimate measurements? Did you observe that measurement is used in all facets of your life?

Intelligent Behaviors:

What gifted intelligent behavior helps me to use measurement in the real world? What gifted intelligent behavior helped me to complete the tasks assigned?

Literary Perspective: In what parts of the story was measurement used?

Student/Teacher Reflections:

Additional Support Materials:

pictures of stadiums examples of floor games web site addresses for measurement games web site addresses for viewing actual stadiums

Favorite Read-Alouds:

<u>Ricardo Clemente</u> <u>Measuring Penny</u> <u>The Old Man and His Door</u> <u>The Mirror Puzzle Book</u> Finger Plays, Nursery Rhymes and Songs: Variations of: (see website: <u>www.ed.uiuc.edu</u>) Measurement Hot Cross buns Derby Ram Baa Baa Black Sheep

Video Clips: PBS.kids.org reel #123 On the right track Measure for measure : Length

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: Voting and Citizenship

By: Susan Russell and Michele Butler Elizabeth City Pasquotank Schools & Lenoir 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

Topic– Voting and citizenshipLiterature Selection– I Could Do That!Author– Linda Arms WhiteIntelligent Behaviors-Persistence,Questioning and posing problemsTaking responsible risksThinking flexibly

Concepts	Themes
change	The learner will evaluate relationships between people and their governments.
relationships	The learner will exhibit an understanding of change in communities over time.
power	of change in communities over time.
Issues or Debates	Problems or Challenges
Should women be allowed to vote?	Women wanted to be able to have the right to vote.
Processes	Theories
Esther challenged the authority of what was expected from women during the time period of 1820 to 1870.	Women should have the right to make decisions to help run their communities.
Paradoxes	Assumptions or Perspectives
Women are not necessarily homemakers, but can be influential	Society continues to minimize the importance of women's abilities.

Topic -	
Literature Selection – Author -	

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

Topic -	
Literature Selection – Author -	

Themes
Problems or Challenges
Theories
Assumptions or Perspectives

Topic -

Literature Selection – Author -

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

Concept: Change

Suggested Literature Selection(s): <u>I Could Do That!</u>

Look and Listen for...

Intelligent Behaviors

Focus	Persisting Questioning and Posing Problems Thinking Flexibly Taking Responsible Risks
Student Activity	Questioning and Posing Problems Remaining Open to Continuous Learning Listening with Understanding and Empathy Persisting Metacognition

Thinking Skills Focus: Building Thinking Skills by Parks and Black Compare and Contrast – graphic organizer

Topic Focus: Voting and citizenship

Concept Focus: Change

Overarching Generalizations:

Change is inevitable. Change can be evolutionary or revolutionary. Change is necessary for growth.

More Complex Generalizations (Two or more concepts):

Change in relationships can be positive or negative.

Power has the ability to produce 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:

Change, leadership, power, citizenship, compare and contrast, history

Suggested Vocabulary Words for Discussion:

Inevitable, evolutionary, revolutionary, power, strained, mimicking, depending, business, abolitionist, merchant, immigrant, inheritance, election, amendment, proclamation, candidates, bill, justice

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:

Dictionary Skills -- Students will look up vocabulary words in the dictionary and find out the following:

- 1) Definition
- 2) Suffixes and/or prefixes
- 3) Syllables

They will then create sentences using the 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

Design a poster explaining how your life has changed from birth to second grade. EQ: Have there been any major events that have impacted your life?

Facet 2 – INTERPRETATION

Document the things you could do when you were a baby. Document the things you can do now.

EQ: How did the change in your body affect your abilities to do certain things?

Facet 3 – APPLICATION

Students will be able to vote on a class snack. They will generate a graph based upon their voting decisions.

EQ: Why is it important to have the right to vote?

Facet 4 – PERSPECTIVE

Compare and contrast toys that you had when you were a baby with toys that you have now.

EQ; How have your views changed over time about what you want to play with?

Facet 5 – EMPATHY

Imagine that you had to live forever as a three year old.

EQ: How would it make you feel to know that you would never go to school, drive a car, ride a roller coaster, etc.?

Facet 6 – SELF-KNOWLEDGE

Share your experience with a partner.

EQ: Have you ever wanted to do something, but you were not able to do?

Read: <u>I Could Do That!</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	Interpersonal Learner (B) Sensing-Thinking
Using the graphic organizer, retell the plot of <u>I Can Do</u> <u>That!</u> Students will recall characters, setting, and details in their plot descriptions.	Student groups will plan, design and execute a role-play about an event from Esther's life.
	How did Esther help create a positive change?
How did the setting, characters, and plot of the story show that change is inevitable?	What intelligent behaviors did you use to complete this task?
What intelligent behaviors did Esther use in the story?	
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
Divide the class into two groups. The two groups will debate. One group will be for women having the right to vote. The second group will be against women having the right to vote.	Imagine that Esther is trying to become the next president. Create an advertisement campaign poster that would help her win the most votes.
Why is change necessary for growth?	Is the change of women's rights in this story evolutionary or revolutionary?
List the intelligent behaviors you will need to use during the debate.	Describe the intelligent behaviors that a president needs to have in order to be a good president.
V_L_S_M_B_P_I_N_	V_L_S_M_B_P_I_N_

ſ	

Real World Connections With Products:

Poster, debate, dramatization, graphic organizer

Real World Applications: Politician, fashion designer, playwright, , campaign organizer

Real World Terms: Elections, debate, persuasion, advertisement, opinions, profit

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 necessary for growth. Change is inevitable. Change can be evolutionary or revolutionary.

More Complex Generalizations (Two or more concepts):

Change in relationships can be positive or negative. Power has the ability to produce change.

Essential Question

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

• Which of the gifted intelligent behaviors do you feel might be the most important to generate positive change? Why?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Copy of the book <u>I Could Do That!</u>
- Graphic organizer
- Various props for role play
- List of different scenes from the book <u>I Could Do That!</u>
- Ballot box
- Slips of paper for voting
- Poster board, crayons, scissors, glue, markers for making poster

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How did the setting, characters, and plot of the story show that change is inevitable? How did Esther help create a positive change? Why is change necessary for growth? Is the change of women's rights in this story evolutionary or revolutionary?

Intelligent Behaviors:

How did Esther use these gifted intelligent behaviors in the story?

Persistence Taking responsible risks Communicating with Clarity and Precision Thinking interdependently

What intelligent behaviors do you use daily? List the intelligent behaviors you will need to use during the debate. Describe the intelligent behaviors that a president needs to have in order to be a good president.

Literary Perspectives:

If Esther were alive today, how do you think she would feel about the rights that women have now? Explain .

What does Esther's life reveal about her character traits?

How did the events of Esther's life impact her community?

What are some ways we can use the voting process in our classroom?

What are the different points of view about the issue of allowing women to vote?

Student/Teacher Reflections

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

Math Task Practice 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
Students will match the puzzle pieces together to find the coin pictures that match the correct amount. Did you have to make any changes to your answers as you worked on them? How did striving for accuracy help you complete this task?	 Team up with a friend. Have your friend close his/her eyes. Your partner will call out an amount of money under \$.75. You will identify what possible coins can make up that amount. Why is it necessary to change the amount of one type of coin when you change the amount of another type of coin? How can you use metacognition to help to complete this task?
V_L_S_M_B_P_I_N Understanding Learner (C)	V_L_S_M_B_P_I_N
Intuitive-Thinking Students will classify coins using criteria from a chart. Students will explain how many pennies are in a nickel, dime, and quarter. Students will explain how many nickels can be found in a dime and a quarter. Students will explain how many dimes are in a quarter. Students will record this information in a chart. How did your sets of coins change when you are constructing your answers? How did thinking flexibly help you complete this task?	In you're journal write about what tips you have used to help you figure out how to count coins. Create a song or rhyme to teach this tip to another child. Can you think of reasons why the changes in your learning are necessary for growth? How did you use the intelligent behaviors of creating, innovating, and imagining to help you create your product?
V L S M B P I N	V_L_S_M_B_P_I_N_

r	

Real World Connections With Products:

Puzzle, journal, chart

Real World Applications: Businesses, cashier, consumers and producers

Real World Terms: Quarters, dimes, nickels, pennies, consumers and producers, amount

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 evolutionary or revolutionary. Change is necessary for growth.

More Complex Generalizations (Two or more concepts):

Change in relationships can be positive or negative. Power has the ability to produce change.

Essential Question(s):

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

• Which of the gifted intelligent behaviors do you feel might be the most important to generate positive change? Why?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Teacher made puzzle
- Money bags
- Teacher made money chart
- journal
- •

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Did you have to make any changes to your answers as you worked on them? Why is it necessary to change the amount of one type of coin when you change the amount of another type of coin? How did your sets of coins change when you are constructing your answers? Can you think of reasons why the changes in your learning are necessary for growth?

Intelligent Behaviors:

How did striving for accuracy help you complete your tasks? How can you use metacognition to help to complete your tasks? How did thinking flexibly help you complete your tasks? How did you use the intelligent behaviors of creating, innovating, and imagining to help you create your product?

Literary Perspective:

If Esther were alive today, how do you think she would feel about the rights that women have now? Explain .

What does Esther's life reveal about her character traits?

How did the events of Esther's life impact her community?

What are some ways we can use the voting process in our classroom?

What are the different points of view about the issue of allowing women to vote?

Student/Teacher Reflections

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

Concept: Change

Topic: Voting and citizenship

Generalization(s): Change is inevitable.

Change can be evolutionary or revolutionary. Change is necessary for growth

• **Essential Question(s):** Which of the gifted intelligent behaviors do you feel might be the most important to generate positive change? Why?

	Task Rotation Wienu			
Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Retell the story of either <u>Bluebonnet</u> or <u>I</u> <u>Could Do That!</u> Using a graphic organizer.	Compare and contrast Esther and Bluebonnet.	How might the story of Bluebonnet been different if she hadn't given up her doll?	After you have read Bluebonnet and <u>I Could Do</u> <u>That</u> ,! explain which story is your favorite and why.
2	Use a bubble map to describe the characteristics of Bluebonnet's and Esther's personality.	Explain the causes that led Esther and Bluebonnet do the actions that they did in their lives.	Draw a portrait of either Esther or Bluebonnet. Write a poem about her.	Write a friendly letter from Esther to Bluebonnet expressing her ideas about the importance of helping people in your community.
3	Create a report on a famous woman. Present her life accomplishments, and biography in your report.	Research some Native American legends. How did change affect these legends?	Create an original play about children being able to vote for a new principal.	Set some goals that will help you better yourself as an individual in your community.

Task Rotation Menu

Real World Connections With Products:

Graphic organizer, mapping, portraits, letter writing, report writing, dramatization, goal setting

Real World Applications:

Editors, playwrights,

Real World Terms:

Legends, community, goals, accomplishments, biographies, original, personality

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 evolutionary or revolutionary. Change is necessary for growth

More Complex Generalizations (Two or more concepts):

Change in relationships can be positive or negative. Power has the ability to produce change.

Essential Question:

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

Which of the gifted intelligent behaviors do you feel might be the most important to generate positive change? Why?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Books <u>I Could Do That</u>! And <u>Bluebonnet</u>
- Paper
- Pencils

- Art supplies
- •

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How did the setting, characters, and plot of the story show that change is inevitable? How did Esther help create a positive change? Why is change necessary for growth? Is the change of women's rights in this story evolutionary or revolutionary?

Intelligent Behaviors:

How did Esther use these intelligent behaviors in the story?

Persistence Taking responsible risks Communicating with Clarity and Precision Thinking interdependently

What intelligent behaviors do you use daily?

Literary Perspective:

If Esther were alive today, how do you think she would feel about the rights that women have now? Explain .

What does Esther's life reveal about her character traits? How did the events of Esther's life impact her community? What are some ways we can use the voting process in our classroom? What are the different points of view about the issue of allowing women to vote?

Student/Teacher Reflections:

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

Student Reflections and LA Assessments Task Rotation Learning Experience

K-2

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

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking
Using the graphic organizer, retell the plot of <u>Bluebonnet Girl.</u> Students will recall characters, setting,	Student groups will design, construct and execute a role- play an about an event from Bluebonnet's life.
and details in their plot descriptions.	How did Bluebonnet help create a positive change?
How did the setting, characters, and plot of the story show that change is inevitable?	What intelligent behaviors did you use to complete this task?
What intelligent behaviors did Bluebonnet in the story?	
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
Divide the class into two groups. The two groups will debate. One group will explain reasons why Bluebonnet should not burn her doll. The second group will explain reasons why Bluebonnet should burn her doll.Why is change necessary for growth?List the intelligent behaviors you will need to use during the debate.	Imagine that you are the new leader of a Native American tribe. You will need to design a headband to represent intelligent behaviors that you find in yourself. Be very creative and willing to show your individual strengths/talents/intelligences that would make you a good leader. Which intelligent behaviors do you find important, but you feel need to be nurtured in yourself? What changes can you make within yourself to generate positive change
V_L_S_M_B_P_I_N_	V_L_8_M_B_P_I_N_

Real World Connections With Products:

Poster, debate, dramatization, graphic organizer

Real World Applications:

Politician, fashion designer, playwright, , campaign organizer

Real World Terms:

Elections, debate, persuasion, advertisement, opinions, profit

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 necessary for growth. Change is inevitable. Change can be evolutionary or revolutionary.

More Complex Generalizations (Two or more concepts):

Change in relationships can be positive or negative. Power has the ability to produce change.

Essential Question:

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

• Which of the gifted intelligent behaviors do you feel might be the most important to generate positive change? Why?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Graphic organizers
- Various props for role play
- Sentence strips for headbands
- Crayons, markers
- •

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:

How did the setting, characters, and plot of the story show that change is inevitable? How did Bluebonnet help create a positive change? Why is change necessary for growth? Is the change of the landscape in this story evolutionary or revolutionary? Why do you think so?

Intelligent Behaviors:

How did Bluebonnet use these intelligent behaviors in the story?

Persistence Taking responsible risks Listening with Understanding and Empathy Thinking interdependently

What intelligent behaviors do you use daily? List the intelligent behaviors you will need to use during the debate. Describe the intelligent behaviors that a president needs to have in order to be a good president

Literary Perspective:

What does Bluebonnet's life reveal about her character traits? How did the events of Bluebonnet's life impact her community?

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
	Students will work with a partner on a computer at the
Students will recall information they have learned about	math website www.secondgradeinteractiveskills.com
counting money by completing an activity money	to solve the math coin problems together. Students will
worksheet. Students will have to match the amount of	compare how different combinations of coins can equal
money to the correct picture of coin amounts.	the same amount. Students will tally how many
	questions they complete correctly.
Did you have to make any changes to your answers as	
you worked on them?	Why is it necessary to change the amount of one type of
	coin when you change the amount of another type of
How did striving for accuracy help you complete this	coin?
task?	How can you use metacognition to help to complete this task?
	task :
VICMDDIN	V_L_S_M_B_P_I_N_
V_L_S_M_B_P_I_N_	
Understanding Learner (C)	Self-Expressive Learner (D)
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
	Intuitive-Feeling
Intuitive-Thinking	Intuitive-Feeling Students will create products to sell in a class store.
Intuitive-Thinking Students will be given a bag of coins. They will explore	Intuitive-Feeling Students will create products to sell in a class store. Students will set a price amount for their product that
Intuitive-Thinking Students will be given a bag of coins. They will explore different sets of coins to make 75 Cents. Students will	Intuitive-Feeling Students will create products to sell in a class store. Students will set a price amount for their product that equals less than \$1.00. Students will place their items in
Intuitive-Thinking Students will be given a bag of coins. They will explore different sets of coins to make 75 Cents. Students will construct a chart showing the different ways to show 75	Intuitive-Feeling Students will create products to sell in a class store. Students will set a price amount for their product that equals less than \$1.00. Students will place their items in our classroom store to sell. Students will go around
Intuitive-Thinking Students will be given a bag of coins. They will explore different sets of coins to make 75 Cents. Students will	Intuitive-Feeling Students will create products to sell in a class store. Students will set a price amount for their product that equals less than \$1.00. Students will place their items in our classroom store to sell. Students will go around comparing products and sell prices. Students will select
Intuitive-Thinking Students will be given a bag of coins. They will explore different sets of coins to make 75 Cents. Students will construct a chart showing the different ways to show 75	Intuitive-Feeling Students will create products to sell in a class store. Students will set a price amount for their product that equals less than \$1.00. Students will place their items in our classroom store to sell. Students will go around comparing products and sell prices. Students will select an item to purchase. Students will use math
Intuitive-Thinking Students will be given a bag of coins. They will explore different sets of coins to make 75 Cents. Students will construct a chart showing the different ways to show 75	Intuitive-Feeling Students will create products to sell in a class store. Students will set a price amount for their product that equals less than \$1.00. Students will place their items in our classroom store to sell. Students will go around comparing products and sell prices. Students will select
Intuitive-Thinking Students will be given a bag of coins. They will explore different sets of coins to make 75 Cents. Students will construct a chart showing the different ways to show 75 cents.	Intuitive-Feeling Students will create products to sell in a class store. Students will set a price amount for their product that equals less than \$1.00. Students will place their items in our classroom store to sell. Students will go around comparing products and sell prices. Students will select an item to purchase. Students will use math manipulative coins to purchase their item.
Intuitive-Thinking Students will be given a bag of coins. They will explore different sets of coins to make 75 Cents. Students will construct a chart showing the different ways to show 75 cents. How did your sets of coins change each time you	Intuitive-Feeling Students will create products to sell in a class store. Students will set a price amount for their product that equals less than \$1.00. Students will place their items in our classroom store to sell. Students will go around comparing products and sell prices. Students will select an item to purchase. Students will use math manipulative coins to purchase their item. Can you think of reasons why the changes in prices are
Intuitive-Thinking Students will be given a bag of coins. They will explore different sets of coins to make 75 Cents. Students will construct a chart showing the different ways to show 75 cents.	Intuitive-Feeling Students will create products to sell in a class store. Students will set a price amount for their product that equals less than \$1.00. Students will place their items in our classroom store to sell. Students will go around comparing products and sell prices. Students will select an item to purchase. Students will use math manipulative coins to purchase their item.
Intuitive-Thinking Students will be given a bag of coins. They will explore different sets of coins to make 75 Cents. Students will construct a chart showing the different ways to show 75 cents. How did your sets of coins change each time you	Intuitive-Feeling Students will create products to sell in a class store. Students will set a price amount for their product that equals less than \$1.00. Students will place their items in our classroom store to sell. Students will go around comparing products and sell prices. Students will select an item to purchase. Students will use math manipulative coins to purchase their item. Can you think of reasons why the changes in prices are
Intuitive-Thinking Students will be given a bag of coins. They will explore different sets of coins to make 75 Cents. Students will construct a chart showing the different ways to show 75 cents. How did your sets of coins change each time you explored a different combination to make 75 cents?	Intuitive-Feeling Students will create products to sell in a class store. Students will set a price amount for their product that equals less than \$1.00. Students will place their items in our classroom store to sell. Students will go around comparing products and sell prices. Students will select an item to purchase. Students will use math manipulative coins to purchase their item. Can you think of reasons why the changes in prices are inevitable?
Intuitive-Thinking Students will be given a bag of coins. They will explore different sets of coins to make 75 Cents. Students will construct a chart showing the different ways to show 75 cents. How did your sets of coins change each time you explored a different combination to make 75 cents?	Intuitive-Feeling Students will create products to sell in a class store. Students will set a price amount for their product that equals less than \$1.00. Students will place their items in our classroom store to sell. Students will go around comparing products and sell prices. Students will select an item to purchase. Students will use math manipulative coins to purchase their item. Can you think of reasons why the changes in prices are inevitable? How did you use the intelligent behaviors of creating,
Intuitive-Thinking Students will be given a bag of coins. They will explore different sets of coins to make 75 Cents. Students will construct a chart showing the different ways to show 75 cents. How did your sets of coins change each time you explored a different combination to make 75 cents?	Intuitive-Feeling Students will create products to sell in a class store. Students will set a price amount for their product that equals less than \$1.00. Students will place their items in our classroom store to sell. Students will go around comparing products and sell prices. Students will select an item to purchase. Students will use math manipulative coins to purchase their item. Can you think of reasons why the changes in prices are inevitable? How did you use the intelligent behaviors of creating, innovating, and imagining to help you create your
Intuitive-Thinking Students will be given a bag of coins. They will explore different sets of coins to make 75 Cents. Students will construct a chart showing the different ways to show 75 cents. How did your sets of coins change each time you explored a different combination to make 75 cents?	Intuitive-Feeling Students will create products to sell in a class store. Students will set a price amount for their product that equals less than \$1.00. Students will place their items in our classroom store to sell. Students will go around comparing products and sell prices. Students will select an item to purchase. Students will use math manipulative coins to purchase their item. Can you think of reasons why the changes in prices are inevitable? How did you use the intelligent behaviors of creating, innovating, and imagining to help you create your

Real World Connections With Products:

Money activity sheet, chart, student made product

Real World Applications:

Businesses, cashier, consumers and producers

Real World Terms: Money, computers, combinations, products, purchases

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 necessary for growth. Change is inevitable. Change can be evolutionary or revolutionary.

More Complex Generalizations (Two or more concepts):

Change in relationships can be positive or negative. Power has the ability to produce change

Essential Question:

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

• Which of the gifted intelligent behaviors do you feel might be the most important to generate positive change? Why?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Money activity sheet
- Bag of coins
- Money chart
- •

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How did the setting, characters, and plot of the story show that change is inevitable? How did Bluebonnet help create a positive change? Why is change necessary for growth? Is the change of the landscape in this story evolutionary or revolutionary? Why do you think so?

Intelligent Behaviors:

How did Bluebonnet use these gifted intelligent behaviors in the story?

Persistence Taking responsible risks Listening with Understanding and Empathy Thinking interdependently

What gifted intelligent behaviors do you use daily? List the gifted intelligent behaviors you will need to use during the debate. Describe the gifted intelligent behaviors that a president needs to have in order to be a good president

Literary Perspective:

What does Bluebonnet's life reveal about her character traits? How did the events of Bluebonnet's life impact her community?

Student/Teacher Reflections:

Additional Support Materials:

Favorite Read-Alouds: The Legend of Blue Bonnet The Legend of Indian and the Paintbrush

Video clip-See internet for videos on this topic

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?

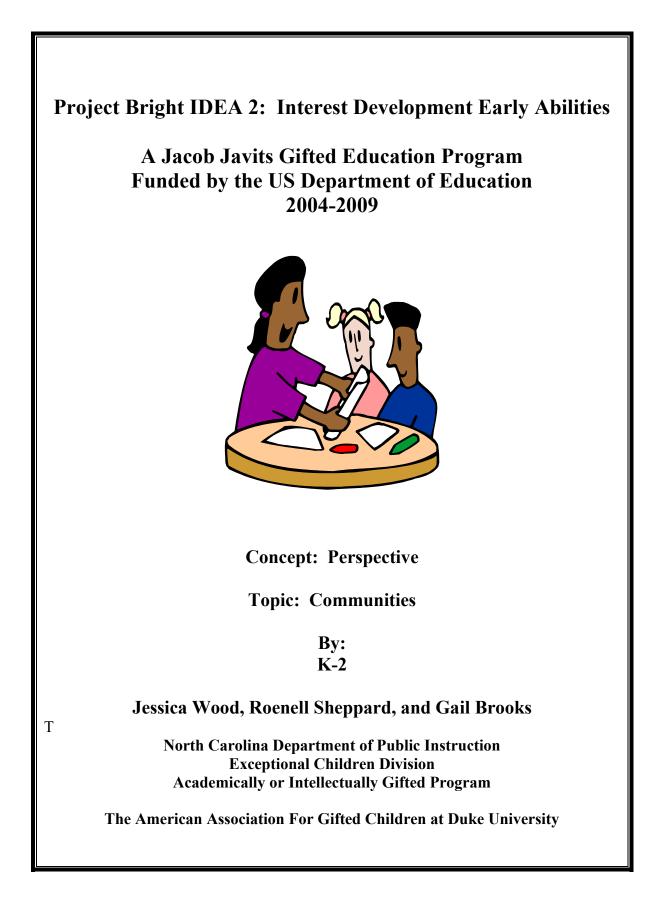
5. What were "ah ha's?" for the students? For teachers?

"Additional Comments

APPENDIX

A

Additional Instructional Concept-Based Activities



Topic - Communities

Literature Selection – Henry and The Kite Dragon

Author – Bruce Edward Hall

Concepts	Themes
Perspective Conflict Cultures/ Diversity	Responsible citizenship Similarities and Differences among Cultures
Issues or Debates	Problems or Challenges
Perception vs Realism	A Clash of cultures Understanding another perspective
Processes	Theories
Problem solving Communicating Critical Thinking/Decision Making	Everyone comes with their own perspective
Paradoxes	Assumptions or Perspectives
Kites are appreciated and valued by everyone.	We need an understanding of different cultures.
Concept: Perspective	Topic: Communities

Suggested Literature Selection(s):

Look and Listen for...

Intelligent Behaviors

Story Focus: Listening with empathy, managing impulsivity, thinking flexibly, and thinking about thinking

Student Activities: Questioning and posing problems, thinking about thinking, persisting, listening with understanding and empathy, thinking flexibly, applying past knowledge, creating, imaging and innovating, finding humor

Thinking Skills Focus: *Beginning Building Thinking Skills*: Figural similarities and differences

Topic Focus: Communities

Concept Focus: Perspective

Overarching Generalizations:

- 1. Everyone has various perspectives.
- 2. Perspectives may affect peoples' actions.

More Complex Generalizations (Two or more concepts):

- 1. Looking at other perspectives may allow for synthesis and change.
- 2. Perspectives 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:

Kites Map Skills/ Geography

Air/ Weather Community Contributions

Patterns Cultures/ importance of dragons and pigeons

Suggested Vocabulary Words for Discussion:

village, reverse, uttering, lasso, launched, admire, shimmery, crates, glittery, specialty, famous, majestic, darted, sputtered, sleek, pigeon, narrow, brisk

Vocabulary Extensions:

1. -est words....crookedest, prettiest, biggest, narrowest, littlest

2. Create a dragon shaped dictionary from the suggested vocabulary words. Each word entry should include a dictionary definition, a student definition, and a picture or a symbol. Once completed, put in alphabetical order and staple to dragon cover. Dictionary should be used as needed throughout story discussion.

3. Children will match construction paper kites and dragons to match words to their definitions.

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

Hooks:

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

Six Facets of Understanding

Facet 1 – EXPLANATION

What is your opinion about structured recess? Why?

Turn to a partner and justify your opinion.

Facet 2 - INTERPRETATION

I am like or not like a kite because......

Write a journal entry to finish this thought. Illustrate your viewpoint.

Facet 3 - APPLICATION

If we were to create a class kite, what would it look like?

Following the template provided, design your section of the kite. Utilizing your template produce a final representation of your personal design.

Facet 4 - PERSPECTIVE

Read two books that focus on bullying. Two books we suggest include: Little Bill; The Meaniest Thing To Say and Mean Jean the Recess Queen.

Using a Venn Diagram, compare and contrast the bully from each book. How did the bullies change? What did they learn? How was the conflict resolved?

Facet 5 – EMPATHY

Consider a time you hurt a friend's feelings. How did that make them feel?

Give each student a paper heart. Discuss what it looks like. With each hurtful comment or gesture fold the heart. For example, Susie told Betsy she was not going to be her friend anymore. Fold once. John cut in line at recess. Fold again. Once you have folded several hurts, reverse the process. For example, Betsy apologized to Susie. Unfold one time for each "fixed" hurt. Examine heart once unfolded. Have students discuss the change in the heart. Lines still show because words do leave marks!

Facet 6 – SELF-KNOWLEDGE

Think about a time someone was unkind to you or you were unkind to someone else. Reflect on what you or the other person could have done differently.

Think * Pair * Share

Read: Henry and the Kite Dragon

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
Write and illustrate a flow map of the story.Using the flow chart write and illustrate a mini book of the story in your own words.How does perspective change from the beginning to the end of the story?What intelligent behaviors did the characters demonstrate?	In our story, Tony and Henry faced conflict. You will role play a scenario with a partner that involves conflicting situations students may find themselves in at school. How did this make you feel? Reverse roles. Has your perspective changed after switching roles? What intelligent behavior did you use during the role playing activity?
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
Create and design an animal of your own. Name	You have been hired as a graphic artist for your school to
it, describe it, and be prepared to debate why your	design a poster to show how we can all work together to
animal is superior.	create a positive school community
What intelligent behavior did you utilize to convince	How would you plan your poster to best allow your
your audience?	perspective to be visually effective? How did your poster
What do you consider superior qualities in your	express perspective?
animal? How would someone see that characteristic	What intelligent behaviors were demonstrated in your
as valuable?	poster?
V*_L*_S*_M_B*_P*_I_N	V_L_S*_M_B_P*_I*_N

Real World Connections With Products: Flow Map Role Playing Poster Creative Art/Debate

Real World Applications:

technical writer, novelist, advertising copywriter, actor, salesperson, artist

Real World Terms: Debate, create, viewpoint

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: perspective

Overarching Generalizations:

Everyone has various perspectives. Perspectives may affect peoples' actions.

More Complex Generalizations (Two or more concepts):

1. Looking at other perspectives may allow for synthesis and change.

2. Perspectives 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

- Flow map template
- Dragon book cover
- Conflict scenarios
- Poster paper
- Craft materials

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

- How does perspective change from the beginning to the end of the story?
- What have you learned about looking at a situation from a different perspective?

Intelligent Behaviors:

- What intelligent behaviors did the characters in the story demonstrate?
- How did you use these or other intelligent behaviors in completing the task rotation activities for the unit of study?
- How do you demonstrate the following behaviors?
 - 1. Listening with empathy
 - 2. Questioning and posing problems
 - 3. Managing impulsivity
 - 4. Thinking about thinking
- How did Henry demonstrate the following behaviors in the story?
 - 1. Listening with empathy
 - 2. Questioning and posing problems
 - 3. Managing impulsivity
 - 4. Thinking about thinking

Literary Perspectives:

- What brought about the conflict in "Henry and the Kite Dragon"?
- What might have happened if the children were unable to come to a resolution?
- How did the misunderstanding of cultures come into play with the conflict?

Student/Teacher Reflections

- 1. What were the strengths of the lesson?
- 2. What would you change or add the next time you taught this lesson?
- 3. What were the "lightbulb" moments for the students?

Math Task Rotation Learning Activities

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	Interpersonal Learner (B) Sensing-Feeling	
Symmetry is a pattern that is found throughout nature. Create a list of objects from nature. Add to the class T- chart that shows if your object has patterns or not. Justify your answers.	Listen to several musical tapes and think about how the make you feel. With a friend, create and perform movements in a pattern to go with each type of emotion the music conveys.	
Why might someone else have a different perspective than you? Could their point of view be valid? How did you have to think flexibly to understand another point of view?	Discuss how you and your partner utilized perspective to create the movements. How did perspective help you choose your movements? What intelligent behaviors did you use to choose a movement? How did you have to listen with understanding and empathy?	
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	
Intuitive- I ninking	Intuitive-Feeling	
Read "Grandfather Tang". Use the tangrams to create the sample animals from the book. How are Grandfather Tang's symmetrical animals similar to those in "Henry and the Kite Dragon"? In a Venn Diagram, compare and contrast the similarities between Henry's kites and Grandfather Tang's animals.	Intuitive-Feeling Using an entire 4x4 paper block and scissors, figure out a way to create a symmetrical design that you'll glue onto a 6x6 quilt block. Your design will be added to a class quilt, and can NOT be the same as any other already created.	
Read "Grandfather Tang". Use the tangrams to create the sample animals from the book. How are Grandfather Tang's symmetrical animals similar to those in "Henry and the Kite Dragon"? In a Venn Diagram, compare and contrast the similarities between Henry's kites and	Using an entire 4x4 paper block and scissors, figure out a way to create a symmetrical design that you'll glue onto a 6x6 quilt block. Your design will be added to a class quilt, and can NOT be the same as any other	
Read "Grandfather Tang". Use the tangrams to create the sample animals from the book. How are Grandfather Tang's symmetrical animals similar to those in "Henry and the Kite Dragon"? In a Venn Diagram, compare and contrast the similarities between Henry's kites and Grandfather Tang's animals. What do you understand about using perspective when	Using an entire 4x4 paper block and scissors, figure out a way to create a symmetrical design that you'll glue onto a 6x6 quilt block. Your design will be added to a class quilt, and can NOT be the same as any other already created. How did you use your perspective to help you create	

Real World Connections With Products: T-chart-Dance-Venn Diagram-Quilt-

Real World Applications:

Teacher, dance instructor, seamstress, researcher

Real World Terms: Rhythm, t-chart, symmetry, tangrams

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: perspective

Overarching Generalizations:

Everyone has various perspectives. Perspectives may affect peoples' actions.

More Complex Generalizations (Two or more concepts):

1. Looking at other perspectives may allow for synthesis and change.

2. Perspectives 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

• Music and CD player

•4 x 4 black squares

•6 x 6 white squares

•Craft supplies – scissors, glue, rulers, etc.

•Paper for t-chart

•Book – "Grandfather Tang"

•Venn Diagram

•Tangram pieces

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

- How does perspective change from the beginning to the end of the story?
- What have you learned about looking at a situation from a different perspective?

Intelligent Behaviors:

- What intelligent behaviors did the characters in the story demonstrate?
- How did you use these or other intelligent behaviors in completing the task rotation activities for the unit of study?
- How do you demonstrate the following behaviors?
 - 5. Listening with empathy
 - 6. Questioning and posing problems
 - 7. Managing impulsivity
 - 8. Thinking about thinking
- How did Henry demonstrate the following behaviors in the story?
 - 5. Listening with empathy
 - 6. Questioning and posing problems
 - 7. Managing impulsivity
 - 8. Thinking about thinking

Literary Perspectives:

- What brought about the conflict in "Henry and the Kite Dragon"?
- What might have happened if the children were unable to come to a resolution?
- How did the misunderstanding of cultures come into play with the conflict?

Student/Teacher Reflections

- 4. What were the strengths of the lesson?
- 5. What would you change or add the next time you taught this lesson?
- 6. What were the "lightbulb" moments for the students?

Concept: Perspective

Topic: Communities

Generalization(s):	Everyone has various perspectives.	
	Perspectives may affect peoples' actions.	

Essential Question(s):

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Identify the two cultures that had conflict in the story. On one side of a notecard, write the name of the culture. On the other, list what you noticed about their culture.	Look at the picture of a neighborhood. Draw a picture that shows what the neighborhood could have looked like 50 years ago. Describe.	Create a word web with the word "perspective" in the middle. Write words you think about perspective.	Write a letter to a friend helping him or her to resolve a problem.
2	Label the parts of a kite and explain each part's purpose.	Given conflict pictures that demonstrate various perspectives, the student explains the possible causes and effects that are happening in the picture.	Create a WANTED poster of qualities you would like to see in person who moves in next door.	Create an acrostic with your name that demonstrates how you perceive yourself.
3	Using various resources, research kites and create a power point presentation.	Choose a controversial event happening today. Decide how you feel and defend your position in an oral report.	Create a sequel to the story "Henry and the Kite Dragon" that brings in a new ethnic group.	Create a flyer to hang in your neighborhood that motivates your community members to make a necessary change.

Task Rotation Menu

Real World Connections With Products:

Kite diagram Acrostic poem Power point presentation Oral report Sequel Flyer Wanted poster Word web Neighborhood picture Notecards Friendly letter

Real World Applications:

Teacher, graphic artist, counselor, social worker, task force representative, technology specialist, poet, planner, scientist, writer

Real World Terms:

Acrostic poem, power point, label, perspective,

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: perspective

Overarching Generalizations:

Everyone has various perspectives. Perspectives may affect peoples' actions.

More Complex Generalizations (Two or more concepts):

1. Looking at other perspectives may allow for synthesis and change.

2. Perspectives 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

- Paper
- Poster paper
- Kite diagram
- Computer with power point
- Access to research materials on kites
- Picture of a current neighborhood
- Notecards
- Conflict pictures

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

- How does perspective change from the beginning to the end of the story?
- What have you learned about looking at a situation from a different perspective?

Intelligent Behaviors:

- What intelligent behaviors did the characters in the story demonstrate?
- How did you use these or other intelligent behaviors in completing the task rotation activities for the unit of study?
- How do you demonstrate the following behaviors?
 - 9. Listening with empathy
 - 10. Questioning and posing problems
 - 11. Managing impulsivity
 - 12. Thinking about thinking
- How did Henry demonstrate the following behaviors in the story?
 - 9. Listening with empathy
 - 10. Questioning and posing problems
 - 11. Managing impulsivity
 - 12. Thinking about thinking

Literary Perspectives:

- What brought about the conflict in "Henry and the Kite Dragon"?
- What might have happened if the children were unable to come to a resolution?
- How did the misunderstanding of cultures come into play with the conflict?

Student/Teacher Reflections

- 7. What were the strengths of the lesson?
- 8. What would you change or add the next time you taught this lesson?9. What were the "lightbulb" moments for the students?

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)	Interpersonal Learner (B)	
Sensing- Thinking	Sensing-Thinking	
Play a bodily-kinesthetic game with questions using	With a partner, brainstorm a list of words that relate to	
Bloom's question stems about the story elements.	being bullied. Illustrate.	
How can understanding the story change my	How would your perspective change if you were the	
perspective?	bully?	
What intelligent behaviors did I use to answer the questions?	How does empathy and understanding help you perform 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	
Using KidPix, create two resolutions to a conflict you might experience on the playground.	In a journal, describe a time when you experienced conflict. How did you resolve it? What might you have done differently?	
From your perspective, which was the better solution?	How can writing in a journal help you better understand	
Why?	your feelings about the conflict you experienced?	
How can posing questions help you clarify your	How can thinking about your thinking help you respond	
understanding of the conflict?	in a different way if you experience conflict again?	
V_L_S*_M_B_P*_I*_N	V*_L_S_M_B_P_I*_N	

Real World Connections With Products: Game Bully list KidPix picture Journal entry

Real World Applications:

Artist, Computer designer, Illustrator, Qualitative problem solver

Real World Terms: KidPix, create, viewpoint

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: perspective

Overarching Generalizations:

Everyone has various perspectives. Perspectives may affect peoples' actions.

More Complex Generalizations (Two or more concepts):

1. Looking at other perspectives may allow for synthesis and change.

2. Perspectives 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

- Bodily-kinesthetic game with comprehension questions
- Computers KidPix program
- Journals

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

- How does perspective change from the beginning to the end of the story?
- What have you learned about looking at a situation from a different perspective?

Intelligent Behaviors:

- What intelligent behaviors did the characters in the story demonstrate?
- How did you use these or other intelligent behaviors in completing the task rotation activities for the unit of study?
- How do you demonstrate the following behaviors?
 - 13. Listening with empathy
 - 14. Questioning and posing problems
 - 15. Managing impulsivity
 - 16. Thinking about thinking
- How did Henry demonstrate the following behaviors in the story?
 - 13. Listening with empathy
 - 14. Questioning and posing problems
 - 15. Managing impulsivity
 - 16. Thinking about thinking

Literary Perspectives:

- What brought about the conflict in "Henry and the Kite Dragon"?
- What might have happened if the children were unable to come to a resolution?
- How did the misunderstanding of cultures come into play with the conflict?

Student/Teacher Reflections

- 10. What were the strengths of the lesson?
- 11. What would you change or add the next time you taught this lesson?
- 12. What were the "lightbulb" moments for the students?

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	Interpersonal Learner (B) Sensing-Thinking	
Fold a paper into fourths. Label each section: no symmetry, one line of symmetry, 2 lines of symmetry, and three or more lines of symmetry. In each section, pick and draw a classroom object. At least one object must show symmetry. Draw your line or lines of	Use rhythmic clapping to create patterns. Have a partner name your pattern and imitate the patterned clapping. Change roles. Create more complex patterns with the clapping with each role reversal.	
symmetry through each object. Can you change the line(s) to still show symmetry?	Was it more difficult to create the pattern or imitate the pattern? Why?	
How would the perspective of the object change if it did not contain symmetry?	How did listening with empathy and understanding help you with this task?	
What intelligent behavior did you use to pick your objects?		
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	
Looking at pictures of kites from various cultures and time periods, compare/contrast kites of the past and today. What do you notice about how they are constructed, their shapes, sizes and colors, materials used, and the subject of the kite? Sort the pictures into groups based on similarities. Justify your sorting in a	Fold a piece of paper in half - reopen. On one side of the folded line, design half of a kite using pattern blocks. Using what you know about symmetry, match the design on the other half of the line. Trace and color your design.	
journal. How did looking at the various aspects of the kites help	If you were to fold your design in half the other way, would it still show symmetry? How does perspective effect the symmetry of the design?	
you better understand the culture and time period they came from?	How did you use the gifted intelligent behavior of creating and innovating during this task?	
How did applying past knowledge help cultures of today create higher quality kites?	<i>c</i> ccc	
V*_L*_S*_M_B_P_I_N_	V_L*_S*_M_B*_P_I_N_	

Real World Connections With Products:

Sectioned paper Journal entry Symmetrical kite design

Real World Applications:

Teacher, historian, researcher, musician, architect, artist, designer

Real World Terms: Rhythm, symmetry, compare/contrast

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: perspective

Overarching Generalizations:

Everyone has various perspectives. Perspectives may affect peoples' actions.

More Complex Generalizations (Two or more concepts):

- 1. Looking at other perspectives may allow for synthesis and change.
- 2. Perspectives 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

- poster paper
- construction paper
- pictures of kites
- pattern blocks
- craft materials

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

- How does perspective change from the beginning to the end of the story?
- What have you learned about looking at a situation from a different perspective?

Intelligent Behaviors:

- What intelligent behaviors did the characters in the story demonstrate?
- How did you use these or other intelligent behaviors in completing the task rotation activities for the unit of study?
- How do you demonstrate the following behaviors?
 - 17. Listening with empathy
 - 18. Questioning and posing problems
 - 19. Managing impulsivity
 - 20. Thinking about thinking
- How did Henry demonstrate the following behaviors in the story?
 - 17. Listening with empathy
 - 18. Questioning and posing problems
 - 19. Managing impulsivity
 - 20. Thinking about thinking

Literary Perspectives:

- What brought about the conflict in "Henry and the Kite Dragon"?
- What might have happened if the children were unable to come to a resolution?
- How did the misunderstanding of cultures come into play with the conflict?

Student/Teacher Reflections

What were the strengths of the lesson? What would you change or add the next time you taught this lesson? What were the "lightbulb" moments for the students? **Concept: Perspective**

Topic: Communities

Generalization(s):Everyone has various perspectives.
Perspectives may affect peoples' actions.

Essential Question(s):

Additional Support Materials:

Favorite Read-Alouds: *Sam and the Lucky money (Karen Chinn) *The Bernstain Bears and the Bully (Stan Berenstain) *Pinky Rex and the Spelling Bee (James Howie)

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



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



Concept: Change

Topic: Communities and Citizenship

By: Jessica Cooper, Murphey Traditional Academy, Guilford County Cynthia Hayes, Peterson Elementary, Robeson 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 -

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

Big Ideas Manifested

Topic - Community and Citizenship Literature Selection – I<u>Can Do That!</u> Author – Linda Arms White Intelligent Behaviors- Persisting, Metacognition, thinking flexibly

Concepts	Themes		
Change Power	 Change can generate more change. Change can be positive or negative. Change is necessary for growth. Change can be evolutionary or revolutionary. 		
Issues or Debates	Problems or Challenges		
 Democracy vs. Oppression Men vs. women Progress vs. Regression 	How to gain equal rights between men and women?		
Processes	Theories		
 Problem-solving Persistence Risk-taking Thinking Flexibly 	 It was a historical tradition that only men voted. Men felt that women were not intelligent enough to cast a vote. It was popular belief that not all people were created equal. 		
Paradoxes	Assumptions or Perspectives		
In the land of the free, freedom was not attainable by everyone.	 Never give up! Believe in yourself! Anything is possible. Stand up for yourself. 		

Concept: Change Topic: Communities, Citizenship Suggested Literature Selection(s): <u>I Could Do That</u>! By: Linda Arms White

Look and Listen for...

Intelligent Behaviors:

Story Focus: Persistence, Metacognition, Thinking Flexibly

Student Activities: Thinking about thinking, Questioning and Problem-posing, Finding Humor, Taking Responsible Thinking, Thinking Flexibly, Thinking and Communicating with clarity and precision

Thinking Skills Focus: Comparing and contrasting

Topic Focus: Communities, Citizenship

Concept Focus: Change

Overarching Generalizations:

- Change can generate more change.
- Change can be positive or negative.
- Change is necessary for growth.
- Change can be evolutionary or revolutionary.

More Complex Generalizations (Two or more concepts):

• Change can generate power that can generate more 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:

- "Wild West"
- Equal Rights
- History of voting
- United States Government
- Women's Rights- Susan B. Anthony
- Daily lives of women, men and children in the Wild West
- Slavery
- Evolution of Women's Careers

Suggested Vocabulary Words for Discussion:

- Journalism in the United States
- Timelines
- Past and present changes in communities
- Recognize that members of the community are affected by change
- Proper society vs. uncivilized
- Civil War

Kettle, woodstove, steam, strained, teacups, vote, president, mimicking, needle, thread, depending, brave, leg of mutton sleeves, society, millinery, abolitionists, civilization, inheritance, merchant, immigrant, presidential election polls, politics, Constitution, victorious, amendment, citizenship, territory, prairie, saloon, log cabin, printing press, newspaper, proclamation, influential, candidates, introduction of a bill, intelligent, well-educated, legislature, governor, justice of the peace, resignation, clerk of court, ledger, docket, permanently

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: Vocabulary Jumble- Each student will be given a card with a word or definition. They are to walk around the room and match the word and definition. The students will talk with their partner and discuss three things related to that word.

Hooks:

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

Six Facets of Understanding

Facet 1 – EXPLANATION -What caused the change? What are the effects of the change? Activity: Students will work with a partner. One partner will make a set design with manipulatives while the other partner has their back turned. The second partner will look at the design and describe the change. **Facet 2 - INTERPRETATION** - How does change relate to me? Activity: Represent changes in your life through a time line. **Facet 3 - APPLICATION** - How is change applied in the larger world? Activity: Give students a T-chart with a situation or problem and have students propose three ways to change someone's mind. **Facet 4 - PERSPECTIVE** - How is the baby picture similar to or different from your recent picture? Activity: Students will bring in a baby picture and a recent picture. They will compare and contrast on a Venn Diagram. Facet 5 – EMPATHY -What would it be like to walk in a visually impaired person's shoes? Activity: Students will participate in a trust walk activity where one partner will be blindfolded and the other partner will lead them around. The students are to focus on how it would feel to not have sight. When both partners have experienced losing their sight, they will discuss as a class the changes they encountered and how it felt to be visually impaired. Facet 6 – SELF-KNOWLEDGE -How are my views about change shaped by my experiences? Activity: In your journal, reflect back to a time when you experienced change. How did it make you feel?

Read: I Could Do That

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	
Construct a timeline about Esther's life. Include major event from the story.	Using a familiar tune, create a song with your group, to retell the story. Make sure your song includes how Esther changed or caused change throughout the story.	
What GIB did you use the most to construct your timeline?	When working with your group, what are two GIBS that were most beneficial?	
How do timelines show change?	Do you feel music could be a highly effective way to create change within a community?	
V_L_x_S_x_M_B_x_P_I_N_	V_x_L_S_M_x_B_P_x_I_N_	
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling	
Create a Venn Diagram, comparing and contrasting Esther to women now. Write a journal entry explaining whether you would like to live during Esther's time or now.	* Teacher will be responsible for providing template. Create a newspaper article or editorial stating your position for or against women gaining the right to vote. Students should generate three points of persuasion to defend their position.	
How did Esther's strongest GIB benefit her situation? What GIB would you use to promote change in your community?	What GIB would you need to use to persuade an audience for or against the right for women to vote?	
How has change influenced the view of women in our community? What other community groups has change influenced?	Do you think women gaining the right to vote caused positive or negative changes in the community? Tell why.	
	V_L_x_S_M_B_x_P_I_x_N	
V_L_x_S_x_M_B_x_P_I_N		

Real World Connections with Products:

Timeline Song Venn Diagram Newspaper article Editorial

Real World Applications:

Historian, storyteller, composer, lyricist, songwriter, mathematician, statistician, editorial, writer,

Real World Terms

Sequencing, beginning, middle, end, title, dates, melody, tune, lyric, composition, harmony, bridge, beat, category, circle, similar, different, newspaper, persuasive, audience, criticism, controversy, debate, details, stance, opening, conclusion

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 generate more change.
- Change can be positive or negative.
- Change is necessary for growth.
- Change can be evolutionary or revolutionary.

More Complex Generalizations (Two or more concepts):

• Change can generate power that can generate more change.

Essential Question

What caused the change? What are the effects of the change? How does change relate to me? How is change applied in the larger world?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper
- Pencil
- Timeline template
- Newspaper template
- Venn diagram

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How do timelines show change? Why do you think music could be a highly effective way to create change within a community? How has change influenced the view of women in our community? What other community groups has change influenced? Do you think women gaining the right to vote caused positive or negative changes in the community? Tell why.

Intelligent Behaviors:

What GIB did you use the most to construct your timeline? When working with your group, what are two GIBS that were most beneficial? How did Esther's strongest GIB benefit her situation? What GIB would you use to promote change in your community? What GIB would you need to use to persuade an audience for or against the right for women to vote?

Literary Perspectives:

What is the main idea of this story? Share your thoughts about your favorite part of the story. What conclusion can you make about Esther's personality in the story? Suppose women hadn't gained the right to vote, then what would have happened?

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	Interpersonal Learner (B) Sensing-Thinking	
In the story, number words were used in various ways. Choose 1 number and create another way to represent that number. (base ten blocks, 25, 2 tens and 5 ones, twenty-five). Students will work independently to get their answer and then discuss with their group to discover other ways to represent that same number.	Using items found on the table, students will determine length of items using unifix cubes. Students will record answers in their math journal and discuss with partner the changes in the amount of unifix cubes.	
Why would it be important to learn numbers in various forms?	To have an outcome of a greater measurement, how would your manipulative have to change?	
What other GIB would you use besides thinking flexibly to accomplish this task?	In working with your group, what GIB could you improve on?	
V_x_L_x_SM_B_x_P_x_I_x_N	V_x L_x S_x M_B x P x I x N_	
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling	
Students will select a bag of various items. Students will use tally marks to monitor the amount of each item in the bag. They will chart the data on a graph. They will discuss the outcome of the graph by analyzing the data.	Students will be given coins and will decide other ways to represent the same amount using different combinations of coins.	
In what real life situations, would gathering data and creating graphs be helpful?	When would understanding coins be helpful in your life? What GIBS were used in this activity?	
How does data drive change in the community? Which GIBS were used most in this activity?	what GIBS were used in this activity:	
V_x_L _x S_x_MB_x_P_x_I_x_N	V_x_L_x_SM_B_x_PI_x_N	

Real World Connections With Products:

Graph Journal

Real World Applications:

Mathematician, statistician, author

Real World Terms:

category, title, column, key, label, information, personal, records, genre', money, exchange, change

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 generate more change.
- Change can be positive or negative.
- Change is necessary for growth.
- Change can be evolutionary or revolutionary.

More Complex Generalizations (Two or more concepts):

• Change can generate power that can generate more change.

Essential Question

What caused the change? What are the effects of the change? How does change relate to me? How is change applied in the larger world?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper
- Pencil
- Base ten blocks
- Unifix cubes
- Variety of objects to measure
- Graph template
- Play coins

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

To have an outcome of a greater measurement, how would your manipulative have to change? How does data drive change in the community?

Intelligent Behaviors:

In working with your group, what GIB could you improve on? What other GIB would you use besides thinking flexibly to accomplish this task? Which GIBS were used most in this activity? What GIBS were used in this activity?

Literary Perspective:

How does recognizing numbers in different forms help you become a more fluent reader? Imagine that you are six feet tall, what are some situations that would be easier or harder in life? How did Esther use math in her daily life?

Student/Teacher Reflections

Concept: Change

Topic: Communities and Citizenship

Generalization(s):

- Change can generate more change.
- Change can be positive or negative.
- Change is necessary for growth.
- Change can be evolutionary or revolutionary

Essential Question(s):

What caused the change? What are the effects of the change? How does change relate to me? How is change applied in the larger world?

	Task Rotation Mienu			
Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Students will play thumbs up and thumbs down. The teacher will read a list of events. If the events happened in Esther's life, students will show thumbs up. If events did not happen, students will show thumbs down.	Students will fold a piece of paper in half. On one side of the paper, they should create a drawing of a person from Esther's time period. On the other side, they will draw a picture of a person from today's time period. Students will explain the similarities and differences in their pictures.	Students will select pictures from magazines that depict things that change. Students will use the pictures to create a change collage.	Students will generate a picture or story portraying a time when change occurred in their life. Students will discuss with a partner the product and how they felt.
2	Students will examine a group of pictures from <u>I Could Do That</u> and create a timeline using the pictures.	Students will create a cartoon summarizing the story.	Students will design an outfit for people of the future and write a journal entry explaining why they designed that outfit.	Students will create a role play retelling the story using student created props.
3	Construct a timeline about Esther's life. Include major events from the story.	Create a Venn Diagram, comparing and contrasting Esther to women now. Write a journal entry explaining whether you would like to live during Esther's time or now.	* Teacher will be responsible for providing template. Create a newspaper article or editorial stating your position for or against women gaining the right to vote. Students should generate three points of persuasion to defend their position.	Using a familiar tune, create a song with your group, to retell the story. Make sure your song includes how Esther changed or caused change throughout the story.

Task Rotation Menu

Real World Connections with Products:	
Timeline	Editorial
Song	Cartoons
Venn Diagram	Play
Newspaper article	Collage

Real World Applications:

Historian, storyteller, composer, lyricist, songwriter, mathematician, statistician, editorial, writer, cartoonists, playwright, director, actor, actress, artist

Real World Terms

Sequencing, beginning, middle, end, title, dates, melody, tune, lyric, composition, harmony, bridge, beat, category, circle, similar, different, newspaper, persuasive, audience, criticism, controversy, debate, details, stance, opening, conclusion, animated, comic strip, political, balloon, caption, humor, illustration, drama, theatre, stage, skits, glue, paper, scissors, design, decoration, arrangement

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 generate more change.
- Change can be positive or negative.
- Change is necessary for growth.
- Change can be evolutionary or revolutionary.

More Complex Generalizations (Two or more concepts):

• Change can generate power that can generate more change.

Essential Question

What caused the change? What are the effects of the change? How does change relate to me? How is change applied in the larger world?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper
- Pencil
- Crayons
- Coloring pencils
- Props for role play

- Pictures
- Magazines
- Timeline template
- Venn Diagram template

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Describe the way clothing has changed and list reasons why. How can you explain the ways newspapers and other media cause change in the community

Intelligent Behaviors:

What GIB did you use the most to construct your timeline? When working with your group, what are two GIBS that were most beneficial? How did Esther's strongest GIB benefit her situation? What GIB would you use to promote change in your community? What GIB would you need to use to persuade an audience for or against the right for women to vote?

Literary Perspective:

Describe the ways Esther as a child portrays a change from children today. What are some other ways you can portray changes in your life other than a timeline. What do you think motivated Esther to never give up when pursuing her goals? How can we apply what we've learned to our own lives?

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) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking
Design a newspaper article retelling how Esther created change in her community.	With a partner, produce a bill that you would like to see become a law. Provide evidences to convince our class why it should become a law.
What GIBS do you think newspaper reporters need to be successful journalists?	If we pass your bill, what changes might occur in our classroom?
How can communities use media to create change?	What GIBS did you and your partner use to complete this task?
Do you feel media creates positive or negative changes in the community?	
V_L_x_S_M_B_x_P_I_N_	V_x_ L_x_S M_B_x_P_x_I_N_
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
As we analyze our rules in the classroom, explain what one day would be like without the rules. Design a journal entry telling why rules are important.	Create a poster, poem, song, or speech that would generate change in your world. (on the playground, in the classroom, at home)
What GIBs did you use to complete this task?	What GIBs would a person need to use to create change in their world?
How would our classroom climate change as a result of a day without rules?	What effects would this change cause in your world?
V_L_x_S_M_B_x_P_I_x_N	V_x_LS_x_M_x_B_x_PI_x_N_x_

Real World Connections With Products:

Newspaper articles	Commentary
Journals	Discussion
Diaries	Speeches
Books	Song
Letters	Poem
Debate	Poster

Real World Applications:

Journalists, columnists, editors, writers, publishers, authors, debater, politicians, musician, singer, songwriter, composer, poet, artist, graphic designer

Real World Terms:

Advertisement, cartoon, comic, current events, editorial, headlines, journalism, opinion, press, reporter, edit, design, personal, illustrate, genre', photography, argument, points of view, persuade, evidence, issue, problem, proof, resolution, harmony, tune, chorus, lyrics, alliteration, rhyme, structure, pattern, refrain, create, graphics

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 generate more change.
- Change can be positive or negative.
- Change is necessary for growth.
- Change can be evolutionary or revolutionary.

More Complex Generalizations (Two or more concepts):

• Change can generate power that can generate more change.

Essential Question

What caused the change? What are the effects of the change? How does change relate to me? How is change applied in the larger world?

Materials Needed for Task Rotation and/or Task Rotation Menu

Paper • Pencil

•

- Art materials
- journals

Poster paper

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:

How can communities use media to create change? Do you feel media creates positive or negative changes in the community? If we pass your bill, what changes might occur in our classroom? How would our classroom climate change as a result of a day without rules? What effects would this change cause in your world?

Intelligent Behaviors:

What GIBS do you think newspaper reporters need to be successful journalists? What GIBS did you and your partner use to complete this task? What GIBs did you use to complete this task? What GIBs would a person need to use to create change in their world?

Literary Perspective:

In what ways is Esther similar to you? What gifted intelligence behaviors do you feel Esther demonstrated throughout the story? What do you predict would have happened if Esther had not been persistent?

Student/Teacher Reflections

Math Student Reflections and Assessments **Task Rotation Learning Experience** K-2

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

Mastery Learner (A)	
Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking
In the story, number words were used in various ways. Match the number word to the number. Then, choose 1 number and create other ways to make that number. (base ten blocks, 25, 2 tens and 5 ones, twenty-five)	In a group of 4, draw an outline of one person and then select a manipulative to measure height in nonstandard units such as unifix cubes. Estimate which manipulative will have the greater amount used. Then, measure using a different manipulative and compare the outcomes of each measurement. Explain in your journal which
Why would it be important to learn numbers in various forms?	nonstandard unit used more and tell why.
What other GIB would you use besides thinking flexibly to accomplish this task?	To have an outcome of a greater measurement, how would your manipulative have to change?
V_L_x_S_M_B_x_P_I_N	In working with your group, what GIB could you improve on?
	V_x_L_x_S_x_MB_x_P_x_IN
Understanding Learner (C)	Self-Expressive Learner (D)
Intuitive-Thinking	Intuitive-Feeling
Students will select a question from the list and gather votes from classmates in their group. Students will use	
tally marks to monitor votes. They will chart the data on	At one time in the story, Esther sold hats in a millinery
a graph. They will discuss the outcome of the votes by	shop. Create a shop with items of your choice found on
analyzing the data. Questions:	the table. Set prices and sell to your classmates. Make a chart or price tags to label prices to appropriate items.
Questions.	Use penny, nickel, dime, and quarter. Use play money
What kind of ice cream would you prefer to have at the	and give appropriate change. Take turns being the
class party? Vote for your favorite. Which song would you choose for our family day	customer and clerk. Discuss how the combinations of coins used changed from student to student.
dance? Vote for your favorite.	coms used enanged from student to student.
In what real life situations, would gathering data and creating graphs be helpful?	When would understanding coins be helpful in your life?
How does data drive change in the community?	What GIBS were used in this activity?
Which GIBS were used most in this activity?	
V_x_L_x_S_x_MB_x_P_x_IN	V_x_L_x_SM_B_x_P x IN

Real World Connections With Products:

Graph Journal Store

Real World Applications:

Mathematician, statistician, author, cashier, buyer

Real World Terms:

category, title, column, key, label, information, personal, records, genre', money, exchange, change, products, change, currency

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 generate more change.
- Change can be positive or negative.
- Change is necessary for growth.
- Change can be evolutionary or revolutionary.

More Complex Generalizations (Two or more concepts):

• Change can generate power that can generate more change.

Essential Question

What caused the change? What are the effects of the change? How does change relate to me? How is change applied in the larger world?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper
- Pencil
- Play money
- Store items
- Graph template

- Number word cards
- Number cards
- Math manipulatives
- Journals
- Unfix cubes

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Why would it be important to learn numbers in various forms? To have an outcome of a greater measurement, how would your manipulative have to change? In what real life situations, would gathering data and creating graphs be helpful? How does data drive change in the community? When would understanding coins be helpful in your life?

Intelligent Behaviors:

What other GIB would you use besides thinking flexibly to accomplish this task? In working with your group, what GIB could you improve on? Which GIBS were used most in this activity? What GIBS were used in this activity?

Literary Perspective:

How many different ways could you use money in a community? What other ways could graphs be useful in the community?

Student/Teacher Reflections:

Additional Support Materials:

Favorite Read-Alouds:

Arthur Meets the President Duck for President My Teacher for President Papa's Mark

Finger Plays, Nursery Rhymes and Songs: Yankee Doodle

Humpty Dumpty

Video Clips:

Charlie Brown Video School House Rock

Paintings & Prints:

Susan B. Anthony coins Pictures of women voting Newspaper articles

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: Roles of Family Members and Individuals By:

Ellen Benton, Tina Letchworth, and Tina Hinson Lenoir County 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 – Roles of Family Members and Individuals

Literature Selection – Dad, Jackie, and Me Author – Myron Uhlberg

Concepts	Themes
Survival	Relationships are unifying and dividing.
Change	Overcoming your differences
Relationships	Everyone can learn and succeed
Courage	Overcoming Disability
Issues or Debates	Problems or Challenges
Diversity in Sports	Communication barriers
Perception of handicapping conditions	Clash of cultures
	Racial tensions
Processes	Theories
Persistence	Persistence Pays Off
Questioning	Talent Can Be Found In Everyone
Paradoxes	Assumptions or Perspectives
Deafness Hears No Color	In the Past:
	The Deaf Were Considered to Be
Fighting Inequality Without Fighting	Handicapped
	Some Races Are Inferior

Concept: Relationships

Topic: Roles of Family Members and Individuals

Suggested Literature Selection(s): Dad, Jackie and Me

Look and Listen	for
Intelligent Behavior	'S
	Finding Humor
	Metacognition
	Questioning and Posing Problems
	Persistence
	Creating, Imagining, and Innovations
Story Focus	Persistence
-	Metacognition
	Questioning and Posing Problems
Student Activities	Finding Humor
	Metacognition
	Questioning and Posing Problems
	Persistence
	Creating, Imagining, and Innovations

Thinking Skills Focus:	Describing shapes (diamond) How are these family members alike? Explain the Exception- Family Members
Topic Focus:	Roles of Family Members and Individuals
Concept Focus:	Relationships

Overarching Generalizations: Relationships can help to overcome difficulties/prejudice.

More Complex Generalizations (Two or more concepts): 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: Sign Language History of Baseball

Limitations due to deafness Roles of people in the public eye Traits of good citizenship How media has changed Benefits of Diversity Consequences of responsible/irresponsible actions Baseball statistics

Suggested Vocabulary Words for Discussion:

relationships	neighborhood	prejudice	race
deafness	family		

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

Hooks:

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

- A. Explain a family tree and the relationships found in a family. Have students bring in examples of their family trees and discuss.
- B. Using opposites, discuss differences and how prejudices are created from these differences.

Six Facets of Understanding

Facet 1 – EXPLANATION

What are examples of relationships?

Facet 2 - INTERPRETATION

How do relationships relate to me?

Facet 3 - APPLICATION

How could we use relationships to overcome prejudice?

Facet 4 - PERSPECTIVE

What are the strengths and weaknesses of relationships?

Facet 5 – EMPATHY

What would it be like to walk in your teacher's shoes?

Facet 6 – SELF-KNOWLEDGE

How are my views about relationships shaped by my experiences?

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
Select parts of the story that show how the father used his relationship with his son to overcome prejudice against deafness. Retell those portions of the story. How did you use Metacognition as you retold the story?	Select a partner. One of you will place a set of headphones on your ears. The other will read the narrative about baseball. Empathize with the father in our story by writing a sentence of how it feels to try and read someone's lips. Were you able to manage your impulsivity and remain persistent with this task? Explain
V_*_LSMBP_*_IN	
	<u>V*L_S*M_B_P*I_N_</u>
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
Research the use of American Sign Language using the Internet. Print and demonstrate 5 signs that you think families would use with each other. When making your selection, how did you use questioning and posing problems?	Brainstorm the prejudices that you would confront if you were Jackie Robinson. Generate a circle map that shows your ideas. While brainstorming, were you able to think about your thinking? Explain.
V_*_L_*_SMB_*_P_*_I_*_N	V_*_LS_*_MBPI_*_N

Real World Connections With Products:

Select, Empathize, Research, Demonstrate, and Brainstorm. Generate

Real World Applications: Storyteller, Interpreter, World Leader, Professional Athlete

Real World Terms: Relationships, Prejudice, Deafness, Family, 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.

Concept Focus: Relationships

Overarching Generalizations:

Relationships can help to overcome difficulties/prejudice.

More Complex Generalizations (Two or more concepts):

Change can be positive or negative. Relationships change over time.

Essential Ouestion

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

How can family and other relationships help to overcome prejudice?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Dad. Jackie, and Me
- Listening Centers
- Narrative about Baseball
- Computer
- Internet
- Paper
- Markers, Pencils, Crayons

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

What are examples of relationships? How do relationships relate to me? How could we use relationships to overcome prejudice? What are the strengths and weaknesses of relationships? What would it be like to walk in your teacher's shoes? How are my views about relationships shaped by my experiences?

Intelligent Behaviors:

What Intelligent Behaviors did the characters in the story demonstrate? How did you use Intelligent Behaviors in completing the task rotation activities? How do you demonstrate these behaviors daily?

Literary Perspectives:

Identify the relationships in the book. Describe the prejudices in the book. Describe how the relationships in the book helped the characters in the book overcome prejudices. Why do you think the author wrote this story? Would you recommend this book to anyone? Why or Why not?

Student/Teacher Reflections

Can you describe what you learned in these activities? What problem solving strategies did you use? Which strategies worked the best for you? How will you use the strategies that worked the best to solve similar problems?

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	Interpersonal Learner (B) Sensing-Thinking
Using the toothpicks provided, create geometric shapes that are found in the illustrations in <i>Dad, Jackie, and Me.</i> How did you use the GIB of Creating, Imagining, and Innovations? Place your answer in your journal.	In groups of 4, determine a relationship between the measuring sticks provided. Order the sticks from least to greatest. To check your accuracy, measure each stick. Create a chart that shows your final results. Were you able to remain persistent while working on this task with your group? Explain.
V_L_*_S_*_M_B_P_I_*_N_*_	V_L_*_S_*_M_B_P_*_IN
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
Using hula-hoops on the floor, compare and contrast attribute blocks and geometric shapes. How could humor be used in completing this task? Make a journal entry in your daily journal.	In a group of 3, create a musical pattern using the instruments provided. How were you able to use the GIB of Creating, Imagining and Innovation in completing this tab? Explain.
V_L_*_S_*_M_B_*_P_I_*_N	V_L_*_S_*_M_*_B_*_P_*_IN

Real World Connections With Products:

Create, Determine, Order, Check, Compare/Contrast

Real World Applications:

Engineer, Mathematician, Contractor, Architect, Artist, Musician

Real World Terms:

Relationships, Illustrations, Accuracy, 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.

Concept Focus:

Overarching Generalizations: Relationships can help to overcome difficulties/prejudice.

More Complex Generalizations (Two or more concepts):

Change can be positive or negative. Relationships 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 family and other relationships help to overcome prejudice?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Toothpicks
- Book
- Attribute blocks
- Geometric Shapes
- Measuring sticks
- Tape Measure
- Hula Hoop
- Musical Instruments
- Paper
- Writing Utensils

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

What are examples of relationships? How do relationships relate to me? How could we use relationships to overcome prejudice? What are the strengths and weaknesses of relationships? What would it be like to walk in your teacher's shoes? How are my views about relationships shaped by my experiences?

Intelligent Behaviors:

What Intelligent Behaviors did the characters in the story demonstrate? How did you use Intelligent Behaviors in completing the task rotation activities? How do you demonstrate these behaviors daily?

Literary Perspective:

Identify the relationships in the book. Describe the prejudices in the book. Describe how the relationships in the book helped the characters in the book overcome prejudices. Why do you think the author wrote this story? Would you recommend this book to anyone? Why or Why not?

Student/Teacher Reflections

Can you describe what you learned in these activities? What problem solving strategies did you use? Which strategies worked the best for you? How will you use the strategies that worked the best to solve similar problems? **Concept: Relationships**

Topic: Roles of Family Members and Individuals

Generalization(s): Relationships help to overcome prejudices

Essential Question(s): How can family and other relationships help to overcome prejudice?

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Draw a picture that shows a family member with whom you have a great relationship.	Construct a word wall of 2 of our vocabulary words by using the American Sign Language alphabet. How does this activity help you to understand someone who communicates using sign language?	Construct a web showing relationships in your life.	With a partner, create a picture that shows a family found in nature that works together to strengthen their relationship. For example; birds, ants, bees
2	Select a classmate. Create a chart that shows 3 ways that you are different. Do these 3 differences harm your relationship with this classmate? Place this answer in your daily journal.	What was the effect of Jackie not fighting back when the ball players spiked him because of the color of his skin? Verify by writing a paragraph in your journal.	Using finger paint, create an array of colors that would show how Jackie Robinson felt when the fans were booing him.	Select a time in your life when you had a conflict with a friend. Analyze how the conflict affected your relationship. Write about your feelings in your journal. Keep in mind that these feelings can be positive or negative.
3	Design a time line of the story that shows Jackie and the father being accepted by the fans.	Do you think this analogy is true or false? Relationship is to prejudice as medicine is to sickness.	Select a partner who will be blindfolded. You will lead this partner through a path on the playground by	Take a position and write a letter a to your principal explaining to them a prejudice that you have seen in school. Recommend to the principal a way to

Tack	Rotation	Monu
I ASK	Rotation	wienu

	explaining their	solve the problem.
Justify your	movements by	sorve the problem.
	voice commands	
answer by drawing		
a picture.	only. The only	
	information that	
	will be shared	
	with your partner	
	is the beginning	
	and ending spot.	
	Once the trail is	
	completed, the	
	blindfolded	
	partner is to map	
	out their trail on	
	the graph paper	
	provided. Have	
	a discussion with	
	your partner the	
	following: What	
	prejudices are	
	faced by a blind	
	•	
	person and how	
	would	
	relationships	
	help this?	

Real World Connections With Products:

Construct, create, select, justify, verify, analyze, design, explain, recommend

Real World Applications: Parent, Interpreter, Psychologist, Biologist, Cartographer, Editor, Scientist, Writer, Artist, Diplomat, Friend, Doctor Real World Terms: Relationship, Communication, Position

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: Relationships can help to overcome difficulties/prejudice.

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 can family and other relationships help to overcome prejudice? Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper
- Drawing/Writing Utensils
- ASL alphabet
- Journal
- Finger Paint
- Blindfold
- Mapped Trail of playground

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

What are examples of relationships? How do relationships relate to me? How could we use relationships to overcome prejudice? What are the strengths and weaknesses of relationships? What would it be like to walk in your teacher's shoes? How are my views about relationships shaped by my experiences?

Intelligent Behaviors:

What Intelligent Behaviors did the characters in the story demonstrate? How did you use Intelligent Behaviors in completing the task rotation activities? How do you demonstrate these behaviors daily?

Literary Perspective:

Identify the relationships in the book. Describe the prejudices in the book. Describe how the relationships in the book helped the characters in the book overcome prejudices. Why do you think the author wrote this story? Would you recommend this book to anyone? Why or Why not?

Student/Teacher Reflections:

Can you describe what you learned in these activities? What problem solving strategies did you use? Which strategies worked the best for you? How will you use the strategies that worked the best to solve similar problems?

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
Students will design a poster of 3 individuals they know or have heard about that have overcome prejudices and established relationships. How did each of the 3 individuals show persistence in overcoming the prejudice that they faced?	With a partner, compose a commercial to be broadcast over the morning announcements. The announcement should demonstrate how to use relationships to handle prejudices. Be prepared to perform for the class. How did this activity strengthen the GIB of creating, imagining, and innovating?
V_*_LS_*_MBP_*_IN	V_*_LSM_*_B_*_P_*_IN
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
Listen and read along with the story <i>Hewitt</i> <i>Anderson's Great Big Life</i> . Compare and contrast how his family helped him overcome the prejudice of being small in a giant world and how the son helped his dad overcome the prejudice of being deaf in a hearing world. Prepare a speech to prove that family relationships helped. What questions did you ask yourself to make your comparison?	Create a rap, song, or poem that discusses how family relationships help to overcome prejudices. Tell how you used humor and Metacognition while creating your original piece of work.
V_*_L_SM_B_P_*_IN	V_*_LSM_*_BPIN

Real World Connections With Products:

Discuss, prove, design, compose, demonstrate, listen, learn, compare, contrast, and create

Real World Applications: Musician, Author, Television Director, Artist, Poet, Singer

Real World Terms: Persistence, deaf, relationships, broadcast, family

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: Relationships can help to overcome difficulties/prejudice.

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 can family and other relationships help to overcome prejudice?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Poster board
- Writing utensils- pencils, pens, markers, crayons
- Paper
- Hewitt Andrews Great Big Life

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:

What are examples of relationships? How do relationships relate to me? How could we use relationships to overcome prejudice? What are the strengths and weaknesses of relationships? What would it be like to walk in your teacher's shoes? How are my views about relationships shaped by my experiences?

Intelligent Behaviors:

What Intelligent Behaviors did the characters in the story demonstrate? How did you use Intelligent Behaviors in completing the task rotation activities? How do you demonstrate these behaviors daily?

Literary Perspective:

Identify the relationships in the book. Describe the prejudices in the book. Describe how the relationships in the book helped the characters in the book overcome prejudices. Why do you think the author wrote this story? Would you recommend this book to anyone? Why or Why not?

Student/Teacher Reflections

Can you describe what you learned in these activities? What problem solving strategies did you use? Which strategies worked the best for you? How will you use the strategies that worked the best to solve similar problems?

Math Student Reflections and Assessments Task Rotation Learning Experience

K-2

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

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking
Given the diagram of Abets Field, trace and identify the geometric shapes. Discuss the relationship between the shapes in creating the field. Which of the GIBs did you use to complete this assignment?	With a partner, use the tape measure to determine the following for both you and your partner: Length of arm Length of finger Length of leg Around head
V_*_L_*_S_*_MBPIN	Chart the differences and discuss how these differences could or could not affect your relationship. How did this activity strengthen your GIBs of Metacognition and Questioning?
	V_*_L_*_S_*_MB_*_P_*_IN
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
Go on a scavenger hunt on the playground and locate 5 items to classify according to shape. How did you think about your thinking during this activity?	Select a partner. Each partner is to create a pattern using the items found at your station. Observe the relationship of the objects to discover the pattern. Recreate your partner's pattern using different items. Could you find humor while completing this task?
V_L_*_S_*_MB_*_PI_*_N_*_	V_*_L_*_S_*_MBP_*_IN

Real World Connections With Products:

Create, identify, chart, differences, diagram, classify, select

Real World Applications: Professional Athlete, Mathematician, Artist, Architect

Real World Terms: Relationship, humor, partner, differences, strengthen, scavenger hunt, thinking

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: Relationships can help to overcome difficulties/prejudice.

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 can family and other relationships help to overcome prejudice?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Tape measure
- Diagram of Ebbets Field
- Paper
- Writing utensils- pencils, pens, crayons, markers
- Diagram of playground
- Book

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

What are examples of relationships? How do relationships relate to me? How could we use relationships to overcome prejudice? What are the strengths and weaknesses of relationships? What would it be like to walk in your teacher's shoes? How are my views about relationships shaped by my experiences?

Intelligent Behaviors:

What Intelligent Behaviors did the characters in the story demonstrate? How did you use Intelligent Behaviors in completing the task rotation activities? How do you demonstrate these behaviors daily?

Literary Perspective:

Identify the relationships in the book. Describe the prejudices in the book. Describe how the relationships in the book helped the characters in the book overcome prejudices. Why do you think the author wrote this story? Would you recommend this book to anyone? Why or Why not?

Student/Teacher Reflections:

Can you describe what you learned in this unit? What problem solving strategies did you use during this unit? Which strategies worked the best for you? How will you use the strategies that worked the best to solve similar problems in the real world? 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: Acceptance

Topic: Likenesses and Differences among Individuals

By: Connie Weeks and Angela Arnone <u>Weec@bcswan.net</u> <u>Aarnone@wcpss.net</u> Brunswick County-Bellville Elementary School Wake County-Wakelon Elementary School

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 - Likenesses and Differences Among Individuals

als

Literature Selection – Jungle Drums Author- Graeme Base

Themes
Acceptance changes relationships
Problems or Challenges
Tired of being teased
Solution to problems caused more conflict
Theories
Perception of others can change
Assumptions or Perspectives
Physical appearance determines acceptance

Concept: Acceptance

Suggested Literature Selection(s): Jungle Drums

Look and Listen for...

Intelligent Behaviors : Metacognition; Posing Questions; Creating, Imagining & Inovating; Finding Humor; Persistence

Story Focus: Finding Humor Persistence Metacognition

Student Activities: Finding Humor Persistence

Thinking Skills Focus: Chapter 2 – Similarities & Differences

Topic Focus: Likenesses and Differences

Concept Focus: Acceptance

Overarching Generalizations:

- -Acceptance or rejection happens in life
- -Acceptance is necessary for growth
- -Acceptance may be intentional or unintentional
- -Everyone wants to feel accepted

More Complex Generalizations (Two or more concepts):

- -Acceptance may change over time
- -Acceptance can bring about conflict

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:

Patterns – musical, hands, manipulatives Africa-The Jungle Animals-Observe and describe the similarities and differences among animals; Develop and use appropriate vocabulary to describe color, shape, and size of animals. Self-esteem/Bullying Outward appearances Prejudices

Suggested Vocabulary Words for Discussion:

Acceptance Jealous Bullying A "Spell" Africa Admire

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:

Make a poster showing main character, Ngiri with his magic drums. The vocabulary words would be on the drums. The teacher will pull one card at a time and discuss the word and its meaning and real-life examples.

Children will play floor game with vocabulary words. For each card they land on they will give a meaning, provide examples, or role play the word.

Hooks:

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

Six Facets of Understanding

Facet 1 – EXPLANATION

EQ: What are examples of acceptance? Draw a picture of someone in your life who accepts you the way you are.

Facet 2 – INTERPRETATION

EQ: How does acceptance relate to me? Tell about a time that someone made you feel accepted.

Facet 3 – APPLICATION

EQ: How might acceptance help us to change? Draw a picture of something that you were afraid to try, but now love to do.

Facet 4 – PERSPECTIVE

EQ: How is acceptance similar or different from prejudice? Tell about a time that you were afraid or did not like someone because of the way they looked? Did the way you feel change after you got to know them?

Facet 5 – EMPATHY

EQ: What does acceptance try to make us feel and see? Think about a time where you felt accepted, how did you feel? Share your thoughts with you partner.

Facet 6 – SELF-KNOWLEDGE

EQ: How can I best show acceptance? Draw a picture of what you will do to show acceptance towards 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)	Interpersonal Learner (B)
Sensing- Thinking	Sensing-Thinking
Compare and contrast the attitude of the warthogs and/or	Using the story characters make puppets with a partner
the "other" animals from the beginning to the end of the	and act out the story. Be sure to have at least one animal
story. Illustrate the animal's change in appearance	from each "side" of the jungle. What did acceptance
throughout the story.	sound like when you acted out the story?
V_*_L*SMBPI*N	V*_L*_S_M_B*_P*_I*_N
Understanding Learner (C)	Self-Expressive Learner (D)
Intuitive-Thinking	Intuitive-Feeling
Generate a list of words that reflect the feelings of the warthogs after they awoke with the characteristics of the other animals that they had admired in the beginning of the story. Why might they have felt that way?	Produce a letter to a friend explaining why you would be a good friend to them. What intelligent behaviors did you use to complete this task?
V_*_L*SMBP*I*N	V_*_L_*_SMBP*I*N

Real World Connections With Products: Compare, Contrast, Distinguish, Generate, Problemsolving, Decision making, Produce

Real World Applications: Actor, Puppeteer, Author, Zoologist, Psychologist, Lawyer, Social Worker, Educator

Real World Terms: Story, Puppets, Friend, Animals, Jungle

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: Acceptance

Overarching Generalizations:

-Acceptance or rejection happens in life -Acceptance is necessary for growth -Acceptance may be intentional or unintentional -Everyone wants to feel accepted

More Complex Generalizations (Two or more concepts):

-Acceptance may change over time -Acceptance can bring about conflict

Essential Question

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

EQ: How can I best show acceptance? EQ: What does acceptance try to make us feel and see? EQ: How is acceptance similar or different from prejudice? EQ: How might acceptance help us to change? EQ: How does acceptance relate to me? EQ: What are examples of acceptance?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper
- Pencils
- Puppet Outlines
- Worksheet divided into 3 sections (beginning, middle, end) each part having an outline of the same animal.
- Crayons
- Puppet Stage

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

EQ: What are examples of acceptance? -Draw a picture of someone in your life who accepts you the way you are.

EQ: How does acceptance relate to me? -Tell about a time that someone made you feel accepted.

EQ: How might acceptance help us to change? -Draw a picture of something that you were afraid to try, but now love to do.

EQ: How is acceptance similar or different from prejudice? -Tell about a time that you were afraid or did not like someone because of the way they looked? Did the way you feel change after you got to know them?

EQ: What does acceptance try to make us feel and see? -Think about a time where you felt accepted, how did you feel? Share your thoughts with you partner.

EQ: How can I best show acceptance? -Draw a picture of what you will do to show acceptance towards others.

Intelligent Behaviors:

-What GIB's did the main character of the story use?

-What GIB's did you use to complete the task rotation?

-How does this story display humor?

Literary Perspectives: Compare Jungle Drums to these other selections:

- I Like Me
- The Crayon Box that Talked
- The Rainbow Fish

Student/Teacher Reflections: Upon completion have students answer these questions:

-Can you describe what you learned in this unit?

- -What problem solving strategies did you use?
- -Which strategies worked the best for you?

-How will you use the strategies that work best to solve similar problems?

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
Compare the picture of the giraffe from the beginning of	Using the sheet provided cut apart and organize the
the story to the middle. List the ways this character	animals from tallest to shortest. Compare your
changed. What GIB's did you use to distinguish the	completed product with your partners. Discuss how
differences?	your answers are alike or different.
V_*_L*S*MBPIN	V_*_L*S_*_MB_*_P*IN
Understanding Learner (C)	Self-Expressive Learner (D)
Intuitive-Thinking	Intuitive-Feeling
Select your favorite Jungle Animal and place it in the appropriate column on the class graph. Identify which animal had the most votes. Identify which animal had the least votes. Did you have to rely on metacognition to make your choice?	Create a copy of the AB pattern at your table. Label your copy of the pattern. Using different colors create and label a new AB pattern. How has your patterned changed from the original? Explain how you used the GIB of creating, imagining, and innovating in creating your own pattern.
V_*_L*S*MB*P_*_I_*_N	V_*L_*S_*_M_B*_P_I*_N_

Г	

Real World Connections With Products: Compare, Contrast, Create, Problem-solving, Decision making, Measure, Select

Real World Applications: Mathematician, Educator, Author, Illustrator, Veterinarian

Real World Terms: Copy, Animal, Shortest, Tallest, Baby, Cubes

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: Acceptance

Overarching Generalizations:

-Acceptance or rejection happens in life -Acceptance is necessary for growth -Acceptance may be intentional or unintentional -Everyone wants to feel accepted

More Complex Generalizations (Two or more concepts):

-Acceptance may change over time -Acceptance can bring about conflict

Essential Question

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

EQ: How can I best show acceptance? EQ: What does acceptance try to make us feel and see? EQ: How is acceptance similar or different from prejudice? EQ: How might acceptance help us to change? EQ: How does acceptance relate to me? EQ: What are examples of acceptance?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper
- Pencil
- Crayons
- AB patterns
- Animal work sheet
- Giraffe Pictures from book
- Graph Paper animal cards
- Student Baby photograph

MetaCognitive Discussion (Essential Questions): See Below

Conceptual Perspectives:

EQ: What are examples of acceptance? -Draw a picture of someone in your life who accepts you the way you are.

EQ: How does acceptance relate to me? -Tell about a time that someone made you feel accepted.

EQ: How might acceptance help us to change? -Draw a picture of something that you were afraid to try, but now love to do.

EQ: How is acceptance similar or different from prejudice? -Tell about a time that you were afraid or did not like someone because of the way they looked? Did the way you feel change after you got to know them?

EQ: What does acceptance try to make us feel and see? -Think about a time where you felt accepted, how did you feel? Share your thoughts with you partner.

EQ: How can I best show acceptance? -Draw a picture of what you will do to show acceptance towards others.

Intelligent Behaviors:

-What GIB's did the main character of the story use?

-What GIB's did you use to complete the task rotation?

-How does this story display humor?

Literary Perspectives: Compare Jungle Drums to these other selections:

- I Like Me
- The Crayon Box that Talked
- The Rainbow Fish

Student/Teacher Reflections: Upon completion have students answer these questions:

-Can you describe what you learned in this unit?

-What problem solving strategies did you use?

-Which strategies worked the best for you?

-How will you use the strategies that work best to solve similar problems?

Concept Focus: Acceptance

Overarching Generalizations:

Acceptance or rejection happens in life
 Acceptance is necessary for growth
 Acceptance may be intentional or unintentional
 Everyone wants to feel accepted

More Complex Generalizations (Two or more concepts):

-Acceptance may change over time -Acceptance can bring about conflict

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EQ: How can I best show acceptance? EQ: What does acceptance try to make us feel and see? EQ: How is acceptance similar or different from prejudice? EQ: How might acceptance help us to change? EQ: How does acceptance relate to me? EQ: What are examples of acceptance?

I ask Rotation Menu				
Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Tell the story of Jungle Drums by Graeme Base	Explain why the other animals teased Ngiri?	Identify how the story may be different if Ngiri's first wish came true.	Recall your favorite part of the story. Share it with your partner.
2	Summarize the events that occurred in the story, <u>Jungle</u> <u>Drums</u> by Graeme Base through drawings.	Interpret what effect teasing by the other animals had on Ngiri?	Using your own life experiences, what would you have wished for if you were Ngiri?	Select and write about a time that you have felt accepted by others, the way Ngiri did at the end of the story. Share your experience with your group.
3	Construct a time- line of the events in the story, <u>Jungle Drums</u> by Graeme Base	What conclusions have you made about teasing others after reading this story?	Generate speech bubbles that indicate how you think each animal felt at the end of the story.	Design a "how to" guide on acceptance to pass out in your "jungle."

Task Rotation Menu

Real World Connections With Products: Tell, Explain, Identify, Recall, Summarize, Interpret, Using, Select, Construct, Design, Generate, Problem-solving, Decision making,

Real World Applications: Author, Zoologist, Psychologist, Lawyer, Social Worker, Educator

Real World Terms: Story, Friend, Animals, Jungle, Others, Time-line, Teasing

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: Acceptance

Overarching Generalizations:

-Acceptance or rejection happens in life -Acceptance is necessary for growth -Acceptance may be intentional or unintentional -Everyone wants to feel accepted

More Complex Generalizations (Two or more concepts):

-Acceptance may change over time -Acceptance can bring about conflict

Essential Question

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

EQ: How can I best show acceptance? EQ: What does acceptance try to make us feel and see? EQ: How is acceptance similar or different from prejudice? EQ: How might acceptance help us to change? EQ: How does acceptance relate to me? EQ: What are examples of acceptance?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper
- Pencils
- Puppet Outlines
- Worksheet divided into 3 sections (beginning, middle, end) each part having an outline of the same animal.
- Crayons
- Puppet Stage

MetaCognitive Discussion (Essential Questions): See Below

Conceptual Perspectives:

EQ: What are examples of acceptance? -Draw a picture of someone in your life who accepts you the way you are.

EQ: How does acceptance relate to me? -Tell about a time that someone made you feel accepted.

EQ: How might acceptance help us to change? -Draw a picture of something that you were afraid to try, but now love to do.

EQ: How is acceptance similar or different from prejudice? -Tell about a time that you were afraid or did not like someone because of the way they looked? Did the way you feel change after you got to know them?

EQ: What does acceptance try to make us feel and see? -Think about a time where you felt accepted, how did you feel? Share your thoughts with you partner.

EQ: How can I best show acceptance? -Draw a picture of what you will do to show acceptance towards others.

Intelligent Behaviors:

-What GIB's did the main character of the story use?

-What GIB's did you use to complete the task rotation?

-How does this story display humor?

Literary Perspectives: Compare *Jungle Drums* to these other selections:

- I Like Me
- The Crayon Box that Talked
- The Rainbow Fish

Student/Teacher Reflections: Upon completion have students answer these questions:

-Can you describe what you learned in this unit?

-What problem solving strategies did you use?

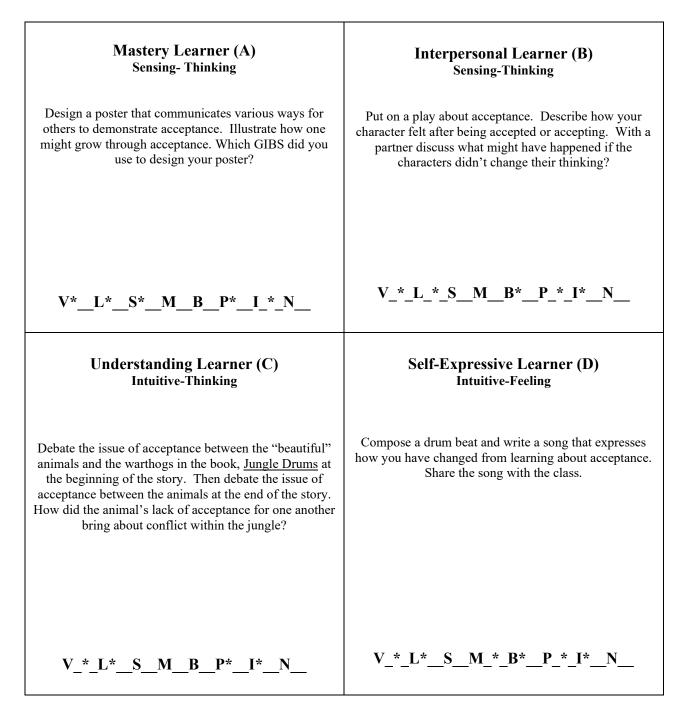
-Which strategies worked the best for you?

-How will you use the strategies that work best to solve similar problems?

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.



Real World Connections With Products: Design, Describe, Discuss, Act out, Compose, Debate, Share, Problem-solving, Decision making

Real World Applications: Musician, Politician, Illustrator, Social Worker, Psychologist

Real World Terms: Share, Song, Poster, Growth, 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: Acceptance

Overarching Generalizations:

-Acceptance or rejection happens in life -Acceptance is necessary for growth -Acceptance may be intentional or unintentional -Everyone wants to feel accepted

More Complex Generalizations (Two or more concepts):

-Acceptance may change over time -Acceptance can bring about conflict

Essential Question

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

EQ: How can I best show acceptance? EQ: What does acceptance try to make us feel and see? EQ: How is acceptance similar or different from prejudice? EQ: How might acceptance help us to change? EQ: How does acceptance relate to me? EQ: What are examples of acceptance?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper
- Pencils
- Poster Board
- Crayons
- Drums

MetaCognitive Discussion (Essential Questions): See Below

Conceptual Perspectives:

EQ: What are examples of acceptance? -Draw a picture of someone in your life who accepts you the way you are.

EQ: How does acceptance relate to me? -Tell about a time that someone made you feel accepted.

EQ: How might acceptance help us to change? -Draw a picture of something that you were afraid to try, but now love to do.

EQ: How is acceptance similar or different from prejudice? -Tell about a time that you were afraid or did not like someone because of the way they looked? Did the way you feel change after you got to know them?

EQ: What does acceptance try to make us feel and see? -Think about a time where you felt accepted, how did you feel? Share your thoughts with you partner.

EQ: How can I best show acceptance? -Draw a picture of what you will do to show acceptance towards others.

Intelligent Behaviors:

-What GIB's did the main character of the story use?

-What GIB's did you use to complete the task rotation?

-How does this story display humor?

Literary Perspectives: Compare *Jungle Drums* to these other selections:

- I Like Me
- The Crayon Box that Talked
- The Rainbow Fish

Student/Teacher Reflections: Upon completion have students answer these questions:

-Can you describe what you learned in this unit?

-What problem solving strategies did you use?

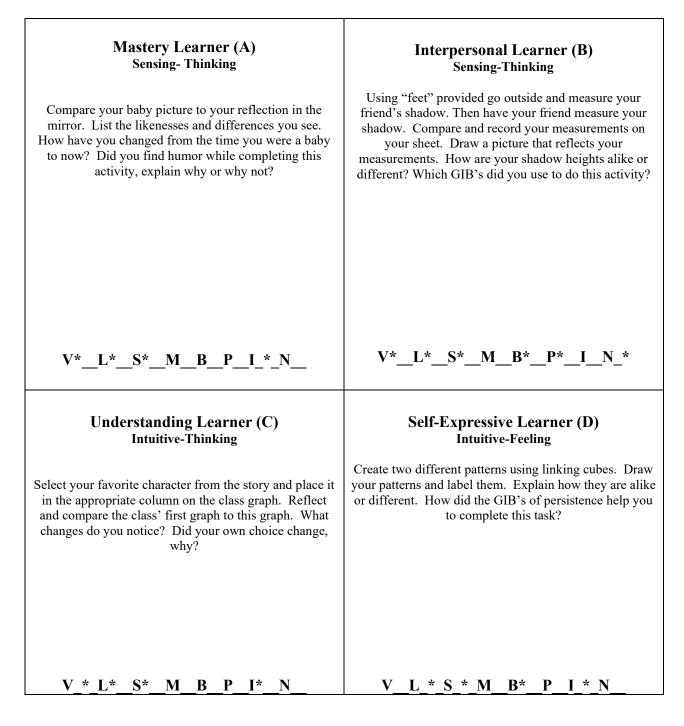
-Which strategies worked the best for you?

-How will you use the strategies that work best to solve similar problems?

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.



Real World Connections With Products: Compare, Using, Select, Create, Explain, Identify, Problem-solving, Decision making

Real World Applications: Mathematician, Educator, Author, Illustrator, Veterinarian

Real World Terms: Shadow, Animal, Shortest, Tallest, Cubes

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: Acceptance

Overarching Generalizations:

Acceptance or rejection happens in life
 Acceptance is necessary for growth
 Acceptance may be intentional or unintentional
 Everyone wants to feel accepted

More Complex Generalizations (Two or more concepts):

-Acceptance may change over time -Acceptance can bring about conflict

Essential Question

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

EQ: How can I best show acceptance? EQ: What does acceptance try to make us feel and see? EQ: How is acceptance similar or different from prejudice? EQ: How might acceptance help us to change? EQ: How does acceptance relate to me? EQ: What are examples of acceptance?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper
- Pencils
- Graph Paper-Animal cards
- Cubes
- Crayons
- Foot cut-outs

MetaCognitive Discussion (Essential Questions): See Below

Conceptual Perspectives:

EQ: What are examples of acceptance? -Draw a picture of someone in your life who accepts you the way you are.

EQ: How does acceptance relate to me? -Tell about a time that someone made you feel accepted.

EQ: How might acceptance help us to change? -Draw a picture of something that you were afraid to try, but now love to do.

EQ: How is acceptance similar or different from prejudice? -Tell about a time that you were afraid or did not like someone because of the way they looked? Did the way you feel change after you got to know them?

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EQ: How can I best show acceptance? -Draw a picture of what you will do to show acceptance towards others.

Intelligent Behaviors:

-What GIB's did the main character of the story use?

-What GIB's did you use to complete the task rotation?

-How does this story display humor?

Literary Perspectives: Compare *Jungle Drums* to these other selections:

- I Like Me
- The Crayon Box that Talked
- The Rainbow Fish

Student/Teacher Reflections: Upon completion have students answer these questions:

-Can you describe what you learned in this unit?

-What problem solving strategies did you use?

-Which strategies worked the best for you?

-How will you use the strategies that work best to solve similar problems?

Additional Support Materials:

Favorite Read-Alouds:

Finger Plays, Nursery Rhymes and Songs: -Greg and Steve: Rock and Roll Rhythm Band -Dr. Jean: Animal Action -Dr. Jean: Special Me

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?

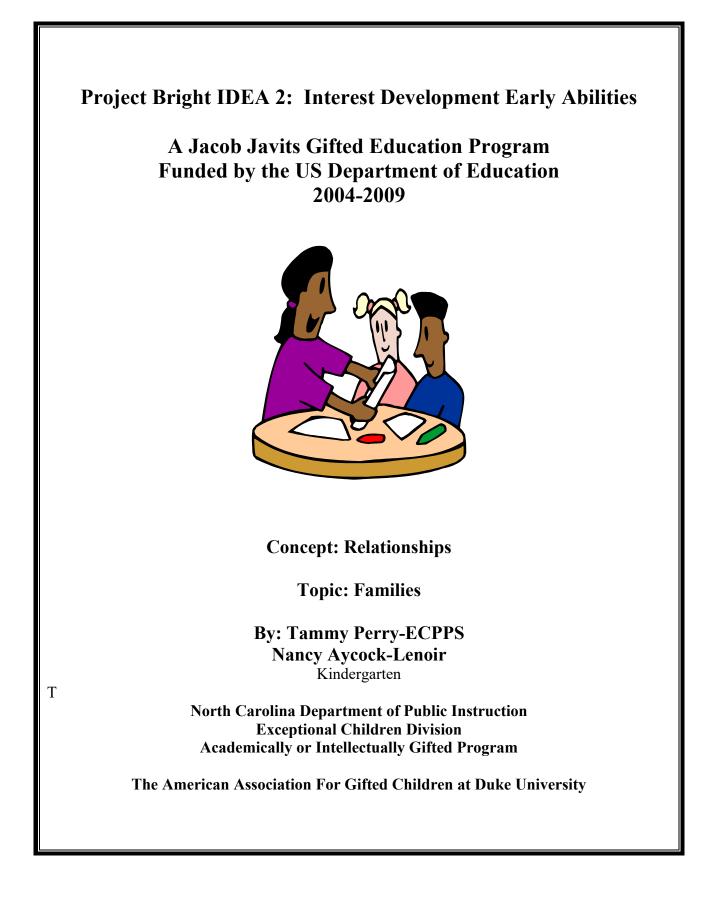
5. What were "ah ha's?" for the students? For teachers?

"Additional Comments

APPENDIX

A

Additional Instructional Concept-Based Activities



Big Ideas Manifested

Topic –Families
Literature Selection –The Hello, Goodbye Window
Author – Norton Juster Chris Raschka

Concepts	Themes
Relationships	Everything is involved in a relationship.
Issues or Debates	Problems or Challenges
Perfect world vs non-perfect world	The dog in Nana's garden. Cannot go under sink
Processes	Theories
Decision-making Problem solving	We depend on each other.
Paradoxes	Assumptions or Perspectives
No one ever answers Poppy but he doesn't care.	Grown-ups always do the right thing.

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

Suggested Literature Selection(s): The Hello, Goodbye Window

Look and Listen for...

Intelligent Behaviors Finding Humor, Persisting, Creating, Imagining and Innovating, Metacognition and Questioning /Posing Problems

Story Focus - Creating, imagining and innovating and Metacognition

Student Activities - Creating, imagining and innovating, Persistence, Metacognition, and Posing Questions

Thinking Skills Focus: Describing similarities and differences in families/relationships

Topic Focus: Families

Concept Focus: Relationships

Overarching Generalizations: Relationships are important. Families change over time.

More Complex Generalizations (Two or more concepts): Relationships can be harmonious or discordant.

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: Families are similar and different.

Families change over time.

Suggested Vocabulary Words for Discussion: Nanna and Poppy Tyrannosaurus Rex

harmonica reflections specialty

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.Vocabulary words will be displayed in windows of a house.

- 2. Bring in a harmonica for children to see, hear and touch.
- 3. Bring in mirrors for children to look in and see their reflections.

4. Children will make their own mirrors out of aluminum foil and construction paper.

5. Show class plastic Tyrannosaurus Rex. Bring in books with information and pictures to share.

6. List names that students call their grandparents.

7. Pick partners and draw a picture of each others specialty (what they feel they are special at).

Hooks:

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

Six Facets of Understanding

Facet 1 – EXPLANATION		
EQ-What are examples of families?		
Use Big Book "Families are Alike and Different". Students will discuss and describe their family.		
Facet 2 - INTERPRETATION		
EQ-How do families relate to me?		
Facet 3 - APPLICATION		
EQ- How might families help us?		
Facet 4 - PERSPECTIVE		
EQ- How is my family similar or different from others?		
Facet 5 – EMPATHY		
EQ- How might it be not to have my family?		

Facet 6 – SELF-KNOWLEDGE

EQ- How can I recognize different families?

Students will make a Family Book showing different types of families.

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
Select pictures from magazines that represent families. From the pictures list family characteristics that are similar to yours. What GIBS did you use in selecting these pictures?	Illustrate and write about something fun you do with your family. Which GIBS were most useful in completing this activity.
V_L_S_*_M_B_P_I_*_N	V_*_LS_*_MBPI*_N

Understanding Learner (C)
Intuitive-ThinkingSelf-Expressive Learner (D)
Intuitive-FeelingCompare and contrast your family with the
character's family.
Which GIBS did you use in comparing and
contrasting?Design a timeline showing how you have changed since
you were an infant.
What GIBS were most helpful in designing your
timeline.V*_L_S_M_B_P_I_N_V_*_L*_S_*_M_B_P_I_*_N_

Real World Connections With Products: Problem solving, organizing, implementing performing, illustrating, and reflecting

Real World Applications: Drama teacher, artist, reporter, author, and genealogist

Real World Terms: Investigation, research and explain

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 important. Relationships change over time. Relationships are helpful. More Complex Generalizations (Two or more concepts): Relationships can be harmonious or discordant.

Essential Question

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

- 1. What are examples of families?
- 2. How do families relate to me?
- 3. How might families help us?
- 4. How is my family similar or different to others?
- 5. How might it be to not have my family?
- 6. How can I recognize different families?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Magazines
- Construction paper
- Glue
- Crayons
- Pencils
- Literature book
- Art materials

- Scissors
- Aluminum foil

 7. MetaCognitive Discussion (Essential Questions): What are examples of families? How do families relate to me? How might families help us? How is my family similar or different to others? How might it be to not have my family? How can I recognize different families?

(Whole Group)

Conceptual Perspectives: How can relationships be helpful? How are relationships important in families? How do relationships build traditions? How do relationships change over time?

Intelligent Behaviors:

What Intelligent Behaviors did the characters in the story demonstrate? How do you use the Intelligent Behaviors in completing the task rotation activities? How do you demonstrate these behaviors daily? What Intelligent Behaviors do you think you would like to work on?

Literary Perspectives:

Identify the family members in the book. Describe a relationship between the child and her grandparents. Why do you think the author wrote this story? Would you recommend this book to someone else? Why? Does this story remind you of one of your family relationships?

Student/Teacher Reflections

Give each student a piece of paper to draw a picture of themselves. Pictures will be put together to make a class "Family Quilt".

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
Match and arrange Tangram blocks into a dinosaur	Sort a group of small animals with a partner. Describe
pattern.	the relationship in which you sorted.
Which Gifted Intelligence did you use to complete the	Can you sort the animals another way?
tangram pattern?	How did you use your GIBS in this activity?
V_L_*_S_*_M_B_P_I_N_	V_*_L_*_S_*MBPI_*_N

Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling	
Construct a graph showing the number of people in your family. Compare the number of people with a partner. Decide who has less/more family members. Talk with your partner about the GIBS you used in this activity.	Using a variety of your favorite colored beads, design a necklace using a AB or ABB pattern. How are patterns reflected in family traditions? How are your GIBS reflected in your family traditions?	
V_*_L*_S_*_MBPI_*_N	V_L_*_S_*_M_B_*_P_*_IN	

Real World Connections With Products: Problem solving, creating, designing, organizing, comparing and contrasting

Real World Applications: Construction worker, architect, teacher, graphic designer, and engineer

Real World Terms: Analyze, construct, explain, and organize

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 important. Relationships change over time. Relationships are helpful.

More Complex Generalizations (Two or more concepts):

Essential Question(s):

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

- 1. What are some examples of patterns in the real world?
- 2. How can graphing information relate to me?
- 3. How is sorting used in daily activities?
- 4. How is my family similar or different to others?
- 5. How might a classmate feel about my family graph?
- 6. What are my strengths and weaknesses in recognizing relationships in math?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Beads
- String
- Tangram Patterns
- Tangram Blocks

- Attribute Blocks
- Art materials
- Pencils
- Paper
- Bag of small plastic animals

MetaCognitive Discussion (Essential Questions):

- 1. What are some examples of patterns in the real world?
- 2. How can graphing information relate to me?
- 3. How is sorting used in daily activities?
- 4. How is my family similar or different to others?
- 5. How might a classmate feel about my family graph?
- 6. What are my strengths and weaknesses in recognizing relationships in math?

(Whole Group)

Conceptual Perspectives:

How can relationships be helpful?

How are relationships important in math?

How can relationships be displayed in math?

How can relationships be helpful in your future life and work?

Intelligent Behaviors:

What Intelligent Behaviors did you use in making patterns? Graphs? Sorting? How did you use the intelligent behaviors in completing the task rotations? How do you demonstrate these Intelligent Behaviors daily? What Intelligent Behavior would you see as you strength? **Literary Perspective:**

Student/Teacher Reflections

Have each student pull a shape from a bag. The class will put their shapes together to make a Pattern Train around the room.

Concept: Relationships

Topic: Families

Generalization(s): Relationships are important. Families change over time. Families can be helpful.

Essential Question(s):

- 1. What are some examples of patterns in the real world?
- 2. How can graphing information relate to me?
- 3. How is sorting used in daily activities?
- 4. How is my family similar or different to others?
- 5. How might a classmate feel about my family graph?
- 6. What are my strengths and weaknesses in recognizing relationships in math?

	I ask Notation Micha			
Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Think-pair- share describing a shape.	Identify matches of pairs of mothers and babies.	Create a class graph of their favorite color.	With a partner develop a new verse and action to "This Is the Way."

Task Rotation Menu

2	Think-pair- share comparing and contrasting shapes.	Sequence pictures showing the growth and change of a child.	Develop a pattern picture frame for their family portrait.	Write a journal entry about what makes their grandparents special.
3	Create a math riddle describing a shape. Read your riddle and have the class answer.	Draw and write about the beginning, middle and ending of <u>The Hello,</u> <u>Goodbye</u> <u>Window.</u>	Write about what you might see in the magic window. Illustrate what you saw.	Write a word beginning with each letter of LOVE to describe their grandparent.

Real World Connections With Products: Problem solving, comparing. Contrasting, creating, and composing

Real World Applications: Writer, artist, teacher, illustrator

Real World Terms: Design, create, discuss, and sequence

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 can change. Relationships are helpful. Relationships are important.

More Complex Generalizations (Two or more concepts): Relationships can be harmonious or discordant. Essential Ouestion:

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

- 1. What are some examples of patterns in the real world?
- 2. How can graphing information relate to me?
- 3. How is sorting used in daily activities?
- 4. How is my family similar or different to others?
- 5. How might a classmate feel about my family graph?
- 6. What are my strengths and weaknesses in recognizing relationships in math?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Art supplies
- Paper
- Pencil
- Shapes
- Sequence cards
- Matching game
- Literature book

MetaCognitive Discussion (Essential Questions): How do families relate to me? What some examples of patterns in the real world? How can graphing information relate to me? How is my family similar or different to others? How can I recognize different families? What are examples of families?

(Whole Group)

Conceptual Perspectives: How can relationships be helpful? How are relationships important in families? How do relationships change over time? How do you see relationships in math?

Intelligent Behaviors:

What Intelligent Behavior did the characters in the story demonstrate? How did you use the Intelligent Behaviors in completing the menu? What Intelligent Behavior did you use in making patterns and graphs?

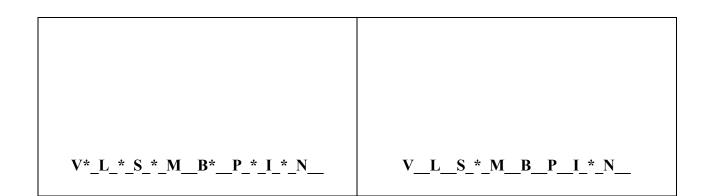
Literary Perspective: How is the family in <u>The Hello, Goodbye Window</u> like your family?

Student/Teacher Reflections:

Trace and cut out your handprint. Label each finger with a GIB that you used in the activity.

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

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking	
Create a student Family Tree that represents relationships in your family. How would this relationship changed if one family member were not there? Which GIBS did you use to create your family	Role-play you favorite part of <u>The Hello, Goodbye</u> <u>Window.</u> How might families help us? Which GIBS were used in role playing?	
tree? V_*_LS*M_B_P_I_*_N	V_*_LSMB_*_P_*_IN	
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling	
Compare and contrast your family tree with partners using a Venn Diagram. How is my family similar or different to others? What GIBS did you use in comparing and contrasting you Venn Diagram.	Predict and draw what your family will look like in five years. How do families grow and change? What GIBS did you use with this activity?	



Real World Connections With Products: Problem solving, decision making, performing, organizing, illustrating and reflecting

Real World Applications: Drama teacher, artist, reporter, author, genealogist

Real World Terms: Investigation, research, and explanation

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 important. Relationships change over time. Relationships are helpful.

More Complex Generalizations (Two or more concepts): Relationships can be harmonious or discordant. Essential Question: (Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)

How do families relate to me? How do families help us? How is my family similar or different to others? How might it be to not have my family? How can I recognize different families? What are examples of families?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Magazines
- Construction paper
- Glue
- Crayons
- Pencils

- Literature book
- Art materials
- Scissors
- Aluminum foil

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives: How can relationships be helpful? How are relationships important in families? How do relationships build traditions? How do relationships change over time?

Intelligent Behaviors:

What Intelligent Behaviors did the characters in the story demonstrate? How do you use the Intelligent Behaviors in completing the task rotation activities? How do you demonstrate these behaviors daily? What Intelligent Behaviors do you think you would like to work on?

Literary Perspective:

Identify the family members in the book. Describe a relationship between the child and her grandparents. Why do you think the author wrote this story? Would you recommend this book to someone else? Why? Does this story remind you of one of your family relationships?

Student/Teacher Reflections

Give each student a piece of paper to draw a picture of themselves. Pictures will be put together to make a class "Family Quilt".

Math Student Reflections and Assessments Task Rotation Learning Experience K-2 All conceptual activities must include discussing and/or relating to the selected

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
Graph a group of shapes by color. Can you graph these shapes another way? Which group has the most? Which group has the least? How was metacognition used in this task?	Arrange Tangram Blocks into a house that represents a family members' home.

	How many people live in this house? Which GIB was helpful in completing this activity?
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
Sort a group of blocks by two attributes. Describe the relationship in each group. Can you sort them another way? What GIB did you use in grouping?	Create and extend an ABC or ABB action pattern. Can you teach your action pattern to you partner? Which GIB was most helpful in this task?
V_L_*_S_*_M_B_P_I_N	V_*_L_*_SMB_*_PI_*_N

Real World Connections With Products: Problem solving, creating, designing, organizing, comparing and contrasting

Real World Applications: Construction worker, architect, teacher, graphic designer, and engineer

Real World Terms: Analyze, construct, explain, and organize

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 important. Relationships change over time. Relationships are helpful.

More Complex Generalizations (Two or more concepts): Relationships can be harmonious and discordant. Essential Question:

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

- 1. What are some examples of patterns in the real world?
- 2. How can graphing information relate to me?
- 3. How is sorting used in daily activities?
- 4. How is my family similar or different to others?
- 5. How might a classmate feel about my family graph?
- 6. What are my strengths and weaknesses in recognizing relationships in math?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Beads
- String

- Tangram patterns
- Tangram blocks
- Attribute Blocks
- Art materials
- Pencils
- Paper

MetaCognitive Discussion (Essential Questions):

- 1 .What are some examples of patterns in the real world?
- 2. How can graphing information relate to me?
- 3. How is sorting used in daily activities?
- 4. How is my family similar or different to others?
- 5. How might a classmate feel about my family graph?
- 6. What are my strengths and weaknesses in recognizing relationships in math?

(Whole Group)

Conceptual Perspectives:

How can relationships be helpful? How can relationships be important in math? How can relationships be displayed in math? How can relationships be helpful in your future life and work?

Intelligent Behaviors:

What Intelligent behaviors did you use in making patterns? Graphs? Sorting? How did you use the Intelligent Behaviors in completing task rotations? How do you demonstrate these behaviors daily? What Intelligent Behavior do you see as you strength in this activity?

Literary Perspective:

What patterns did you see in the book, <u>The Hello, Goodbye Window</u>? What math relationship can you use to show how many family members in the book?

Student/Teacher Reflections:

Let each child trace a handprint and cut it out. Label each finger with an Intelligent Behavior. Students will present which GIBS helped with this task rotation.

Additional Support Materials:

Favorite Read-Alouds: <u>Families are Alike and Different</u> <u>Seven Silly Eaters</u> <u>Grandfather Tang</u> <u>In Grandpa's Shoes</u> <u>No, No David</u>

Finger Plays, Nursery Rhymes and Songs:

This is The Way....we wash our clothes, sweep the floor, make our beds, etc Five Little Ducks There was an Old Woman who lived in a Shoe Grandmother's Glasses

Video Clips:

Paintings & Prints:

Teacher Reflections

Literary Selection

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: Self-Confidence By:

Marcy Barrow & Candace Hart Pasquotank & Brunswick Counties 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 – Self-Confidence

Literature Selection – Mudball Author – Matt Tavares

Concepts	Themes
Change	*Change generates additional changes * Self- conflict within the team
Relationships	
	*Change can either be positive or negative
	*Relationships change over time
Issues or Debates	Problems or Challenges
Brains vs. Brawns	Overcoming Challenges of being small and lacking athletic ability
Persistence vs. giving up	Weather effects mood/disposition
Striving for accuracy vs. giving up	
Processes	Theories
Real Life Experiences:(recall prior knowledge)	Bigger the Better
Good Citizenship (Character Education)	Size Matters
Paradoxes	Assumptions or Perspectives
Big things come in small packages	Anybody can be a hero
Actions speak louder than words	Bad weather can negatively affect outdoor sports

Concept: Change

Topic: Self-Confidence

Suggested Literature Selection(s): <u>Mudball</u> (Tavares, M) *Casey at the Bat* (Thayer, E.)

Look and Listen for...

Intelligent Behaviors: Thinking about thinking/Meta-cognition; Questioning and posing problems; Finding Humor; Persistence; Creating, Imagining, and Innovating

Story Focus: Persistence; Questioning and posing problems; Meta-cognition

Student Activities: Persistence; Questioning and posing problems; Metacognition, Creating, Imagining, and Innovating

> Thinking Skills Focus: Chapter 5: Describing People and Things Chapter 6: Describing Similarities and Differences Topic Focus: Self-Confidence Concept Focus: Change Overarching Generalizations: Change is necessary in life Change can be positive or negative Change is necessary for growth

More Complex Generalizations (Two or more concepts):

Relationships change over time Relationships change in a positive and a negative way

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: Rules-Why they should be followed? Baseball Rules Jobs- (on the team) Appropriate Behaviors- sportsmanship Ordinal Numbers Greater than, Less than, equal too Shapes Map Skills

Suggested Vocabulary Words for Discussion:

Folktale, confidence, rule, onomatopoeia, baseball

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:

Folklore- traditions (tie into others stories or personal family experiences) Rules- make classroom rules. Decide what are good rules vs. bad rules. Make an imaginary game and the rules for that game.

Confidence- group discussion on feeling good about work and things that are being done.

Onomatopoeia- locate other words throughout the story which show onomatopoeia Baseball- Show clips of a baseball game on a movie. Compare and contrast baseball with softball, and kickball. For those with further needs have them participate in a short game giving students the feel of the game.

Hooks:

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

Six Facets of Understanding

Facet 1 – EXPLANATION
EQ-What are some examples of change?
Activity- Hold an ice cube in your hand, how does it change?
Facet 2 – INTERPRETATION
EQ-What happens when change happens fast?
Activity-Watch the beginning of Wizard of Oz when Dorothy's house was lifted and moved to Oz.
Facet 3 – APPLICATION
EQ-How may events help us to change?
Activity- Students are blindfolded and asked to use other senses to get throughout the classroom.
Facet 4 – PERSPECTIVE
EQ-What are other possible reactions to change?
Activity- Change color of water *Adding color to change the water
Facet 5 – EMPATHY
EQ-How can we understand change?
Activity-Read a short story about brining home a new sibling or pet and how everyone felt because of the change.
Facet 6 – SELF-KNOWLEDGE
EQ- How can I best show change?
Activity- Compare students work from the beginning of the school year to now and to see how they differ.
1

Read: <u>Mudball</u> Task Rotation Learning Activities

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

F

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking	
After reading <u>Mudball</u> , construct a flow chart of how the characters self-confidence changes in the story from beginning to the end?	Devise a role play using a partner showing an event from <u>Mudball</u> in which Andy showed less confidence. Include the event that raised his confidence level.	
What intelligent behavior did you use?		
	How does this show change is necessary for growth?	
V <u>*</u> L_S_M <u>*</u> B_P_I_N	Name one intelligent behavior you observed during the role play?	
	V <u>*</u> L <u>*</u> S_M_B <u>*</u> P <u>*</u> I_N_	
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling	
After reading <u>Mudball</u> , compare and contrast using a T chart how Andy's self-confidence changed from the beginning to the end of the story.	After reading <u>Mudball</u> , imagine how Andy's next at bat would appear. Generate a comic strip showing Andy's self-confidence level the next time he is at bat.	
How did you show persistence?	Why do you think he would look like that or say those things using intelligent behaviors?	
V <u>*</u> L <u>S</u> * <u>M</u> B_P_I_N_	V <u>*L*S*MBPI*N</u>	

Real World Connections With Products:

Sequencing, problem solving/decision making, compare and contrast, imagination, questioning and posing problems, implementing, designing, predicting, constructing, producing, and designing

Real World Applications:

Umpire, Baseball Players, Sports Commentator, News Reporter, Spectator, Landscaper, Janitorial Service, Sports Manager, Coaches, Owners

Real World Terms: Onomatopoeia, folktale, confidence, change, relationships, rules, ordinals, baseball

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 necessary in life Change can be positive or negative Change is necessary for growth

More Complex Generalizations (Two or more concepts): Relationships change over time Relationships change in a positive and a negative way

Essential Question

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

- 1. What are some examples of change?
- 2. What happens when change happens fast?
 - 3. How may events help us to change?
- 4. What are other possible reactions to change?
 - 5. How can we understand change?
 - 6. How can I best show change?

Materials Needed for Task Rotation and/or Task Rotation Menu

- <u>Mudball</u>, (M. Tavares)
- Casey At The Bat, (E. Thayer)
- T Chart
- Flow Chart

- Blank Comic Strip
- Crayons
- Markers
- Pencils

Meta-Cognitive Discussion (Essential Questions): (Whole Group)

Conceptual Perspectives:

- 1. What are some examples of change?
- 2. What happens when change happens fast?
- 3. How may events help us to change?
- 4. What are other possible reactions to change?
- 5. How can we understand change?
- 6. How can I best show change?

Intelligent Behaviors:

- 1. What Gifted Intelligent Behavior (GIB) did the character in this story demonstrate?
- 2. How did you use these or other GIBS in completing the task rotation?
- 3. How do you demonstrate GIBS daily?
- 4. What GIB do you feel is your strongest in completing the activities? Why?
- 5. What GIB do you feel needs strengthening? How can you accomplish this?

Literary Perspectives:

- 1. Identify characters in the books.
- 2. Describe the change in the main character's confidence.
- 3. Describe the change in the main character's relationship with their teammates.
- 4. Would you recommend this book to someone else? Why or why not?
- 5. How does Andy compare to Casey?
- 6. How can you relate this story to another real life experience?
- 7. How would Andy's gains in self-confidence influence other aspects of his life?
- 8. Can you tell the story of <u>Mudball</u> without reading the author's text, looking only at the illustrations?

Student/Teacher Reflections

1. The students will demonstrate an understanding of the game of baseball, and participate in a baseball game.

Math Task Rotation Learning Activities K-2 ptual activities must include discussing and/or relating

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		
Predict the number of rainy days in January. Collect data daily on a weather graph and discuss more, less, and equal. Discuss what changes are happening daily to both the weather and the graph. How does the change in weather effect the graph?	Create a "Color Line Up" by choosing a color word out of a bag. Using an ordinal game board place chosen color word in the correct ordinal order (1 st to 10 th). Record your results. Predict what changes could happen if you repeated. Repeat game, comparing and contrasting results from Game 1 and Game 2.		
What GIB is important in completing this task?	What GIB did you use?		
V <u>*</u> L <u>S</u> * <u>M</u> * <u>B</u> P <u>I</u> <u>N</u> *	V <u>*</u> L_S_M <u>*</u> B_P <u>*I_</u> N		
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling		
Organize a baseball, tennis ball, softball, basketball, beach ball, golf ball and ping- pong ball in order from smallest to the largest. Record results. Discuss the change in size.	Produce a pattern using onomatopoeias from the story. How would the pattern change if one thing is added or taken away? What is changing within the pattern?		
How do the tennis ball vs. the baseball and ping-pong ball vs. the golf ball pose problems in ordering by size?	How is persistence important in completing this task?		
V <u>*_L_S_M_*_B_P_I_N_</u>	V <u>*_L_S_M_*_B_P_I *_</u> N		

Real World Connections With Products: Patterns, changes, order, weight, designing, graphing, and organizing

Real World Applications: Meteorologist, Chef, construction worker, inventor, scientist, teacher, student

Real World Terms: Apply, change, order, design, graph, weigh, organize, create and continue 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.

Concept Focus: Change Overarching Generalizations: Change is necessary in life Change can be positive or negative Change is necessary for growth

More Complex Generalizations (Two or more concepts): Relationships change over time Relationships change in a positive and a negative way

Essential Question(s):

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

- 1. What are some examples of change?
- 2. What happens when change happens fast?
 - 3. How can we understand change?
 - 4. How can I best show change?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Pencil
- Paper
- Balance
- Balls (baseball, softball, tennis ball, basketball, beach ball, ping pong ball, golf ball)
- Weather graph
- Ordinal number cards in a zip-lock bag
- "Color Line Up" game boardteacher created

Meta-Cognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

- 1. What are some examples of change?
- 2. What happens when change happens fast?
- 3. How can we understand change?
- 4. How can I best show change?

Intelligent Behaviors:

- 1. What Gifted Intelligent Behavior (GIB) did you notice in others completing the task?
- 2. How did you use these or other GIBS in completing the task rotation?
- 3. How do you demonstrate GIBS daily?
- 4. What GIB do you feel is your strongest in completing the activities? Why?
- 5. What GIB do you feel needs strengthening? How can you accomplish this?

Literary Perspective:

- 1. Identify characters in the books.
- 2. Describe the change in the main character's confidence.
- 3. Describe the change in the main character's relationship with their teammates.
- 4. Would you recommend this book to someone else? Why or why not?
- 5. How does Andy compare to Casey?
- 6. How can you relate this story to another real life experience?
- 7. How would Andy's gains in self-confidence influence other aspects of his life?
- 8. Can you tell the story of <u>Mudball</u> without reading the author's text, looking only at the illustrations?

Student/Teacher Reflections

1. The student will demonstrate an understanding of the game of baseball, and participate in a baseball game.

Concept: Change

Topic: Self-Confidence

Generalization(s): Change is necessary in life Change can be positive or negative Change is necessary for growth

Essential Question(s):

- 1. What are some examples of change?
- 2. What happens when change happens fast?
- 3. How may events help us to change?
- 4. What are other possible reactions to change?
- 5. How can we understand change?
- 6. How can I best show change?

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Recall the events of <u>Mudball</u>	Label a baseball field.	Describe how the story would change if Andy struck out?	Choose what part of the story you like the best?
2	Sequence the events that led to a change in Andy.	Investigate how you are similar to or different than Andy.	Construct a new ending to the story <u>Mudball</u> . Would this change be a positive or negative change and why?	Compose a thank you letter to someone who has changed your self- confidence.
3	Create a time line of Andy's self-confidence throughout the story. Focus on how he has changed the game of baseball and this event changed his life.	Research other baseball records. Determine which record set in baseball was made first, most recent, and your favorite. Write how these records have changed.	Andy's homerun was looked at as unfair to others. If you could change the rules about his "homerun" how would you change them? Why?	Evaluate goals you have set for yourself. Think of a record you wish to break one day. Illustrate and write about yourself breaking this record.

Real World Connections With Products:

Record Books, Rules of Baseball, letter writing, baseball field, time line

Real World Applications:

Writer, record keeper, sports analyst

Real World Terms: Rules, Baseball, Letter

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 necessary in life Change can be positive or negative Change is necessary for growth

More Complex Generalizations (Two or more concepts): Relationships change over time Relationships change in a positive and a negative way

Essential Question:

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

- 1. What are some examples of change?
- 2. What happens when change happens fast?
 - 3. How may events help us to change?
- 4. What are other possible reactions to change?
 - 5. How can we understand change?
 - 6. How can I best show change?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Time line
- Blank Baseball field (ready to be labeled)
- Mudball

- Sequence cardsPencil
- Paper
- Crayons

Baseball record books

Meta-Cognitive Discussion (Essential Questions): (Whole Group)

Conceptual Perspectives:

- 1. What are some examples of change?
- 2. What happens when change happens fast?
- 3. How may events help us to change?
- 4. What are other possible reactions to change?
- 5. How can we understand change?
- 6. How can I best show change?

Intelligent Behaviors:

- 1. What Gifted Intelligent Behavior (GIB) did the character in this story demonstrate?
- 2. How did you use these or other GIBS in completing the task rotation?
- 3. How do you demonstrate GIBS daily?
- 4. What GIB do you feel is your strongest in completing the activities? Why?
- 5. What GIB do you feel needs strengthening? How can you accomplish this?

Literary Perspectives:

- 1. Identify characters in the books.
- 2. Describe the change in the main character's confidence.
- 3. Describe the change in the main character's relationship with their teammates.
- 4. Would you recommend this book to someone else? Why or why not?
- 5. How does Andy compare to Casey?
- 6. How can you relate this story to another real life experience?
- 7. How would Andy's gains in self-confidence influence other aspects of his life?
- 8. Can you tell the story of <u>Mudball</u> without reading the author's text, looking only at the illustrations?

Student/Teacher Reflections:

1. The student will demonstrate an understanding of the game of baseball, and participate in a baseball game.

Student Reflections and Assessments Task Rotation Learning Experience K-2

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

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking
After reading Casey at the Bat, construct a flow chart of how the characters self-confidence changes in the story from beginning to the end?	Devise a role play using a partner showing low self-confidence. Analyze how you could change your behavior or situation to increase your confidence level.
What intelligent behavior did you use?	How does this show change is necessary for growth?
	Name one intelligent behavior you observed during the role play?
V <u>*</u> L_S_M <u>*</u> B_P_I_N_	V <u>*L*S_M_B*P*I_N_</u>
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D)
Intuitive- I minking	Intuitive-Feeling
After reading Casey at the Bat, compare and contrast using a T chart how Casey's self- confidence changed from the beginning to the end of the story.	Intuitive-Feeling After reading Casey at the Bat, imagine how Casey's next at bat would appear. Generate a comic strip showing Casey's self-confidence level the next time he is at bat.
After reading Casey at the Bat, compare and contrast using a T chart how Casey's self- confidence changed from the beginning to the	After reading Casey at the Bat, imagine how Casey's next at bat would appear. Generate a comic strip showing Casey's self-confidence level

Real World Connections With Products:

Sequencing, problem solving/decision making, compare and contrast, imagination, questioning and posing problems, implementing, designing, predicting, constructing, producing, and designing

Real World Applications: Umpire, Baseball Players, Sports Commentator, News Reporter, Spectator, Landscaper, Janitorial Service, Sports Manager, Coaches, Owners

Real World Terms: Onomatopoeia, folktale, confidence, change, relationships, rules, ordinals, baseball

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 necessary in life Change can be positive or negative Change is necessary for growth

More Complex Generalizations (Two or more concepts): Relationships change over time Relationships change in a positive and a negative way

Essential Question:

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

- 1. What are some examples of change?
- 2. What happens when change happens fast?
 - 3. How may events help us to change?
- 4. What are other possible reactions to change?
 - 5. How can we understand change?
 - 6. How can I best show change?

Materials Needed for Task Rotation and/or Task Rotation Menu

- <u>Mudball</u>, (M. Tavares)
- Casey At The Bat, (E. Thayer)
- T Chart
- Flow Chart

- Blank Comic Strip
- Crayons
- Markers
- Pencils

Meta-Cognitive Discussion (Essential Questions): (Whole Group):

Conceptual Perspectives:

- 1. What are some examples of change?
- 2. What happens when change happens fast?
- 3. How may events help us to change?
- 4. What are other possible reactions to change?
- 5. How can we understand change?
- 6. How can I best show change?

Intelligent Behaviors:

- 1. What Gifted Intelligent Behavior (GIB) did the character in this story demonstrate?
- 2. How did you use these or other GIBS in completing the task rotation?
- 3. How do you demonstrate GIBS daily?
- 4. What GIB do you feel is your strongest in completing the activities? Why?
- 5. What GIB do you feel needs strengthening? How can you accomplish this?

Literary Perspectives:

- 1. Identify characters in the books.
- 2. Describe the change in the main character's confidence.
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- 4. Would you recommend this book to someone else? Why or why not?
- 5. How does Andy compare to Casey?
- 6. How can you relate this story to another real life experience?
- 7. How would Andy's gains in self-confidence influence other aspects of his life?

8. Can you tell the story of <u>Mudball</u> without reading the author's text, looking only at the illustrations?

Student/Teacher Reflections

1. The student will demonstrate an understanding of the game of baseball, and participate in a baseball game.

Math Student Reflections and Assessments Task Rotation Learning Experience

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

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking
Predict the number of inches you have grown since August. Graph the number of inches grown. How has your height changed? What GIB is important in completing this task?	Working with a partner choose an ordinal number word card and place yourself in line based on your ordinal number (First through tenth). Predict how your ordinal placement in line would change if your partner was placed in front of you. Would your placement change if your partner was placed behind you? What GIB did you use?
V <u>*</u> L_S <u>*</u> M <u>*</u> B_P_I <u>*</u> N_	V <u>*</u> L_S <u>*</u> M <u>*</u> B <u>*</u> P <u>*</u> I_N_
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
Predict which ball would be the lightest and the heaviest using a baseball, tennis ball, softball, basketball, beach ball, golf ball, and a ping-pong ball. Weigh each ball using a balance scale and organize the balls from heaviest to the lightest.	Produce an AB and ABC pattern using diamond, sphere, and square. Repeat by creating your own pattern utilizing other manipulatives.
How does the beach ball pose a problem in predicting weight order?	How is persistence important in completing this task?
V <u>*</u> L <u>S</u> * <u>M</u> * <u>B</u> P <u>I</u> N_	V <u>*L_S * M * B_P_I * N_</u>

Real World Connections With Products: Patterns, changes, order, weight, designing, graphing, and organizing

Real World Applications: Meteorologist, Chef, construction worker, inventor, scientist, teacher, student

Real World Terms: Apply, change, order, design, graph, weigh, organize, create and continue 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.

Concept Focus: Change Overarching Generalizations: Change is necessary in life Change can be positive or negative Change is necessary for growth

More Complex Generalizations (Two or more concepts): Relationships change over time Relationships change in a positive and a negative way

Essential Question:

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

- 1. What are some examples of change?
- 2. What happens when change happens fast?
 - 3. How can we understand change?
 - 4. How can I best show change?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Pencil
- Paper
- Balance
- Balls (baseball, softball, tennis ball, basketball, beach ball, ping pong ball, golf ball)
- Weather graph
- Ordinal number cards in a zip-lock bag
- "Color Line Up" game boardteacher created

Meta-Cognitive Discussion (Essential Questions): (Whole Group)

Conceptual Perspectives:

- 1. What are some examples of change?
- 2. What happens when change happens fast?
- 3. How can we understand change?
- 4. How can I best show change?

Intelligent Behaviors:

- 1. What Gifted Intelligent Behavior (GIB) did you notice in others completing the task?
- 2. How did you use these or other GIBS in completing the task rotation?
- 3. How do you demonstrate GIBS daily?
- 4. What GIB do you feel is your strongest in completing the activities? Why?
- 5. What GIB do you feel needs strengthening? How can you accomplish this?

Literary Perspective:

- 1. Identify characters in the books.
- 2. Describe the change in the main character's confidence.
- 3. Describe the change in the main character's relationship with their teammates.
- 4. Would you recommend this book to someone else? Why or why not?
- 5. How does Andy compare to Casey?
- 6. How can you relate this story to another real life experience?
- 7. How would Andy's gains in self-confidence influence other aspects of his life?
- 8. Can you tell the story of <u>Mudball</u> without reading the author's text, looking only at the illustrations?

Student/Teacher Reflections

1. The student will demonstrate an understanding of the game of baseball, and participate in a baseball game.

Additional Support Materials:

Favorite Read-Alouds:

Finger Plays, Nursery Rhymes and Songs: Take me out to the ball game

Video Clips: ESPN Baseball Clips

Paintings & Prints: Baseball Card

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: Family By: Cindy DeTore, Sally Brown Elizabeth City Pasquotank Public Schools Brunswick County 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 -Family Literature Selection –<u>The Hello, Goodbye Window</u> Author – Raschka Juster

Concepts	Themes
 Change Relationships Structure Exploration Creativity Loyalty Interactions 	 Love Mood Family Daily Routines
Issues or Debates	Problems or Challenges
Imagination vs. RealityValuing Family	 Leaving people you love How do we separate/distinguish reality from imagination?
Processes	Theories
 Real life experiences Making Connections (family traditions) Creativity 	 Kids look at the world through "rose-colored" glasses. Kids are egocentric.
Paradoxes	Assumptions or Perspectives
View the world through a child's eyesHappy and sad at the same time	Adults know everything.The truth hurts.

Suggested Literature Selection(s): <u>The Hello, Goodbye Window</u>

Look and Listen for...

Intelligent Behaviors: Humor Metacognition Persisting Creating, Innovating and Imagining Questioning and Posing Problems

> Story Focus: Finding Humor Creating, Innovating, and Imagining

Student Activities: Creating, Imagining, and Innovating, Problem Solving and Posing Questions, Persistence, Metacognition

Thinking Skills Focus: Describing Family Members (pg 121-5) Describing Similarities and Differences (pg 165-8) Verbal Sequences (pg 229) Verbal Classifications (pg 247)

Topic Focus: Family

Concept Focus: Relationships

Overarching Generalizations: All relationships are purposeful.

More Complex Generalizations (Two or more concepts):

- Relationships change over time.
- Change in relationships can be positive or negative.
- Change in relationships is necessary for growth.

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 families are alike and different
- How families help each other
- Basic needs

Suggested Vocabulary Words for Discussion:

- harmonica
- Point of View
- Queen of England
- reflection
- specialty

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:

- Harmonica Play the harmonica like Grandpa
- Reflection Which material is reflective? (wood, aluminum foil, mirror, felt, paper, water)
- Specialty During Circle Time, each student will tell their own 'specialty'.
- Queen of England Role play that the Queen is coming. Entertain the Queen with tea.
- Point-of-View Using various picture cards, have students describe what they see.

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 examples of relationships?

As teacher shows two pictures, students decide what the relationships are.

Facet 2 – INTERPRETATION

How do relationships relate to me?

Students give a thumbs up or thumbs down to show if they have a relationship with the picture shown by the teacher.

Facet 3 – APPLICATION

How might relationships help us to cope with change over time?

Have 1 student race a partner team in picking up equal amounts of objects off the floor. (Should show 2 working together is better than 1 working alone)

Facet 4 – PERSPECTIVE

What are the strengths and weaknesses of relationships?

Given both positive and negative scenarios, students will discuss and teacher will list strengths and weaknesses of each.

Facet 5 – EMPATHY

What would it be like to walk in another's shoes?

Students will role play the role of another as shown on the "role-play" card they choose. (Ex. Teacher, fireman, principal, policeman, etc.)

Facet 6 – SELF-KNOWLEDGE

What are my strengths and weaknesses in my relationships (with my family?)

Students will draw a picture on each side of paper illustrating 1 strength and 1 weakness they bring to their family relationships.

Language Arts 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	
Construct your family tree with all members labeled. Show relationships between family members.	Given a specific event from the literature, Partner Set 1 will role play that event for Partner Set 2. Partner Set 2 must guess the correct scene. Reverse role play/audience with a new event form the story.	
*How do these relationships relate to me?	*What would it be like to walk in another's shoes?	
V_L_S_*_M_B_P_*_I_N	V_*_L_S_*_M_B_*_P_*_IN	
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling	
Using a Venn Diagram, compare and contrast your grandparents to the grandparents in the story.	Write a letter to a family member that lives fa away describing your favorite way to spend your day.	
*What are examples of relationships?	*What GIB did you use?	
V_L <u>*S*M_B_P*I*N_</u>	V_*_L_SM_B_P_I_*_N	

Real World Connections With Products:

Categorize, generate, compare and contrast, create, describe, construct, illustrate, evaluate, distinguish, predict

Real World Applications:

Builder, Musician, Chef, Meteorologist, Astronomer, Teacher, Day Care Provider, Homemaker, Delivery Person, Scientist

Real World Terms:

Point-of-view, relationships, change, monarchy/republic (quick explanation)

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.

More Complex Generalizations (Two or more concepts):

Relationships change over time Change in relationships can be positive or negative Change in relationships is necessary for growth

Essential Question

(Include concept and intelligent behavior that leads to deeper understanding of the concept through

exploration of the generalization)

1. What are relationships?

2. What are examples of relationships?

3. How might relationships help us to cope with change over time?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Construction paper
- Crayons
- Scissors
- Glue
- Book event/scenario cards
- Venn Diagrams
- Paper
- Pencil
- Large paper folded into three columns (12 x 18)
- Poster board
- Markers
- Magazines
- Book -<u>Hello, Goodbye Window</u>

Meta-Cognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

- What are examples of relationships?
- How do relationships relate to me?
- How might relationships help us deal with change?
- What are the strengths and weaknesses of relationships?
- What would it be like to walk in another's shoes?
- What are my strengths and weaknesses in my relationships (with my family?)

Intelligent Behaviors:

- What GIBs did the main character of the story use?
- What GIBs did you use to complete this task rotation?
- How does the story display humor?

Literary Perspectives:

- 1. How does The Kissing Hand relate to Hello, Goodbye Window?
- 2. How do you relate to the main character in <u>Hello, Goodbye Window</u>?
- 3. What is special about the relationship between the girl and her grandparents?
- 4. Identify the family members in the Hello, Goodbye Window.

Student/Teacher Reflections

Can you describe what you learned in this unit?

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	Interpersonal Learner (B) Sensing-Thinking
Select family members by height and order them from shortest to tallest.	Partners will determine objects in the room that are shorter than, equal to, and taller than themselves and record their findings on the
*Will these relationships change over time? Will this affect the order of sequence?	height data sheet. *Which GIB did you use to complete this task?
V_L <u>*_S_*_M_B_P_I_N_</u>	<u>V L * S M B * P * I N</u>
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
Design a paper window and display in each quadrant an illustration of a tree as it looks in each season. Label your quadrants.	Design patterns using 3 different sizes of stars. Label your patterns to show the relationships.
*Write a sentence explaining how the tree changed in each season.	*Which GIB did you use?
V_*_L_*_S_*_MBPIN_*_	V_L_*_S_*_M_B_P_I_N

Real World Connections With Products:

Select, compare/contrast, determine, order, design, display, construct, locate, distinguish, and create

Real World Applications:

Advertiser, carpenter, composer, researcher, illustrator, designer, detective, judge

Real World Terms: Patterns, sequence, sort & classify, and compare

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.

More Complex Generalizations (Two or more concepts):

Relationships change over time. Change in relationships can be positive or negative. Change in relationships is necessary for growth.

Essential Question

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

1. What are relationships?

2. What are examples of relationships?

3. How might relationships help us to cope with change over time?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Markers
- Glue
- Shells, buttons, toys, etc.
- Family member template (or felt-board family member)
- Crayons
- Construction paper
- Height data sheet
- Paper strips (5 various sizes)
- Square paper
- Magazines
- Scissors

Meta-Cognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

- What are examples of relationships?
- How do relationships relate to me?
- How might relationships help us deal with change?
- What are the strengths and weaknesses of relationships?
- What would it be like to walk in another's shoes?
- What are my strengths and weaknesses in my relationships (with my family?)

Intelligent Behaviors:

- What GIBS did you use to complete this task rotation?
- How did persistence help you complete this task?
- How did creating, innovating and imagining help you complete this task?

Literary Perspective:

- How does the seasonal tree show a change over time?
- Hypothesize and support which season it was in the book <u>Hello, Goodbye Window.</u>

Student/Teacher Reflections

Can you describe what you learned in this unit?

Concept: Relationships

Topic: Family

Generalization(s): All relationships are purposeful.

Essential Question(s):

- 1. What are relationships?
- 2. What are examples of relationships?
- 3. How might relationships help us to cope with change over time?

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Retell the story in your own words.	Compare and contrast using a Venn Diagram what Nanny/Poppy do/give to the little girl?	How might the story be different if Nanny and Poppy lived in a city apartment building?	What part of this story did you like the best?
2	Given story pictures, sequence the pictures as they occurred in the story.	Why is the window named the hello, goodbye window? Support your answer.	How is the way you spend your days with your grandparents like the girl's day in the story?	Invite a friend to spend the day with you at your Nanny/Poppy's house. Describe what fun your day will be.
3	Select 5 events from the story and construct a timeline of the little girl's day.	Predict what activities the little girl will do with her grandchildren when she becomes a Nanny. Include at least 3 new activities not in the book.	Create your own Hello, Goodbye Window and show what you see outside?	Share your specialty with a partner, tell how you became so good at it, and how you plan to improve it.

Task Rotation Menu

Real World Connections With Products:

Categorize, generate, compare and contrast, create, describe, construct, illustrate, evaluate, distinguish, predict

Real World Applications:

Builder, Musician, Chef, Meteorologist, Astronomer, Teacher, Day Care Provider, Homemaker, Delivery Person, Scientist

Real World Terms:

Point-of-view, relationships, change, monarchy/republic (quick explanation)

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.

More Complex Generalizations (Two or more concepts):

Relationships change over time. Change in relationships can be positive or negative. Change in relationships is necessary for growth.

Essential Question

(Include concept and intelligent behavior that leads to deeper understanding of the concept through

exploration of the generalization)

1. What are relationships?

2. What are examples of relationships?

3. How might relationships help us to cope with change over time?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Construction paper
- Crayons
- Scissors
- Glue
- Book event/scenario cards
- Venn Diagrams
- Paper
- Pencil
- Large paper folded into three columns (12 x 18)
- Posterboard
- Markers

- Magazines
- Book <u>Hello, Goodbye Window</u>

Meta-Cognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

- What are examples of relationships?
- How do relationships relate to me?
- How might relationships help us deal with change?
- What are the strengths and weaknesses of relationships?
- What would it be like to walk in another's shoes?
- What are my strengths and weaknesses in my relationships (with my family?)

Intelligent Behaviors:

- What GIBs did the main character of the story use?
- What GIBs did you use to complete this task rotation?
- How does the story display humor?

Literary Perspectives:

- 1. How does The Kissing Hand relate to Hello, Goodbye Window?
- 2. How do you relate to the main character in Hello, Goodbye Window?
- 3. What is special about the relationship between the girl and her grandparents?
- 4. Identify the family members in the <u>Hello, Goodbye Window</u>.

Student/Teacher Reflections

Can you describe what you learned in this unit?

Language Arts Student Reflections and Assessments Task Rotation Learning Experience K-2

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

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking	
Categorize 3 different relationships in your life through illustrations with labels.	Role play a time when there was a change in your family. Justify to your partner if the change was positive or negative.	
*How will these relationships change over time?	*How might relationships help us to deal with change?	
V_L <u>*S*M_B_P*I*N_</u>	V_*_LS_*_MB_*_P_*_I_*_N	
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling	
Compare and contrast on a Venn Diagram your family with a partner's family. Discuss the Essential Question with your partner.	Create a "wanted" poster describing positive characteristics of a family.	
*What are my strengths/weaknesses in my relationship with my family?	*How might these characteristics change over time?	
V_L <u>*S*M_B_P*I*</u> N_	V_*_LS_*_MBPI_*_N	

Real World Connections With Products:

Select, compare/contrast, determine, order, design, display, construct, locate, distinguish, and create

Real World Applications:

Advertiser, carpenter, composer, researcher, illustrator, designer, detective, judge

Real World Terms: Patterns, sequence, sort & classify, and compare

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.

More Complex Generalizations (Two or more concepts):

Relationships change over time. Change in relationships can be positive or negative. Change in relationships is necessary for growth.

Essential Question

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

1. What are relationships?

2. What are examples of relationships?

3. How might relationships help us to cope with change over time?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Markers
- Glue
- Shells, buttons, toys
- Family member template (or felt-board family member)
- Crayons
- Construction paper
- Height data sheet
- Paper strips (5 various sizes)
- Square paper
- Magazines
- Scissors

Meta-Cognitive Discussion (Essential Questions): (Whole Group)

Conceptual Perspectives:

- What are examples of relationships?
- How do relationships relate to me?
- How might relationships help us deal with change?
- What are the strengths and weaknesses of relationships?
- What would it be like to walk in another's shoes?
- What are my strengths and weaknesses in my relationships with my family?

Intelligent Behaviors:

- What GIBS did you use to complete this task rotation?
- How did persistence help you complete this task?
- How did creating, innovating and imagining help you complete this task?

Literary Perspective:

- How does the seasonal tree show a change over time?
- Hypothesize and support which season it was in the book <u>Hello, Goodbye Window.</u>

Student/Teacher Reflections

Can you describe what you learned in this unit?

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 Given various lengths of paper strips, construct an order of sequence from tallest to shortest.	Interpersonal Learner (B) Sensing-Thinking Partners will go on a scavenger hunt outside and find/record items in nature that are shorter, equal to, and taller than themselves.
*Will this relationship change over time? Justify your answer.	*How did persistence help you complete this task?
V_*_L_*_S_*_MBPIN	V_L <u>*S_M_B*P*I_N*</u>
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
Create a window by folding a paper into quarters and label each by season. Distinguish between each season by selecting clothes and/or objects from as magazine that relate to each given season on your paper window. Cut and glue them on the appropriate quadrant.	Design patterns using everyday objects. Label your patterns to show the relationships.
*How does the change in the seasons affect your life?	*How did the GIB of "Creating, Innovating, and Imagining" help you complete this task?
V_*_L_*_S_*_MBP_*_I_*_N	V_L <u>*_S_*_M_B_P_I_N_</u>

Real World Connections With Products:

Select, compare/contrast, determine, order, design, display, construct, locate, distinguish, and create

Real World Applications:

Advertiser, carpenter, composer, researcher, illustrator, designer, detective, judge

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Essential Question

(Include concept and intelligent behavior that leads to deeper understanding of the concept through

exploration of the generalization) 1. What are relationships?

2. What are examples of relationships?

3. How might relationships help us to cope with change over time?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Markers
- Glue
- Shells, buttons, toys,etc.
- Family member template (or felt-board family member)
- Crayons
- Construction paper
- Height data sheet
- Paper strips (5 various sizes)
- Square paper
- Magazines
- scissors

Meta-Cognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

- What are examples of relationships?
- How do relationships relate to me?
- How might relationships help us deal with change?
- What are the strengths and weaknesses of relationships?
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- What GIBS did you use to complete this task rotation?
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Literary Perspective:

- How does the seasonal tree show a change over time?
- Hypothesize and support which season it was in the book <u>Hello, Goodbye Window.</u>

Student/Teacher Reflections

Can you describe what you learned in this unit?

Additional Support Materials:

Favorite Read Aloud's:

<u>The Kissing Hand</u> <u>The Rainbow Fish</u> <u>The Giving Tree</u>

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?

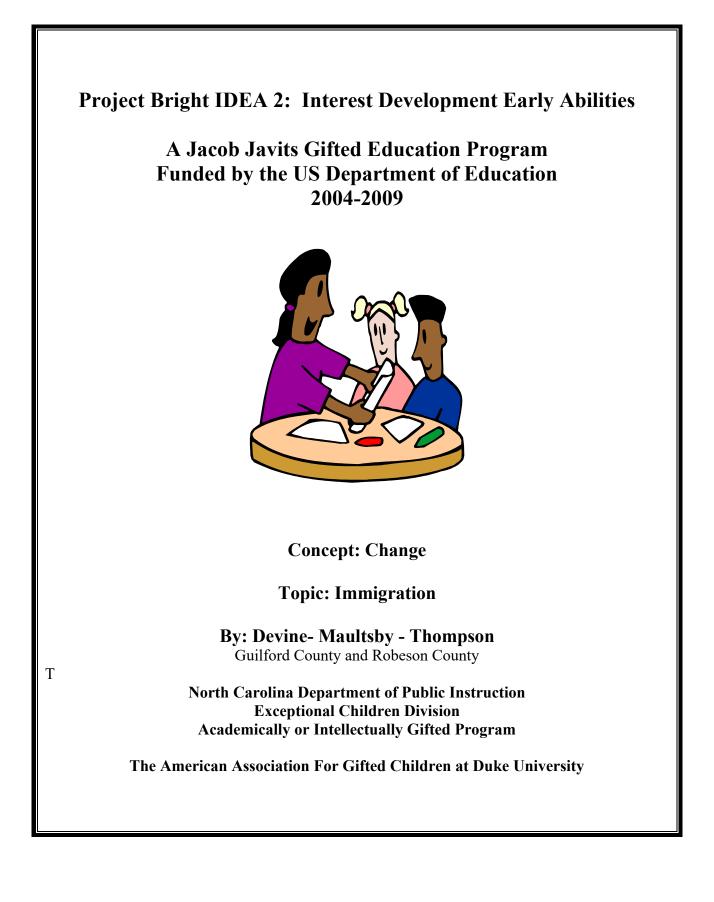
5. What were "ah ha's?" for the students? For teachers?

"Additional Comments

APPENDIX

A

Additional Instructional Concept-Based Activities



Big Ideas Manifested

Topic -Immigration Literature Selection –Hannah is My Name Author –Belle Yang

Concepts	Themes
Change Systems	Change happens naturally or can be made by people.
Issues or Debates	Problems or Challenges
Legal vs. illegal aliens Amnesty vs. deportation	Survival
Processes	Theories
Decision making Gaining a green card waiting	Perseverance All things come to those who wait America is the besst
Paradoxes	Assumptions or Perspectives
Chinese with an American Name Work more earn less Americans make good money	America is the land of opportunity

Concept: Change

Topic: Immigration

Suggested Literature Selection(s): Hannah is My Name – (Henry and The Kite Dragon) (Yoko by Rosemary Wells) (Mahjong All Day Long)

Look and Listen for...

Intelligent Behaviors: Persistence, Metacognitive Thinking, Questioning and Posing problems.

Story Focus - Intelligent Behaviors Persistence, Metacognitive Thinking, Questioning and Posing problems.

Student Activities - Intelligent Behaviors Persistence, Metacognitive Thinking, Questioning and Posing problems.

Thinking Skills Focus: Use Building Thinking Skills from book that aligns with the GIB.

Topic Focus: Immigration

Concept Focus: Change

Overarching Generalizations: Change equals more change: Change can be positive or negative; Change is inevitable; Change is necessary for Growth; Change can be evolutionary or revolutionary

More Complex Generalizations (Two or more concepts): Change and Systems = Change occurs when you follow the system

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: Culture – Transportation – Rules and Laws- Maps – Communities – Foods – Education – Alike and Different – Venn Diagrams – Patterns

Suggested Vocabulary Words for Discussion: Immigration, citizenship, green card, Tiawan, Equality, (visa, passport), change, survival

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: games for the vocabulary – create cards with similar terms and find someone that matches your card. Make fortune cookie statements. Can you find more words that are palindromes? Hannah and Bob

Hooks:

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

Six Facets of Understanding

Facet 1 – EXPLANATION

EQ. What are some examples of change? What might happen if your address changed? What would change look like in your classroom? Look at the Chinese characters, how would you spell your name? How would it sound?

Facet 2 - INTERPRETATION

EQ. What is the meaning of changes? Imagine you were moving to a new country, what country would you pick and what would your new name be?

Facet 3 - APPLICATION

EQ. How is change applied to the larger world?

How does the north pole look during the summer? How do Highpoint/ Fairmont look in the summer? Draw a picture to demonstrate the differences.

Facet 4 - PERSPECTIVE

EQ. What are strengths and weaknesses of change in the world? Hypothesize that there will no longer be any hot dogs in the world. How will the world change? Make a journal entry describing this horrific event.

Facet 5 – EMPATHY

EQ. What would it be like to walk in someone else's' shoes? Whose shoes would you walk in and why? Draw a picture of yourself in these new shoes.

Facet 6 – SELF-KNOWLEDGE

EQ. What are your strengths and weaknesses in change? Mold a clay figure that shows one of your changes. Is this change a strength or weakness? Explain.

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
Develop an emotional flow chart for Hannah. Develop an emotional flow chart for someone who is going through change. How does change effect your emotions? What GIB did you use to complete the flow chart?	Role play / plan a skit that describes Hannah's Americanization. Incorporate the song Hannah sang in the story into your skit. Role play your first day of school and how it has changed from the first day to the present. How does going to school change your life? What GIB did you use while acting out the skit?
V_*L_*S <u>*</u> MBPIN	<u>VLSM*B*</u> P_I <u>*</u> N
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
Compare and contrast how you felt leaving home(day care and other care) and going to school versus Hannah's experience leaving her home and coming to America. Compare and contrast Taiwan and America Are these experiences positive or negative? What GIB best applies to this situation?	Generate a green card. Brainstorm a list of things you can do now compared to what you could do the first week of school, how will you look and how will you change from now to the end of the year? How have you changed over time? How have some things remained the same? What GIB did you use to generate a green card? What GIB have you not used? Why?
V_*_L*S_*_MBPIN	V_*_LS_*_MBP*IN

Real World Connections With Products:

Create, Generate, Develop, Perform, Discuss

Real World Applications: Actor, Teacher, Inspector, Citizen, Employee, Employer, Entrepreneur

Real World Terms: Citizen, Career, Equality, Taiwan, Immigration, Poverty, Survival, Citizenship

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 systematic. Change can be positive or negative. Change creates more change.

More Complex Generalizations (Two or more concepts): Change occurs when you follow the system.

Essential Question: How does change affect your life?

(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

• Flow chart, Pictures of Feelings, Vocabulary Cards, Venn Diagram, T-Chart, Map, Book, Song on chart paper, Construction paper, Prior work samples from portfolio, beads and string.

•

MetaCognitive Discussion (Essential Questions): How does change affect your life?

(Whole Group)

Conceptual Perspectives:

- 1. What are some examples of change?
- 2. What would your classroom look like if it changed?
- 3. How is change applied to the world?
- 4. What are the strengths and weaknesses of change?

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 Behaviors did you see as your strength in these activities?
- 5. Why?
- 6. What Intelligent Behaviors do you think you would like to work on developing in the next unit of study?
- 7. How do you demonstrate these Intelligent Behaviors daily?

Literary Perspectives:

- 1. Who are the characters in the book?
- 2. Describe the change Hannah has to undertake?
- 3. How would Hannah's life look if she had been deported?
- 4. Why would you recommend this book to a friend?
- 5. How did the store owner help Baba?

Student/Teacher Reflections

Create a picture or timeline about the story, explain what you drew and how it shows the story's meaning. Use Gifted Intelligent behaviors of characters and ones **you** used to explain your final product.

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 Create a pattern from Hannah's environment. You can use music, color representations, nature or shapes. You and your partner are sounds in the community. Role play a game using patterns and have the class guess Name the GIB you used. which pattern you are representing. Ask the class what GIB they used to figure out the answers. 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** Evaluate one of the patterns from Hannah is My Hannah needs a new building now that she is a citizen. Name. Can you detect the different styles of Imagine what her new home would look like. Design a patterns? Plan how you will structure and label new building with shapes, patterns and colors. You can these patterns. Create a plan to share your results use any medium. with the class. What GIB did you not use? Identify the GIB each one of you used to complete this task. V* L S* M B* P I* N* V* L* S * M B P* I* N

Real World Connections With Products:

Create, Generate, Develop, Perform, Discuss

Real World Applications:

Actor, Teacher, Inspector, Citizen, Employee, Employer, Entrepreneur

Real World Terms:

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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 systematic. Change can be positive or negative. Change creates more change

More Complex Generalizations (Two or more concepts): Change occurs when you follow the system.

Essential Question(s): How does change affect your life?

(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

• Unifix cubes attribute blocks, play doh, construction paper, paint, map, building blocks, paper, pencil, and scissors.

MetaCognitive Discussion (Essential Questions): How does change affect your life?

(Whole Group)

Conceptual Perspectives:

- 1. What are some examples of change?
- 2. What would your classroom look like if it changed?
- 3. How is change applied to the world?
- 4. What are the strengths and weaknesses of change?

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 Behaviors did you see as your strength in these activities? Why?

5. What Intelligent Behaviors do you think you would like to work on developing in the next unit of study?

6. How do you demonstrate these Intelligent Behaviors daily?

Literary Perspective:

1. Who are the characters in the book?

- 2. Describe the change Hannah has to undertake?
- 3. How would Hannah's life look if she had been deported?
- 4. Why would you recommend this book to a friend?
- 5. How did the store owner help Baba?

Student/Teacher Reflections

Describe changes in nature. What patterns, colors, events lead to these changes? Generate a poster of one aspect of the change you and your partners can see in nature.

Concept: Change

Topic: Immigration

Generalization(s):

Essential Question(s): How does change affect your life?

Lough	Mastan	Understanding	Self-Expressive	Interpersonal
Level 1	Mastery Use the flow	Use the Venn	Design a green	Choose a song that
1	chart and place	diagram and	card.	best describes your
	the emotion	place the items	curu	first day of school
	icons in the	that are from		from the list. Sing
	right sequence	Taiwan and from		that song with
	for Hannah's	the United States.		your team mates.
	life changes.			
2	Use the flow	Use the Venn	Produce a green	Write a journal
	chart and draw	diagram and	card from the	entry about
	Hannah's	draw in items	materials	Hannah's first day
	emotional	that are from	provided. Be	of school. How did
	changes in the correct	Taiwan and the United States.	sure to use two vocabulary	she look, feel, think, and sound.
	sequence.	United States.	words.	tillik, and sound.
	1			
3	Develop an	Create a Venn	Generate a	Incorporate a
	emotional flow	diagram that	green card that	song, and
	chart for	shows the	allows a student	illustration in your
	Hannah's life	similarities and	to enter	journal entry that
	changes.	differences	Kindergarten	describes
		between Taiwan and the United	with two or	Hannah's first day in America.
		States	more vocabulary	m America.
		Blatts	words.	

Task Rotation Menu

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Actor, Teacher, Inspector, Citizen, Employee, Employer, Entrepreneur

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Concept Focus: Change

Overarching Generalizations: Change is systematic.

Change is systematic. Change can be positive or negative. Change creates more change

More Complex Generalizations (Two or more concepts): Change occurs when you follow the system.

Essential Question: How does change affect your life?

(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

- Flow chart, Pictures of Feelings, Vocabulary Cards, Venn Diagram, T-Chart, Map, Book, Song on chart paper, Construction paper, Prior work samples from portfolio, beads and string.
- •
- •

MetaCognitive Discussion (Essential Questions): How does change affect your life?

(Whole Group)

Conceptual Perspectives:

- 1. What are some examples of change?
- 2. What would your classroom look like if it changed?
- 3. How is change applied to the world?
- 4. What are the strengths and weaknesses of change?

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 Behaviors did you see as your strength in these activities? Why?

5. What Intelligent Behaviors do you think you would like to work on developing in the next unit of study?

6. How do you demonstrate these Intelligent Behaviors daily?

Literary Perspectives:

1. Who are the characters in the book?

- 2. Describe the change Hannah has to undertake?
- 3. How would Hannah's life look if she had been deported?
- 4. Why would you recommend this book to a friend?
- 5. How did the store owner help Baba?

Student/Teacher Reflections

Create a picture or timeline about the story, explain what you drew and how it shows the story's meaning. Use Gifted Intelligent behaviors of characters and ones **you** used to explain your final product.

Literature 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 Construct a flow chart that summarizes the emotions a person has when he/she goes through a change.	Interpersonal Learner (B) Sensing-Thinking Role play / plan a skit that focuses on the changes those students go through when they enter Kindergarten. What are some of the changes, and emotions that occur? Show these results on a chart or graph.
V*_LS_*MBP*_IN	V_*LS_*MB*_P_*IN
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
Compare and contrast the changes that Hannah goes through as she arrives in the United States, with the changes you went through from home to Kindergarten.	Design a picture of you and Hannah. Use word bubbles to show the GIBs that Hannah used as she changed. What GIBs do you and Hannah has that are the same. How do you use these?
V*_L_S_M_B_P_I_N_	V*L_S_*M_B_P_I*_N

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Concept Focus: Change

Overarching Generalizations:

Change equals more change: Change can be positive or negative; Change is inevitable; Change is necessary for Growth; Change can be evolutionary or revolutionary

More Complex Generalizations (Two or more concepts): Change and Systems = Change occurs when you follow the system

Essential Question: How does change affect your life?

(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

- paper, flow chart, graph paper, chart paper, Venn diagram, map, pencils, markers, crayons
- •

MetaCognitive Discussion (Essential Questions): How does change affect your life?

(Whole Group)

Conceptual Perspectives:

- 1. What are some examples of change?
- 2. What would your classroom look like if it changed?
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Intelligent Behaviors:

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Student/Teacher Reflections

Create a picture or timeline about the story, explain what you drew and how it shows the story's meaning. Use Gifted Intelligent behaviors of characters and ones **you** used to explain your final product.

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 Analyze one of your patterns from your task rotation and create a new pattern that changes. Is this pattern more or less complicated? How did your pattern change? What GIB did you use to create this pattern?	Interpersonal Learner (B) Sensing-Thinking Add a pattern to you partner's original design. What pattern did your partner add to the original design? Did your selections change the rhythm of the pattern? Share and coordinate a final product for the class. Which GIB worked with this activity?	
V*_L_S*_M_B_P_I_N_	V*_L_*_SMBP*IN	
Understanding Learner (C) Intuitive-Thinking Why did the pattern change when you added your choice to the pattern? Did you add one or two elements? Did you use more than one GIB? Explain the GIBs that you used.	Self-Expressive Learner (D) Intuitive-Feeling Generate a graph that shows the patterns from your group. Which pattern was used the most. Did your grap show the same results as the other groups? How did you graph change when all the groups were combined? Structure a class graph combining all the results. Did th class graph differ from the small group examples? How many GIBs were used in the small groups? How many more or less were used for the larger class graph	
V*_L_S*_M_B_P_I*_N_	V_*_L*S*MBP*I*_N	

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Essential Question: How does change affect your life? (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

- pattern blocks, graph paper, attribute blocks, crayons, pencils, markers, chart paper, shapes, musical instruments,
- •

MetaCognitive Discussion (Essential Questions): How does change affect your life?

(Whole Group):

Conceptual Perspectives:

- 1. What are some examples of change?
- 2. What would your classroom look like if it changed?
- 3. How is change applied to the world?
- 4. What are the strengths and weaknesses of change?

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 Behaviors did you see as your strength in these activities? Why?

5. What Intelligent Behaviors do you think you would like to work on developing in the next unit of study?

6. How do you demonstrate these Intelligent Behaviors daily?

Literary Perspectives:

1. Who are the characters in the book?

- 2. Describe the change Hannah has to undertake?
- 3. How would Hannah's life look if she had been deported?
- 4. Why would you recommend this book to a friend?
- 5. How did the store owner help Baba?

Student/Teacher Reflections

Create a picture or timeline about the story, explain what you drew and how it shows the story's meaning. Use Gifted Intelligent behaviors of characters and ones **you** used to explain your final product.

Additional Support Materials:

Favorite Read-Alouds: China by Henry and the Kite Dragon by Yoko by Rosemary Wells **Declaration of Independence by** Mahjong all day Long by The Five Chinese Brothers by Claire Hutchet Ping by The Bagel by Dim Sum For Everyone by Grace Lin Finger Plays, Nursery Rhymes and Songs: **Songs** This Land is Your Land America The Name Game America the Beautiful **Star Spangled Banner** Songs from Taiwan???

<u>Finger Plays</u> Where is Thumbkin?

<u>Nursery Rhymes</u> Beyond the Great Mountains Poems about China by Ed Young Two Tigers unknown author

Video Clips: Mulan, United Streaming, Enchanted Learning.com

Paintings & Prints: Chinese Art, Chinese Writing

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: Community

By: Sheri Hicks Northwood Elementary Brenda Watts J.C. Sawyer Elementary

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 - Community Literature Selection –Henry and the Kite Dragon

Concepts	Themes
Conflict/Relationships/Change	Diversity creates conflict Relationships can change the for better as understanding increases
Issues or Debates	Problems or Challenges
Silence vs. communication	Henry and his Chinese friends confront Tony and his Italian friends.
Processes	Theories
Communication/socialization/problem solving	Basically we are all good.
Paradoxes	Assumptions or Perspectives
"Same but different"	All cultures hold the same beliefs. Conflict promotes growth. Conflict allows for 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: Conflict

Suggested Literature Selection(s): Henry and the Kite Dragon

Look and Listen for...

Intelligent Behaviors Finding Humor/Persisting/Metacognition/Questioning and posing problems/Creating/Imagining/Innovating

Story Focus Questing and Posing Problems Creating/Imagining/Innovating

Student Activities Finding humor/persisting/metacognition/questioning and posing problem/creating,imagining,innovating

Thinking Skills Focus: Building Thinking Skills. Pg.37 Figural Similarities and Differences

Topic Focus: Community

Concept Focus: Conflict

Overarching Generalizations: Diversity creates conflict. Conflict may be intentional or unintentional.

More Complex Generalizations (Two or more concepts): In order for relationships to grow change is inevitable. 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: NC Standard Course of Study Social Studies 1.04 Recognize that families and groups have similarities and differences. 1.05 Compare and contrast custom of families in communities around the world.

Read related literature: Yoko by Rosemary Wells

Hannah is My Name by Belle Yang

(after reading these two stories students will complete an art activity related to Chinese New Year, and have a tasting party)

Suggested Vocabulary Words for Discussion: Culture Conflict Relationship Community Chinatown Little Italy New York City

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:

Using a globe identify the countries of China and Italy.

Identify New York City, and talk about its' importance to immigrants.

Students will take turns tossing a bean bag at the kite and explain the meaning of the vocabulary word on which the bean bag lands.

Hooks:

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

Six Facets of Understanding

Facet 1 – EXPLANATION EQ What are examples of conflict? Activity: Draw a picture that illustrates a conflict. **Facet 2 - INTERPRETATION** EX How does conflict relate to me or us? Activity: Describe a conflict that you had recently with someone in your class. **Facet 3 - APPLICATION** EQ How might conflict help us to solve our problems? Activity: Based on scenarios, given by the teacher, the student will decide on an outcome, and explain his/her choice. **Facet 4 - PERSPECTIVE** EQ What are other possible reactions to conflict? Activity: Explain Grandfather's point of view. How does it compare to Henry's? Facet 5 – EMPATHY EQ How might we reach an understanding about a conflict we experience? Activity: Imagine you are Henry. Will you continue to have a relationship with Tony in the future. Facet 6 – SELF-KNOWLEDGE EQ How do I know how to resolve a conflict? Activity: Reflect on a recent conflict. Was it the best resolution? Can you think of a better resolution? Why?

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
Retell the story Sequence the story using picture cards that show that conflicts in the community can cause relationships to change.	Role play Henry's conversation with Tony. Switch roles. Explain how their relationship changed.
GIBS What gifted and intelligent behaviors did you use to recall the story?	GIBS What gifted and intelligent behaviors did you use to explain your answer?
V_*_L_*_SMBPIN	<u>V_*_L*_S_M_B_P_*_I_N</u>
Understanding Learner (C) Intuitive-Thinking Using a T-Chart compare and contrast how Henry and Tony are related in some way.	Self-Expressive Learner (D) Intuitive-Feeling Create a kite that tells a story about you and your family.
GIBS What gifted and intelligent behaviors did you use to decide these similarities and differences?	GIBS What gifted and intelligent behaviors did you use to create your kite?
V_*L*_SMBP_*_I_*_N	V_*_L_S_*_M_B_P_*_I_*_N

Real World Connections With Products: Application (solve problems....describe strategies used)

Real World Applications: parent/employer/teacher/leader

Real World Terms: solve/compromise/resolve

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/Relationships/Change

Overarching Generalizations: Diversity creates conflict.

More Complex Generalizations (Two or more concepts): Conflict may allow for synthesis and change. In order for relationships to grow, change is inevitable.

Essential Question

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

GIBS....humor/persisting/questioning and posing problems/creating ,imagining, innovating/ metacognition

EQ How might conflict help us to solve our problems?? How might we reach an understanding about a conflict we experience?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Henry and the Kite Dragon
- Paper/pencil/crayon/paint
- Materials requested by student
- Yoko by Rosemary Wells
- Hannah is My Name by Belle Yang

MetaCognitive Discussion (Essential Questions): How can conflict be inevitable? How might conflict help us to solve our problems?

(Whole Group)

Conceptual Perspectives: 1. Why do we have conflicts?

- 2. How can conflicts be avoided?
- 3. How can conflicts be resolved?
- 4. How do relationships change with conflict?

Intelligent Behaviors: 1. What gifted intelligent behaviors helped you complete this task rotation?

- 2. When did you use questioning and posing problems to help you solve this activity? How did it help?
- 3. What intelligent behaviors did the characters in the story demonstrate?
- 4. How do you demonstrate these intelligent behaviors in your daily life?

Literary Perspectives:

- 1. What did Henry/Tony learn about conflict resolution?
- 2. What do you think Henry's grandfather learned about solving a conflict from his grandson?
- **3** How could the story have ended differently if Henry/Tony had not had a meeting in the park?
- 4. Would you recommend this book to someone else? Why/why not?

Student/Teacher Reflections 1. How can you describe what you are learning?

- 2. What problem solving strategies are you using?
- 3. What problem solving strategies worked best?
- 4. How will you use what you have learned the next time you solve a similar problem?

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
Create a pattern on your kite and explain using directional and positional words.	Devise a way for Henry to share five kites with Tony.
GIBS What gifted and intelligent behaviors did you use	GIBS What gifted and intelligent behaviors did you use
to create and explain your kite?	to share the kites between the boys?
V_*_L_*_S_*_MBP*IN	V_*_L_*_S_*_MBP_*_IN
Understanding Learner (C)	Self-Expressive Learner (D)
Intuitive-Thinking	Intuitive-Feeling
Compare and contrast the conflicting shapes of Grandfather's kites.	Construct a graph of classroom opinions based on the question: Do you think Henry solved his conflict with Tony in the correct way?
GIBS What gifted and intelligent behaviors did you use	GIBS What gifted and intelligent behaviors did you use
to compare and contrast the shapes of the kites?	to construct and explain your graph?
V_*_L_*_S_*_MBPIN	V_*_L_*_S_*_MBP_*_IN

Real World Connections With Products: Application (problem solve/share, counting, graphing, compare/contrast.

Real World Applications: architects, builders, construction, carpentry, parent, teachers, citizens

Real World Terms: solve/compromise/resolve/interpret data/compare,contrast

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/Relationships/Change

Overarching Generalizations: Conflict takes two sides. Conflict is a universal occurrence.

More Complex Generalizations (Two or more concepts): Change generates additional change. Conflict may allow for synthesis and change.

Essential Question(s):

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

GIBS humor/persisting/questioning and posing problems/creating,imagining,innovating/metacognition

EQ How might conflict help us to solve our problems? How might we reach an understanding about a conflict we experience?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Henry and the Kite Dragon
- Paper/pencil/crayon
- Chart paper
- Five small kites

MetaCognitive Discussion (Essential Questions): How might conflict help us solve our problems? How can conflict be inevitable?

(Whole Group)

Conceptual Perspectives: 1. Why do we have conflicts?

- 2. How can conflicts be avoided?
- 3. How can conflicts be resolved?
- 4. How do relationships change with conflict?

Intelligent Behaviors: 1. What gifted intelligent behaviors helped you complete this task?

- 2. When did you use questioning and posing problems to help you solve this activity? How did it help?
- 3. How do you demonstrate these intelligent behaviors in your daily life?

Literary Perspective: 1. What did Henry/Tony learn about conflict resolution?

- 2. What do you think Henry's grandfather learned about solving a conflict from his grandson?
- 3. How could the story have ended differently if Henry/Tony had not had a meeting in the park?

Student/Teacher Reflections 1. How can you describe what you are learning?

- 2. What problem solving strategies are you using?
- 3. What problem solving strategies worked best/
- 4. How will you use what you have learned the next time you solve a similar problem?

Concept: Conflict

Topic: Community

Generalization(s): Diversity creates conflict. Conflict may be intentional or unintentional.

Essential Question(s): How might conflict help us solve a problem? How might be reach an understanding about a conflict we experience?

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Retell the story of Henry and the Kite Dragon.	On a T-chart, compare and contrast the characteristics of Tony and Henry.	Brainstorm with your friend about a hobby you and your family enjoy.	Draw a picture of your favorite part of the story.
2	Sequence the story using picture cards.	Explain why Henry and his friends were angry with Tony and his friends.	Predict what might have happened if Henry and not talked with Tony?	How did it make you feel when Tony started to cry? Write about it in your journal.
3	Construct a story map that tells the events of the story.	Construct a letter that Henry would have written to Tony explaining their problem.	Create a kite that tells a story about you and your family.	In the future what goals do you think Henry and Tony should set for getting along?

Task Rotation Menu

Real World Connections With Products : Application (solve problems and describe strategies used?

Real World Applications: parent/employer/teacher/leader

Real World Terms: solve/compromise/resolve

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/Relationships/Change

Overarching Generalizations: Diversity creates conflict. Conflict takes two sides. Conflict is a universal occurrence.

More Complex Generalizations (Two or more concepts): Conflict may allow for synthesis and change. In order for relationships to grow, change is inevitable.

Essential Question:

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

GIBS humor/persisting/questioning and posing problems/creating, imagining, innovating/metacognition

EQ How might conflict help us to solve our problems? How might we reach an understanding about a conflict we experience?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Henry and the Kite Dragon
- Paper/crayon/markers/paint
- Picture cards from the story
- GIBS charts posted in classroom
- •

MetaCognitive Discussion (Essential Questions): How might conflict help us to solve our problems? How can conflict be inevitable?

(Whole Group)

Conceptual Perspectives: 1. Why do we have conflict?

- 2. How can conflicts be avoided?
- 3. How can conflicts be resolved?
- 4. How do relationships change with conflict?

Intelligent Behaviors: 1. What gifted intelligent behaviors helped you complete this task rotation?

2. When did you use questioning and posing problems to help you solve this activity? How did it help?

Literary Perspective: 1. What did Henry/Tony learn about conflict resolution?

- 2. What do you think Henry's grandfather learned about solving conflict from his grandson?
- 3. How could the story have ended differently if Henry/Tony had not had a meeting in the park?
- 4. Would you recommend this book to someone else? Why/why not?

Student/Teacher Reflections: 1. How can you describe what you are learning?

- 2. What problem solving strategies are you using?
- 3. What problem solving strategies worked best?
- 4. How will you use what you have learned the next time you solve a problem

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 Generate a list of some ways that conflicts in communities cause relationships to change. What GIBS did you use in solving this conflict? EQ How do relationships change with conflict? V_*_L_*_S_M_B_P*_I_*_N_	Interpersonal Learner (B) Sensing-Thinking Create a drawing where a conflict occurs between you and another friend that had a positive effect on your relationship. What GIBS did you use to explain your drawing? EQ How does conflict relate to me or us? V_*L_S_M_B_P*_I*_N_
Understanding Learner (C) Intuitive-Thinking Using a T-Chart compare and contrast how all cultures are related in some way. What GIBS do you use to decide these similatires/differences? EQ How might diversity create conflict? V*_L_*_SMBP_*_I_*_N	Self-Expressive Learner (D) Intuitive-Feeling Imagine if someone would not talk to you because of your skin color, eye color, or accent. How would that make you feel EQ How does having a conflict with someone make you feel? How do you react? What GIBS would you use to let us know how you are feeling?

V_*_LS_*_MBP_*_I_*_N	
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Real World Connections With Products: Application (solve problems...describe strategies used)

Real World Applications: parent/employer/teacher/leader

Real World Terms: resolve/compromise/resolve

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: Diversity creates conflict. Conflict takes two sides. Conflict is a universal occurrence.

More Complex Generalizations (Two or more concepts): Conflict may allow for synthesis and change. In order for relationships to grow, change is inevitable.

Essential Question:

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

GIBS humor/persisting /questioning and posing problems/creating,imagining,innovating/metacognition

EQ How might conflict help us to solve our problems? How might we reach an understanding about a conflict we experience?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper/pencil/crayon/paint
- Materials requested by student
- •

MetaCognitive Discussion (Essential Questions): How can conflict be inevitable? How might conflict help us to solve our problems?

(Whole Group):

Conceptual Perspectives: 1. How do we have conflicts?

- 2. How can conflicts be avoided?
- 3. How can conflicts be resolved?
- 4. How do relationships change with conflict?

Intelligent Behaviors:	1.	What gifted intelligent behaviors helped you complete this task
		rotation?

- 2. When did you use questioning and posing problems to help you solve this activity? How did it help?
- 3. What intelligent behaviors did the characters in the story demonstrate?
- 4. How do you demonstrate these intelligent behaviors in your daily life?

Literary Perspective: 1. What did Henry/Tony learn about conflict resolution?

- 2. What do you think Henry's grandfather learned about solving a conflict from his grandson?
- 3. How could the story have ended differently if Henry/Tony had not had a meeting in the park?
- 4. Would you recommend this book to someone else? Why/why not?

Student/Teacher Reflections 1. How can you describe what you are learning?

- 2. What problem solving strategies are you using?
- 3. What problem solving strategies worked best?
- 4. How will you use what you have learned the next time you solve s similar problem?

Math Student Reflections and Assessments **Task Rotation Learning Experience**

K-2

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

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking
Create a pattern on your name tag. Explain your pattern using directional and positional words.	Devise a way you could share five cookies with a friend. Explain your answer.
What GIBS did you use in solving this problem?	What GIBS did you use in finding a solution?
EQ How do the shapes in your pattern conflict?	EQ How might conflict help us solve our problems?
V_*_L_*_S_*_MBP_*_I_*_N	V*_L_*_S_M_B_P_*_IN
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
Compare and contrast these conflicting shapes: circle, triangle, rectangle and square. How did GIBS help you solve this problem?	Construct a graph of conflicting classroom opinions based on teacher generated question. (favorite ice cream flavor, favorite story, favorite pet) Interpret the results and report to the class. Which GIBS was most helpful in interpreting this information?
EQ How do relationships change?	EQ How does conflict relation to me/us?
V_*_L_*_S_*_MBPIN	V_*_L_*_S_*_MBP_*_I_*_N

Real World Connections With Products: Problem Solving/Sharing/Counting/Graphing/Compare and Contrast

Real World Applications: architects, builders ,construction, carpentry ,parent ,teachers ,citizens

Real World Terms: solve/compromise/resolve/interpret data/compare,contrast

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:Diversity creates conflict. Conflict takes two sides. Conflict is a universal occurrence.

More Complex Generalizations (Two or more concepts): Conflict may allow for synthesis and change. In order for relationships to grow change in inevitable.

Essential Question:

(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization) GIBS humor/persisting/questioning and posing problems/creating,imagining,innovating/metacognition

EQ How might conflict help us to solve our problems/ How might we reach an understanding about a conflict we experience?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper/pencil/crayon
- Attribute blocks
- Cookies
- Triangles, rectangles, squares, circles
- Chart paper
- •
- •

MetaCognitive Discussion (Essential Questions): How can conflict be inevitable? How might conflict help us to solve our problems?

(Whole Group)

Conceptual Perspectives: 1. Why do we have conflicts?

- 2. How can conflicts be avoided?
- 3. How can conflicts be resolved?
- 4. How do relationships change with conflict?

Intelligent Behaviors:	1.	What gifted intelligent behaviors helped you complete this task
		rotation?
	2.	When did you use questioning and posing problems to help you solve this activity? How did it help?

Literary Perspective: 1. What did Henry/Tony learn about conflict resolution?

- 2. What do you think Henry's grandfather learned about solving a conflict from his grandson?
- 3. How could the story have ended differently if Henry/Tony had not had a meeting in the park?

Student/Teacher Reflections: 1. How can you describe what you are learning.

- 2. What problem solving strategies are you using?
- 3. What problem solving strategies worked best?
- 4. How will you use what you have learned the next time you solve a similar problem?

Additional Support Materials:

Favorite Read-Alouds:	Yoko by Rosemary Wells
	My Name is Hannah by Belle Yang
	Five Chinese Brothers
	Ping
	Goldilocks and the Three Bears
	The Three Little Pigs
	The True Story of the Three Little Pigs
	Because of Winn Dixie
	Charlotte's Web
	Stellaluna

Finger Plays, Nursery Rhymes and Songs: Little Miss Muffet Humpty Dumpty Itsy Bitsy Spider Five Little Ducks Who Stole the Cookie from the Cookie Jar?

Video Clips: The Magic School Bus Series Videos Ugly Duckling Charlotte's Web Because of Winn Dixie Mulan Little Mermaid 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: Change

Topic: Black History

By: Barbara Szombara, Guilford County Schools & Robin Hammonds, Robeson 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 -Black HistoryLiterature Selection -Show WayAuthor -Jacqueline Woodson

Themes
 change is inevitable change can be evolutionary or
revolutionary
 change can be caused by people or nature
change occurs over time
everything is related in some way
all relationships change over time
 all relationships are purposeful
Problems or Challenges
 Changing others perceptions/Beliefs
Keeping and/or teaching traditions
Theories
Desegregation will not work
All men are created equal
 Survival of the fittest
Assumptions or Perspectives
Black People are inferior
 White people are superior
 Black people have no rights
Black people are possessions

Concept: Change

Topic: Black History

Suggested Literature Selection(s): Show Way, The Boy and the Cloth of Dreams, The Quilt Makers Journey, Story about Martin Luther King, Story Harriet Tubman

Look and Listen for		
Intelligent Behavior	rs: Persisting, Metacognition, Creating, Imagining & Innovating	
	Finding Humor, Questioning & Posing Problems	
Story Focus:	Persisting, Metacognition, Questioning & Posing Problems,	
	Creating, Imagining & Innovating, Finding Humor	
Student Activities	Persisting, Metacognition, Questioning & Posing Problems,	
	Creating, Imagining & Innovating, Finding Humor	

Thinking Skills Focu	s: Describing Things, Verbal Similarities, Verbal Sequences, Verbal Analogies
Topic Focus:	Black History

Concept Focus: Change

Overarching Generalizations:

- change is inevitable
- change occurs over time
- change can be caused by people or nature
- change can be positive or negative

More Complex Generalizations (Two or more concepts):

- * change in relationships can be caused by people or nature
- change in relationships is inevitable
- all relationships change over time
- change in relationships can be positive or 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:

Social Studies Goal 1 How individuals, families, and groups are similar and different. (1.01)(1.02)(1.05)

Food (slaves vs. today)Daily Life (work, play)Clothes (changed over time, girls/boys)Traditions (stories, quilts)

Social Studies Goal 2

Identify and exhibit qualities of responsible citizenship in the classroom, school and other social environments. (2.02)
Voting (black vote, women's vote, ballots)Problem Solving (informed decisions)
<u>Social Studies Goal 3</u> Recognize and understand the concept of change in various settings. (3.01)(3.02)
Families (change, grow)Life in the Past (slaves, 1900's, today)Black History (slavery, desegregation, famous people, life today)
<u>Social Studies Goal 5</u> Express basic geographic concepts in real life situations. (5.02)
Maps (South Carolina, North Carolina, United States, Compass Rose, Direction, perspectives)
<u>Social Studies Goal 6</u> Apply basic economic concepts to home, school and the community. (6.01)
Wants & Needs (slaves, children, adults, communities)
<u>Science Goal 3</u> Make observations and build an understanding of the properties of common objects. (3.02)
Quilts (fabrics, patterns, uses, sewing)
<u>Math Goal 3</u> Explore concepts of Geometry (3.03)
Signs & Symbols (maps, positions, directions)
<u>Math Goal 5</u> Model simple patterns and sort objects (5.01)(5.02)
Quilts (patterns, shapes, signs, symbols)Wants & Needs (slaves, children, adults)
Suggested Vocabulary Words for Discussion:
*Change *Relationship *Nature *Personal *Scenario
*Analyze *Cause & Effect
Plantation thread quilt slave patch freedom
*Main vocabulary

*Main vocabulary

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 Activities showing different changes

Display, and then categorize the relationship picture cards in a game.

Picture sort of natural and man-made environments

All About Me Book

Group Projects using Venn Diagrams

Mix 'n' Match Causes & Effects

Hooks:

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

Six Facets of Understanding

 Facet 1 – EXPLANATION

 Question – What are some examples of change?

 Activity – Using picture cards, describe the changes that are displayed.

Facet 2 – INTERPRETATION

Question – What are the implications of change?

Activity – Document a time when change affected your life.

Facet 3 – APPLICATION

Question – What are some everyday situations where persistence would cause a change?

Activity – Create an illustration of a time when you persisted and caused a change.

Facet 4 – PERSPECTIVE

Question – What are other possible reactions to change?

Activity - Compare and contrast the characteristics of a positive and negative change in your life using a 't-chart'.

Facet 5 – EMPATHY

Question – How do you feel when a relationship changes?

Activity – Imagine what it would be like if an important relationship in your life changed. Discuss with a partner.

Facet 6 – SELF-KNOWLEDGE

Question – What gifted intelligent behaviors do you possess that could evoke a change in your life or the life of others?

Activity – Recognize the gifted intelligent behaviors you use. Choose one that would help you to change something in the classroom. Document your gifted intelligent behavior and how you would use it to make a change.

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
Identify & draw at least 4 changes that people caused in the story. Create a time line showing the correct order these changes occurred.	Put together a role-play scene from the story that shows a change in a relationship between 2 characters.
What intelligent behaviors did you use to determine those changes?	How could you use humor to change the outcome of the role-play?
	Write in your journal how you think humor would change the relationship between the 2 characters.
V_x_L_x_S_x_M_B_P_I_N_	V_x_LSMB_x_P_x_IN
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
Compare and contrast 2 characters in the story. How are they alike? How are they different?	Design a quilt square that represents a change in your life, whether positive or negative, by making a lift the flap quilt square for a class 'Quilt of Change'.
How did you use questioning and posing problems to develop your analysis?	Which intelligent behavior/s enabled you to complete this activity?
V_x_L_x_S_x_MBP_x_I_x_N	V_L_x_S_x_M_B_x_P_x_I_N

Real World Connections With Products:

Compare, Contrast, Identify, Put together, Create, Design, Problem solving, Decision making.

Real World Applications:

Quilt maker, Analyst, Artist, Actor/Actress, Comedian, Historian, Author, Journalist, Psychologist, Director, and Politician.

Real World Terms:

Drama: actor, actress, play, theatre, movie, direct, roles, part, speech, stage cue, stage. Politics, public speaking, democrat, republican, white house, senate, congress, political party, Capital building.

Reporter, book, newspaper, journal, magazine, column, article.

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 occurs over time
- change can be caused by people or nature
- ***** change can be positive or negative

More Complex Generalizations (Two or more concepts):

- change in relationships can be caused by people or nature
- ***** change in relationships is inevitable
- ***** all relationships change over time
- change in relationships can be positive or negative

Essential Question

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

- change is inevitable
- change occurs over time
- change can be caused by people or nature
- change can be positive or negative

More Complex Generalizations (Two or more concepts):

- change in relationships can be caused by people or nature
- ***** change in relationships is inevitable
- * all relationships change over time
- change in relationships can be positive or negative

Materials Needed for Task Rotation and/or Task Rotation Menu

- props for role play scenario
- construction paper
- ✤ crayons
- scissors
- ✤ glue
- tape
- ✤ quilt square templates
- fabric
- rulers
- ✤ pencils
- marker pens
- ✤ stapler
- sentence strips
- ✤ journal
- venn diagram or t-chart template

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

- ***** How do people or nature cause change in relationships?
- ***** How is change in relationships inevitable?
- ***** Why do all relationships change over time?
- ***** How do positive or negative changes affect relationships?

Intelligent Behaviors:

- 1. How do we use Questioning and Posing problems to cause change?
- 2. How do you demonstrate persistence on a daily basis?
- 3. Which gifted intelligent behavior is needed to change a person's mood?
- 4. How could metacognition help you to solve a problem?
- 5. In what ways can we demonstrate the following gifted intelligent behaviors?
 - Persisting,
 - Metacognition,
 - Creating, Imagining & Innovating
 - * Humor,
 - Questioning & Posing Problems

Literary Perspectives:

- 1. Which change in the story do you relate to and why?
- 2. How else could the characters in the story reacted to change?
- 3. How did the characters feel when they were taken away from their family?
- 4. Pretend that you are a character in the story, what intelligent behavior would you have used to cause a change in your life or the life of others?
- 5. If slavery still existed today, what would be implications to your way of life?
- 6. What impact did this story have on you and what do you think was the author's intended impact?

Student/Teacher Reflections

<u>Reflection Piece</u> Children have a piece of paper folded in two. They write about how they feel about 'change' before starting the unit on one half of the paper. They complete the second half after they have completed the unit. <u>Think/Pair/Share</u> Find a partner that feels the same way that they do and share their responses. How have their feelings changed?

Can you describe what you learned in this unit?

What problem solving strategies did you use?

Which strategies worked the best for you?

How will you use the strategies that worked the best to solve a similar problem?

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	Interpersonal Learner (B) Sensing-Thinking
Using a variety of shapes, allow students to replicate a quilt square pattern found in the story. Analyze the steps you took in recreating the pattern. How could you change the activity to make it more difficult? How could you change the activity to make it easier? Explain the changes you would make.	With a partner, use directional and positional vocabulary to devise the route the slaves took to the North. The route needs to incorporate the symbols on the quilt. Examine your route and check for accuracy. How would you change the route if it became unsafe for the slaves to follow? How did incorporating directional and positional vocabulary allow you to change the route?
*How did you use persistence to accurately replicate the pattern?	*Which intelligent behaviors did you use to complete this activity? Which intelligent behaviors would the slaves need to know to follow the new route?
V_x_L_x_S_x_M_B_P_I_N_	V_x_L_x_S_x_M_B_P_x_I_N_
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
Predict the most common route the slaves took on their way to freedom. (North, East, South, West) In a small group make a graph showing the students predictions for each route. Compare and contrast the results with another group. Did each graph show the same information?	Look at the simple pattern in the book. Identify how to change it incorporating 1 different attribute. Produce a new pattern and explain how it has changed from the original pattern using the correct vocabulary terms for the attributes.
*What gifted intelligent behavior helped you to form your prediction?	*What intelligent behaviors did you use to determine those changes?
V_x_L_x_S_M_B_P_x_I_N	V_x_L_x_S_x_MBPI_x_N

Real World Connections With Products:

Use, Analyze, Explain, Predict, Make, Compare, Contrast, Devise, Examine, Change, Identify, Produce

Real World Applications:

Mathematician, Geologist, Topographer, Analyst, Biologist

Real World Terms:

Shapes, numbers, patterns, rocks, soil, environment, earth, erosion, lines, grid lines, positions, direction, compass rose, compare, contrast, graph, pie chart, percentage, science, animals, habitats, rainforest, desert, nature, mountains, plains, urban, rural.

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 occurs over time
- change can be caused by people or nature
- change can be positive or negative

More Complex Generalizations (Two or more concepts):

- ***** change in relationships can be caused by people or nature
- change in relationships is inevitable
- * all relationships change over time
- change in relationships can be positive or negative

Essential Question

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

- 1. What are some examples of change?
- 2. What are the implications of change?
- 3. What are some everyday situations where persistence would cause a change?
- 4. What are other possible reactions to change?
- 5. How do you feel when a relationship changes?
- 6. What intelligent behaviors do you possess that could evoke a change in your life or the life of others?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper shapes
- ✤ Quilt square template
- Vocabulary word cards for directional and positional words
- ✤ Graph paper
- ✤ Simple pattern examples
- ✤ Attribute vocabulary cards

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

- ***** How do people or nature cause change in relationships?
- ***** How is change in relationships inevitable?
- Why do all relationships change over time?
- How do positive or negative changes affect relationships?

Intelligent Behaviors:

- 1. How do we use Questioning and Posing problems to cause change?
- 2. How do you demonstrate persistence on a daily basis?
- 3. Which gifted intelligent behavior is needed to change a person's mood?
- 4. How could metacognition help you to solve a problem?
- 5. In what ways can we demonstrate the following gifted intelligent behaviors?
 Persisting,
 - Metacognition,
 - Creating, Imagining & Innovating
 - Humor,
 - Questioning & Posing Problems

Literary Perspectives:

- 1. Which change in the story do you relate to and why?
- 2. How else could the characters in the story reacted to change?
- 3. How did the characters feel when they were taken away from their family?
- 4. Pretend that you are a character in the story, what intelligent behavior would you have used to cause a change in your life or the life of others?
- 5. If slavery still existed today, what would be implications to your way of life?
- 6. What impact did this story have on you and what do you think was the author's intended impact?

Student/Teacher Reflections

Can you describe what you learned in this unit? What problem solving strategies did you use? Which strategies worked the best for you? How will you use the strategies that worked the best to solve a similar problem?

Concept: Change

Topic: Black History

Generalization(s):

- ***** change is inevitable
- change occurs over time
- change can be caused by people or nature
- change can be positive or negative
- change in relationships can be caused by people or nature
- change in relationships is inevitable
- * all relationships change over time
- change in relationships can be positive or negative

Essential Question(s):

- ***** What are some examples of change?
- ***** What are the implications of change?
- ***** What are some everyday situations where persistence would cause a change?
- What are other possible reactions to change?
- How do you feel when a relationship changes?
- What intelligent behaviors do you possess that could evoke a change in your life or the life of others?

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Task Rotation Menu

Real World Connections With Products:

Identify, Match, Construct, Explain, Compose, Compare, Contrast, Use, Show, Choose, Create, Debate, Decide, Predict, Imagine, Produce, Distinguish, Design

Real World Applications:

Artist, Relationship counselor, Mathematician, Seamstress, Analyst, Graphic Designer, Historian, Politician, Musician, Reporter, Journalist, Newscaster.

Real World Terms:

Landscape, portrait, color, texture, line, discuss, share, turn taking, numbers, patterns, problem solving, co-operation, collaboration, graph, data, sew, cut, guide, layout, template, analyze, compare, contrast, cartoon, sign, poster, advertisement, campaign, history, past, future, time line, period, debate, speech, laws, rights, music, score, tempo, beat, rhythm, pitch, column, journal, headlines.

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 occurs over time
- change can be caused by people or nature
- ***** change can be positive or negative

More Complex Generalizations (Two or more concepts):

- change in relationships can be caused by people or nature
- change in relationships is inevitable
- ***** all relationships change over time
- change in relationships can be positive or negative

Essential Question

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

- 1. What are some examples of change?
- 2. What are the implications of change?
- 3. What are some everyday situations where persistence would cause a change?
- 4. What are other possible reactions to change?
- 5. How do you feel when a relationship changes?
- 6. What intelligent behaviors do you possess that could evoke a change in your life or the life of others?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Picture cards showing pre & post desegregation scenes
- Venn Diagram template, Bubble Map Template
- Word cards of change vocabulary & Word cards of opposite changes
- Word cards of feelings vocabulary
- Flow Chart cut outs & arrows
- ✤ Markers, crayons, pencils
- ✤ Journals, lined paper, index cards, poster paper, construction paper
- ✤ Tape recorder, Blank Tapes
- ✤ Rulers, glue, scissors

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

- ***** How do people or nature cause change in relationships?
- ***** How is change in relationships inevitable?
- Why do all relationships change over time?
- ***** How do positive or negative changes affect relationships?

Intelligent Behaviors:

- 1. How do we use Questioning and Posing problems to cause change?
- 2. How do you demonstrate persistence on a daily basis?
- 3. Which gifted intelligent behavior is needed to change a person's mood?
- 4. How could metacognition help you to solve a problem?
- 5. In what ways can we demonstrate the following gifted intelligent behaviors?
 Persisting,
 - * Metacognition,
 - Creating, Imagining & Innovating
 - ✤ Humor,
 - Questioning & Posing Problems

Literary Perspectives:

- 1. Which change in the story do you relate to and why?
- 2. How else could the characters in the story reacted to change?
- 3. How did the characters feel when they were taken away from their family?
- 4. Pretend that you are a character in the story, what intelligent behavior would you have used to cause a change in your life or the life of others?
- 5. If slavery still existed today, what would be implications to your way of life?
- 6. What impact did this story have on you and what do you think was the author's intended impact?

Student/Teacher Reflections:

Can you describe what you learned in this unit? What problem solving strategies did you use? Which strategies worked the best for you? How will you use the strategies that worked the best to solve a similar problem?

Student Reflections and Assessments

Task Rotation Learning Experience K-2

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

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking
Identify at least 4 ways that nature causes change. Choose one of the 4 ways and make a jigsaw puzzle showing how nature causes change.	Formulate a Role-play scenario about a relationship that changed in a positive or negative way.
What intelligent behaviors did you use to determine those changes?	How could you use humor to change the outcome of the role-play?
V_x_L_x_S_x_MBPIN	V_x_L_S_M_B_x_P_x_IN
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
Create a booklet that analyzes how a personal relationship has changed over time.	Design a quilt square that shows how the relationship between black and white people has changed over time.
How did you use questioning and posing problems to develop your analysis?	Which intelligent behavior/s enabled you to complete this activity?
V_x_L_x_S_x_MBP_x_I_x_N	V_L_x_S_x_M_B_x_P_x_IN

Real World Connections With Products:

Analyze, Identify, Choose, Create, Design, Formulate, Problem solving, Decision making.

Real World Applications:

Quilt maker, Psychologist, Artist, Actor/Actress, Comedian, Human Rights Activist, Historian, Author, Journalist, Environmentalist, Meteorologist, and Director

Real World Terms:

Drama, play, theatre, movie, direct, roles, part, speech, stage cue, stage, weather, tornados, hurricanes, rain, snow, ice, fog, sun, clouds, precipitation, evaporation, condensation, nature, plants, trees, animals, soil, ground, sky, earthquake, tidal wave, tsunami, comets, meteor

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 occurs over time
- change can be caused by people or nature
- change can be positive or negative

More Complex Generalizations (Two or more concepts):

- change in relationships can be caused by people or nature
- change in relationships is inevitable
- ***** all relationships change over time
- change in relationships can be positive or negative

Essential Question

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

- 1. What are some examples of change?
- 2. What are the implications of change?
- 3. What are some everyday situations where persistence would cause a change?
- 4. What are other possible reactions to change?
- 5. How do you feel when a relationship changes?
- 6. What intelligent behaviors do you possess that could evoke a change in your life or the life of others?

Materials Needed for Task Rotation and/or Task Rotation Menu

- props for role-play scenario
- construction paper
- ✤ crayons
- ✤ scissors
- glue
- tape
- quilt square examples
- fabric
- rulers
- pencils
- marker pens
- ✤ stapler

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:

- ***** How do people or nature cause change in relationships?
- How is change in relationships inevitable?
- ***** Why do all relationships change over time?
- How do positive or negative changes affect relationships?

Intelligent Behaviors:

- 1. How do we use Questioning and Posing problems to cause change?
- 2. How do you demonstrate persistence on a daily basis?
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- 4. How could metacognition help you to solve a problem?
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 Persisting,
 - Metacognition,
 - * Creating, Imagining & Innovating
 - ***** Humor,
 - ***** Questioning & Posing Problems

Literary Perspectives:

- 1. Which change in the story do you relate to and why?
- 2. How else could the characters in the story reacted to change?
- 3. How did the characters feel when they were taken away from their family?
- 4. Pretend that you are a character in the story, what intelligent behavior would you have used to cause a change in your life or the life of others?
- 5. If slavery still existed today, what would be implications to your way of life?
- 6. What impact did this story have on you and what do you think was the author's intended impact?

Student/Teacher Reflections

<u>Reflection Piece</u> Children have a piece of paper folded in two. They write about how they feel about 'change' before starting the unit on one half of the paper. They complete the second half after they have completed the unit. <u>Think/Pair/Share</u> Find a partner that feels the same way that they do and share their responses. How have their feelings changed?

Can you describe what you learned in this unit? What problem solving strategies did you use? Which strategies worked the best for you? How will you use the strategies that worked the best to solve a similar problem?

Math Student Reflections and Assessments

Task Rotation Learning Experience

K-2

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

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking	
Using a variety of shapes, allow students to replicate a pattern found in nature. Analyze the steps you took in recreating the pattern. How could you change the activity to make it more difficult? How could you change the activity to make it easier? Explain the changes you would make. *How did you use persistence to accurately replicate the pattern?	 the principal to follow on his or her daily walk. The route needs to incorporate all 	
V_x_L_x_S_x_MBPIN_x_	V_x_L_x_S_x_MB_x_P_x_IN	
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling	
Predict the most common route the children take on their way home from school. (bus, car, walk, van, bicycle) Make a class graph showing the how many students follow each route. Compare with the prediction. How close was the prediction to the result? What other types of transportation would change the results?	Look at the simple pattern that has been provided. Identify how to change it incorporating 2 different attributes. Produce a new pattern and explain how it has changed from the original pattern using the correct vocabulary terms for the attributes.	
*How did Questioning and Problem Posing assist you in this activity?	*What intelligent behaviors did you use to determine those changes?	
V_x_L_x_SMBP_x_IN	V_x_L_x_S_x_MBPI_x_N	

Real World Connections With Products:

Use, Analyze, Explain, Predict, Make, Compare, Devise, Change, Identify, Produce

Real World Applications:

Mathematician, Geologist, Topographer, Analyst, Biologist

Real World Terms:

Shapes, numbers, patterns, rocks, soil, environment, earth, erosion, lines, grid lines, positions, direction, compass rose, compare, contrast, graph, pie chart, percentage, science, animals, habitats, rainforest, desert, nature, mountains, plains, urban, rural.

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 occurs over time
- change can be caused by people or nature
- change can be positive or negative

More Complex Generalizations (Two or more concepts):

- ***** change in relationships can be caused by people or nature
- change in relationships is inevitable
- * all relationships change over time
- change in relationships can be positive or negative

Essential Question

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

- 1. What are some examples of change?
- 2. What are the implications of change?
- 3. What are some everyday situations where persistence would cause a change?
- 4. What are other possible reactions to change?
- 5. How do you feel when a relationship changes?
- 6. What intelligent behaviors do you possess that could evoke a change in your life or the life of others?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper shapes
- ✤ Quilt square template
- Vocabulary word cards for directional and positional words
- ✤ Graph paper
- Simple pattern examples
- Attribute vocabulary cards
- Picture cards of natural patterns
- School layouts
- Transportation Picture cards

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

- ***** How do people or nature cause change in relationships?
- ***** How is change in relationships inevitable?
- Why do all relationships change over time?
- How do positive or negative changes affect relationships?

Intelligent Behaviors:

- 1. How do we use Questioning and Posing problems to cause change?
- 2. How do you demonstrate persistence on a daily basis?
- 3. Which gifted intelligent behavior is needed to change a person's mood?
- 4. How could metacognition help you to solve a problem?
- 5. In what ways can we demonstrate the following gifted intelligent behaviors?
 - Persisting,
 - ***** Metacognition,
 - Creating, Imagining & Innovating
 - * Humor,
 - Questioning & Posing Problems

Literary Perspectives:

- 1. Which change in the story do you relate to and why?
- 2. How else could the characters in the story reacted to change?
- 3. How did the characters feel when they were taken away from their family?
- 4. Pretend that you are a character in the story, what intelligent behavior would you have used to cause a change in your life or the life of others?
- 5. If slavery still existed today, what would be implications to your way of life?
- 6. What impact did this story have on you and what do you think was the author's intended impact?

Student/Teacher Reflections:

Can you describe what you learned in this unit? What problem solving strategies did you use? Which strategies worked the best for you? How will you use the strategies that worked the best to solve a similar problem?

Additional Support Materials:

Favorite Read-Alouds: The Boy & The Cloth of Dreams by Janny Koralek The Quilt Makers Journey by Jeff Brumbeau Books on Dr Martin Luther King Jr Books on Harriet Tubman Books related to Slavery Books related to quilts and patterns.

Finger Plays, Nursery Rhymes and Songs:

Video Clips: <u>www.unitedstreaming.com</u> - Videos on Harriet Tubman, Martin Luther King, Patterns, Directional & Positional Vocabulary, transportation, patterns in nature, map reading skills.

Paintings & Prints: Patterns, e.g., Rousseau Pictures depicting scenes from slavery/quilting/journeys/transportation

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?

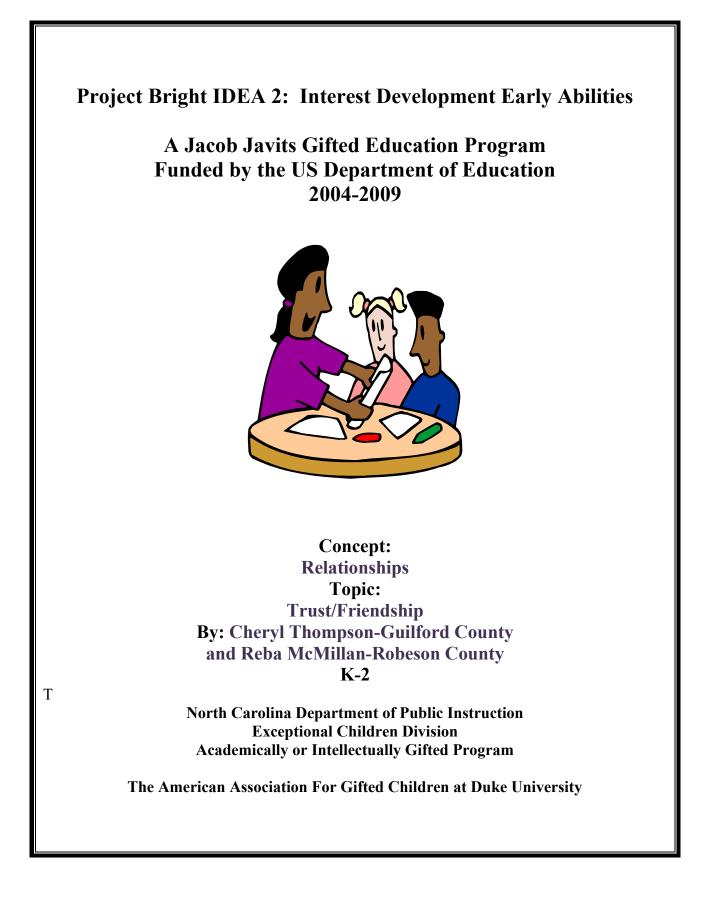
5. What were "ah ha's?" for the students? For teachers?

"Additional Comments

APPENDIX

A

Additional Instructional Concept-Based Activities



Big Ideas Manifested

Topic –**Trust**/**Friendship**

Literature Selection –Sled Dogs Run Author –Jonathan London

Concepts	Themes
Relationships Change	Relationships change over time. Change is necessary for growth. Relationships can be simple or complex. All relationships are purposeful. Change in relationship is inevitable.
Issues or Debates	Problems or Challenges
Pets vs. work animals Life in Alaska	Girl traveling alone in a storm Girl and team's training/learning together Girl and team finding their way home
Processes	Theories
Problem solving Research Alaskan climate & terrain	Dogs have a great sense of smell Dogs are man's best friend Animals do not have feelings
Paradoxes	Assumptions or Perspectives
Dogs train people. Lost despite warnings. Puppies need child at beginning of story. Child needs dogs at end of story.	Dogs can always find their way home. Alaskan weather is always cold and snowy. All dogs are loyal. Child believes snow is for play. Dogs believe snow is for running (work).

Concept: Relationships

Suggested Literature Selection(s): Sled Dogs Run

Look and Listen for...

Intelligent Behaviors: Persisting; Creating, Imagining, and Innovating; Questioning and Problem Posing; Thinking about Your Thinking (Metacognition); Finding Humor

Story Focus: Persisting; Creating, Imagining, and Innovating; Questioning and Problem Posing; Thinking about Your Thinking (Metacognition); Finding Humor

Student Activities: Persisting; Creating, Imagining, and Innovating; Questioning and Problem Posing; Thinking about Your Thinking (Metacognition); Finding Humor

Thinking Skills Focus: describing things, verbal similarities, verbal sequences

Topic Focus: Friendship/Trust

Concept Focus: Relationships

Overarching Generalizations:

Relationships can be simple or complex. All relationships are purposeful. Relationships require time to develop. Relationships are inevitable.

More Complex Generalizations (Two or more concepts): Change in relationships can be simple or complex. All relationships must change for a purpose. Relationships change over time. Change in relationships 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: <u>Math Goal 1</u> The learner will recognize, model, and write whole numbers through 30. (1.01e) <u>Math Goal 2</u> The learner will explore concepts of measurement. (2.02)

<u>Math Goal 4</u> The learner will collect, organize, and display data. (4.01, 4.02)

Language Arts Goal 2 The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed. (2.01, 2.02, 2.09)

Language Arts Goal 3 The learner will make connections through the use of oral language, written language, and media and technology. (3.01, 3.02, 3.03, 3.04)

<u>Language Arts Goal 4</u> The learner will apply strategies and skills to create oral, written and visual text. (4.04)

<u>Science Goal 1</u> The learner will make observations and build an understanding of similarities and differences in animals. (1.01, 1.02, 1.03, 1.04, 1.05)

<u>Science Goal 2</u> The learner will make observations and build an understanding of weather concepts. (2.03)

<u>Social Studies Goal 1</u> The learner will investigate how individuals, families, and groups are similar and different. (1.01, 1.02, 1.03, 1.04, 1.05)

<u>Social Studies Goal 3</u> The learner will recognize and understand the concept of change in various settings. (3.01)

<u>Social Studies Goal 5</u> The learner will express basic geographic concepts in real life situations. (5.04)

<u>Social Studies Goal 7</u> The learner will recognize how technology is used at home, school, and the community. (7.02)

Suggested Vocabulary Words for Discussion: Relationship, trust, team, friendship, Alaska, change

Extra words for discussion: musher, sled dog, leader, North, dog sled, harness

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:

- Picture cards of vocabulary words
- Display and categorize picture cards in a game
- Map skills activities
- Role play vocabulary
- Trust fall activity
- Team building activities
- Mix-and-Match activities

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 examples of relationships? Using picture cards, describe the relationships that are displayed.

Facet 2 – INTERPRETATION

What is the meaning of relationships? Tell a story of an important relationship in your life?

Facet 3 – APPLICATION

How might relationships help me to learn? Perform a role play of a time when a relationship helped you learn something new.

Facet 4 – PERSPECTIVE

What are the strengths and weaknesses of relationships? Compare and contrast the characteristics of a good and a bad relationship using a 't-chart'.

Facet 5 – EMPATHY

How might we reach an understanding about relationships? Imagine what it would be like to lose an important relationship in your life. Discuss in partners.

Facet 6 – SELF-KNOWLEDGE

How are my views about relationships shaped by my experiences? Recognize someone in a relationship with you that has helped you. Bring in a picture (or draw a picture) of this person and write 3-5 sentences on how he or she has helped you.

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 Identify and draw the events of how the relationship between the musher and the dogs changed in the story. What Gifted Intelligent Behavior did the characters use in the story?	Interpersonal Learner (B) Sensing-Thinking With a partner, imagine you are the two main characters in the story. Role play with your partner your adventures demonstrating your relationship. How did finding humor help you complete the task?	
V_x_L_S_x_M_B_P_I_N_	V_x_L_S_M_B_x_P_x_I_x_N	
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling	
Design a flow chart that shows the change in the relationship between the musher and the dog from the beginning of the story to the end of the story. How did you use persistence to finish this activity?		
V_L_x_S_x_M_B_P_I_x_N	V_L_S_x_M_B_P_I_x_N	

Real World Connections With Products:

- Design
- Identify
- Imagine

Real World Applications:

- News anchor
- Newspaper reporter
- Journalist
- Artist

Real World Terms:

- Illustration
- Skits
- Drama

- Create
- Develop
- Art teacher
- Dog trainer
- Drama teacher
- Actor
- **Plays**
- Interview
- Poster

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 can be simple or complex. All relationships are purposeful. Relationships require time to develop. Relationships are inevitable.

More Complex Generalizations (Two or more concepts):

Change in relationships can be simple or complex. All relationships must change for a purpose. Relationships change over time. Change in relationships is inevitable.

Essential Question

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

- 1. What are examples of relationships?
- 2. What is the meaning of relationships?
- 3. How might relationships help me to learn?
- 4. What are the strengths and weaknesses of relationship?
- 5. How might we reach an understanding about relationships?
- 6. How are my views about relationships shaped by my experiences?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper
- Crayons
- Poster board
- Paint
- Glue
- Pencils
- Markers
- Colored paper
- Tape recorder (optional)
- Video recorder (optional)

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

- How are relationships simple or complex?
- Why are all relationships purposeful?
- Why do relationships require time to develop?
- How are relationships inevitable?

Intelligent Behaviors:

- In what ways do you use persistence every day?
- How could metacognition help you complete a task?
- How do you use questioning and problem posing help you work with others?
- How does your ability to create, imagine, and innovate help you to be different?
- In what ways does finding humor help you enjoy and finish your work?

Literary Perspectives:

- What is an example of a relationship in the story?
- What is the importance of the relationship between the musher and the dogs?
- How did the relationship between the parents and the girl help her to train the dogs?
- How were relationships strengthened in the story?
- What Gifted Intelligent Behavior would you use to help you understand the relationships in the story?
- How was the musher's relationship with the dogs strengthened by the end of the story?

Student/Teacher Reflections

<u>Reflection Piece</u> Children have a piece of paper folded in two. They write about how they feel about 'relationships' before starting the unit on one half of the paper. They complete the second half after they have completed the unit. <u>Think/Pair/Share</u> Find a partner that feels the same way that they do and share their responses. How have their feelings changed?

- 1. Can you describe what you learned in this unit?
- 2. What problem solving strategies did you use?
- 3. Which strategies worked the best for you?
- 4. How will you use the strategies that worked the best to solve a similar problem?

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	Interpersonal Learner (B) Sensing-Thinking	
Compose a journal entry to describe the positions in relationship of the dogs and the musher. Use positional words in your writing.	In pairs, construct a collage of the changes in the relationship between the dogs and the musher as the seasons change.	
How did you use metacognition to complete this task?	How did you use questioning and posing problems to complete this task with your partner?	
V_x_L_x_SMBPI_x_N	V_x_L_x_S_x_MBP_x_IN_x_	
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling	
Compare and contrast the choices of various routes that the musher could take on the map provided. Describe how terrain, distance, and temperature affect the relationship of the route chosen and the time of completion?	Imagine you are the musher with your own sled dog team. Think about the relationship of the dogs on your team. In your journal, use positional words to illustrate how you would place the dogs on a team. Explain your decision.	
What Gifted Intelligent Behaviors did you use to finish this task?	What Gifted Intelligent Behavior did you use to finish this task?	
V_L_x_S_M_B_P_I_x_N_x_	V_x_L_x_S_x_M_B_P_I_x_N	

Real World Connections With Products:

- Compose
- Describe
- Construct
- Use

Real World Applications:

- Journalist
- Artist
- Weather forecaster
- Dog trainer
- Topographer

Real World Terms:

- Map skills
- Journal
- Collage

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 can be simple or complex. All relationships are purposeful. Relationships require time to develop. Relationships are inevitable.

More Complex Generalizations (Two or more concepts):

Change in relationships can be simple or complex. All relationships must change for a purpose. Relationships change over time. Change in relationships is inevitable.

Essential Question

(Include concept and intelligent behavior that leads to deeper understanding of the concept through

- exploration of the generalization)
- 1. What are examples of relationships?
- 2. What is the meaning of relationships?
- 3. How might relationships help me to learn?
- 4. What are the strengths and weaknesses of relationship?
- 5. How might we reach an understanding about relationships?
- 6. How are my views about relationships shaped by my experiences?

- Imagine
- Contrast
- Compare
- Explain

Concept Focus: Relationships

Overarching Generalizations: Relationships can be simple or complex. All relationships are purposeful. Relationships require time to develop. Relationships are inevitable.

More Complex Generalizations (Two or more concepts):

Change in relationships can be simple or complex. All relationships must change for a purpose. Relationships change over time. Change in relationships is inevitable.

Essential Question

(Include concept and intelligent behavior that leads to deeper understanding of the concept through

- exploration of the generalization)
- 1. What are examples of relationships?
- 2. What is the meaning of relationships?
- 3. How might relationships help me to learn?
- 4. What are the strengths and weaknesses of relationship?
- 5. How might we reach an understanding about relationships?
- 6. How are my views about relationships shaped by my experiences?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper
- Journals
- Crayons
- Poster board
- Paint

- Glue
- Pencils
- Markers
- Colored paper
- Map showing various terrains

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

- How are relationships simple or complex?
- Why are all relationships purposeful?
- Why do relationships require time to develop?
- How are relationships inevitable?

Intelligent Behaviors:

- In what ways do you use persistence every day?
- How could metacognition help you complete a task?
- How do you use questioning and problem posing help you work with others?
- How does your ability to create, imagine, and innovate help you to be different?
- In what ways does finding humor help you enjoy and finish your work?

Literary Perspectives:

- What is an example of a relationship in the story?
- What is the importance of the relationship between the musher and the dogs?
- How did the relationship between the parents and the girl help her to train the dogs?
- How were relationships strengthened in the story?
- What Gifted Intelligent Behavior would you use to help you understand the relationships in the story?
- How was the musher's relationship with the dogs strengthened by the end of the story?

Student/Teacher Reflections

- 1. Can you describe what you learned in this unit?
- 2. What problem solving strategies did you use?
- 3. Which strategies worked the best for you?
- 4. How will you use the strategies that worked the best to solve a similar problem?

Concept: Relationships

Topic: Trust/Friendship

Generalization(s):

Change in relationships can be simple or complex. All relationships must change for a purpose. Relationships change over time. Change in relationships is inevitable.

Essential Question(s)

- 1. What are examples of relationships?
- 1. What is the meaning of relationships?
- 2. How might relationships help me to learn?
- 3. What are the strengths and weaknesses of relationship?
- 4. How might we reach an understanding about relationships?
- 5. How are my views about relationships shaped by my experiences?

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Identify and	Compare and	Draw and label	Create a journal
	match the pre-	contrast the	a cartoon to	entry to show your
	made picture	characteristics of	show the	favorite stage in
	cards (season	a sled dog and a	relationship	the relationship
	cards and dog	pet dog and their	between the	between the dogs
	training cards)	relationships with	sled dog and the	the musher.
	that show the	their owners. Use	musher.	*Which Gifted
	changes in the	the Venn	*How did you	Intelligent
	relationship	Diagram and	find humor in	Behavior did you
	between the	word cards	finishing this	use to complete
	musher and the	provided.	activity?	this activity?
	dogs.	*How did you		
	*How did	strengthen your		
	persistence help	metacognitive		
	you complete	skills during this		
	this task?	task?		

Task Rotation Menu

2	Construct a	Choose a sled dog	Predict and	With a partner,
	flow chart that	or a pet dog.	show what	compose a song to
	shows changes	Create a poster to	would have	tell how you think
	in the	show the cause	happened in the	the dogs felt about
	relationship	and effect of the	snowstorm if	their relationship
	between the	dog's training to	the musher and	with the musher
	musher and the	the relationship	the dogs did not	during the
	dogs.	with the owner.	have a good	snowstorm?
	*How did you	*How does	relationship.	Record your song
	use	persistence affect	*How did you	on video or tape.
	metacognition	the sled dog's	strengthen your	*Which Gifted
	in this activity?	performance?	metacognitive	Intelligent
	v	1	skills in this	Behavior did you
			activity?	use to complete
				this activity?
3	Compose a	In partners,	Imagine you are	With a partner,
	report that	debate between	a musher and	design a
	explains the	the owner of a pet	you are lost in a	presentation that
	changes in the	dog and the	snowstorm with	shows the
	relationship	owner of a sled	your dogs.	community the
	between the	dog. Have each	Create a rhyme	importance of the
	musher and the	defend the dog's	to describe your	relationship
	dogs.	training	relationship and	between a musher
	*What Gifted	techniques and	how found the	and the sled dogs.
	Intelligent	how it affects	way home.	*Which Gifted
	Behavior did	their relationship	*How did you	Intelligent
	you use to	with their dog.	use your	Behavior did you
	complete this	*How did you use	creating and	strengthen during
	activity?	metacognition in	imagining skills	this activity?
		this activity?	in this activity?	
L			the wetting	

Real World Connections With Products:

- Identify
- Match
- Compare
- Contrast
- Use
- Show
- Draw
- Label

Real World Applications:

- Community advocate
- Cartoonist
- Song writer
- Singer
- Journalist

Real World Terms:

- Journal
- Rhymes
- Songs
- Community involvement

- Create
- Construct
- Choose
- Predict
- Compose
- Design
- Debate
- Artist
- Dog trainer
- Weather forecaster
- News reporter
- Debate
- Report
- Cartoon
- Presentation

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 can be simple or complex. All relationships are purposeful. Relationships require time to develop. Relationships are inevitable.

More Complex Generalizations (Two or more concepts):

Change in relationships can be simple or complex. All relationships must change for a purpose. Relationships change over time. Change in relationships is inevitable.

Essential Question

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

- 1. What are examples of relationships?
- 2. What is the meaning of relationships?
- 3. How might relationships help me to learn?
- 4. What are the strengths and weaknesses of relationship?
- 5. How might we reach an understanding about relationships?
- 6. How are my views about relationships shaped by my experiences?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper
- Flow chart
- Journal
- Crayons
- Poster board
- Paint

- Glue
- Pencils
- Markers
- Colored paper
- Tape recorder
- Video recorder

Conceptual Perspectives:

- How are relationships simple or complex?
- Why are all relationships purposeful?
- Why do relationships require time to develop?
- How are relationships inevitable?

Intelligent Behaviors:

- In what ways do you use persistence every day?
- How could metacognition help you complete a task?
- How do you use questioning and problem posing help you work with others?
- How does your ability to create, imagine, and innovate help you to be different?
- In what ways does finding humor help you enjoy and finish your work?

Literary Perspectives:

- What is an example of a relationship in the story?
- What is the importance of the relationship between the musher and the dogs?
- How did the relationship between the parents and the girl help her to train the dogs?
- How were relationships strengthened in the story?
- What Gifted Intelligent Behavior would you use to help you understand the relationships in the story?
- How was the musher's relationship with the dogs strengthened by the end of the story?

Student/Teacher Reflections

<u>Reflection Piece</u> Children have a piece of paper folded in two. They write about how they feel about 'relationships' before starting the unit on one half of the paper. They complete the second half after they have completed the unit. <u>Think/Pair/Share</u> Find a partner that feels the same way that they do and share their responses. How have their feelings changed?

- 1. Can you describe what you learned in this unit?
- 2. What problem solving strategies did you use?
- 3. Which strategies worked the best for you?
- 4. How will you use the strategies that worked the best to solve a similar problem?

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 Identify and draw an example of a relationship that has changed in your life. Which Gifted Intelligent Behavior did you use to complete this activity?	Interpersonal Learner (B) Sensing-Thinking Imagine you and your partner have an unfriendly relationship and purposefully make the relationship change. Develop a skit to show the change. Which Gifted Intelligent Behavior did you use to complete this activity?
V_L_S_x_M_B_P_I_x_N	V_x_L_SM_B_x_P_x_I_x_N
Understanding Learner (C) Intuitive-Thinking Design an interview to collect data about how a relationship changed over time. Interview one friend. Create a flow chart showing the changes in your friend's life. How did you use questioning and problem posing to complete this task?	Self-Expressive Learner (D) Intuitive-Feeling Use a computer drawing program to create a poster that shows a purposeful relationship in your life. How did you strengthen your creating, imagining, and innovating skill during this task?
V_x_LSMBP_x_IN	V_L_S_x_M_B_P_I_x_N

Real World Connections With Products:

- Design
- Identify
- Collect
- Imagine

Real World Applications:

- News anchor
- Newspaper reporter
- Journalist
- Artist
- Art teacher

Real World Terms:

- Illustration
- Skits
- Drama
- Plays

- Create
- Draw
- Develop
- Web Designer
- Drama teacher
- Actor
- Computer program
- Interview
- Poster

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 can be simple or complex. All relationships are purposeful. Relationships require time to develop. Relationships are inevitable.

More Complex Generalizations (Two or more concepts): Change in relationships can be simple or complex. All relationships must change for a purpose. Relationships change over time. Change in relationships is inevitable.

Essential Question

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

- 1. What are examples of relationships?
- 2. What is the meaning of relationships?
- 3. How might relationships help me to learn?
- 4. What are the strengths and weaknesses of relationship?
- 5. How might we reach an understanding about relationships?
- 6. How are my views about relationships shaped by my experiences?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper
- Crayons
- Poster board
- Paint
- Glue
- Pencils

- Markers
- Colored paper
- Computer with drawing program
- Tape recorder (optional)
- Video recorder (optional)

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:

- How are relationships simple or complex?
- Why are all relationships purposeful?
- Why do relationships require time to develop?
- How are relationships inevitable?

Intelligent Behaviors:

- In what ways do you use persistence every day?
- How could metacognition help you complete a task?
- How do you use questioning and problem posing help you work with others?
- How does your ability to create, imagine, and innovate help you to be different?
- In what ways does finding humor help you enjoy and finish your work?

Literary Perspectives:

- What is an example of a relationship in the story?
- What is the importance of the relationship between the musher and the dogs?
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- What Gifted Intelligent Behavior would you use to help you understand the relationships in the story?
- How was the musher's relationship with the dogs strengthened by the end of the story?

Student/Teacher Reflections

<u>Reflection Piece</u> Children have a piece of paper folded in two. They write about how they feel about 'relationships' before starting the unit on one half of the paper. They complete the second half after they have completed the unit. <u>Think/Pair/Share</u> Find a partner that feels the same way that they do and share their responses. How have their feelings changed?

- 1. Can you describe what you learned in this unit?
- 2. What problem solving strategies did you use?
- 3. Which strategies worked the best for you?
- 4. How will you use the strategies that worked the best to solve a similar problem?

Math Student Reflections and Assessments Task Rotation Learning Experience K-2

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

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking
Identify and draw examples of the relationships between 3 objects in the classroom using positional words.	In partners, through pantomime show the relationship between each season and how it affects your life.
How did you use metacognition to complete this task?	How did you strengthen your creating, imagining, and innovating skills through this activity?
V_L_x_S_x_M_B_P_I_x_N	V_x_L_x_SMB_x_P_x_IN
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
Compare and contrast the places shown on the school map provided. Use directional words to describe the relationship between the front entrance and two other locations. How did you use questioning and posing problems to complete this task?	Analyze the relationships of the nature items provided. Show how would you sort the items to create your own artwork. What Gifted Intelligent Behavior did you use to finish this activity?
V_x_L_x_SMBPI_x_N	V_x_L_x_SM_B_P_I_x_N_x_

Real World Connections With Products:

- Identify
- Draw
- Show
- Analyze

Real World Applications:

- Artist
- Actor/actress
- Weather forecaster
- Naturalist

Real World Terms:

- Collage
- Skit
- Illustrations

- Compare
- Contrast
- Describe
- Create
- Topographer
- Park ranger
- Interior designer
- Drivers (professional)
- Map
- Creative writing

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 can be simple or complex. All relationships are purposeful. Relationships require time to develop. Relationships are inevitable.

More Complex Generalizations (Two or more concepts):

Change in relationships can be simple or complex. All relationships must change for a purpose. Relationships change over time. Change in relationships is inevitable.

Essential Question

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

- 1. What are examples of relationships?
- 2. What is the meaning of relationships?
- 3. How might relationships help me to learn?
- 4. What are the strengths and weaknesses of relationship?
- 5. How might we reach an understanding about relationships?
- 6. How are my views about relationships shaped by my experiences?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Natural collage materials
- School map
- Writing paper
- Glue

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

- How are relationships simple or complex?
- Why are all relationships purposeful?
- Why do relationships require time to develop?
- How are relationships inevitable?

Intelligent Behaviors:

- In what ways do you use persistence every day?
- How could metacognition help you complete a task?
- How do you use questioning and problem posing help you work with others?
- How does your ability to create, imagine, and innovate help you to be different?
- In what ways does finding humor help you enjoy and finish your work?

Literary Perspectives:

- What is an example of a relationship in the story?
- What is the importance of the relationship between the musher and the dogs?
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- How were relationships strengthened in the story?
- What Gifted Intelligent Behavior would you use to help you understand the relationships in the story?
- How was the musher's relationship with the dogs strengthened by the end of the story?

Student/Teacher Reflections

- 1. Can you describe what you learned in this unit?
- 2. What problem solving strategies did you use?
- 3. Which strategies worked the best for you?
- 4. How will you use the strategies that worked the best to solve a similar problem?

- Poster board
- Pencils, markers
- Drawing paper

Additional Support Materials:

Favorite Read-Alouds:

Any books about seasons, sled dogs, Alaska

Finger Plays, Nursery Rhymes and Songs:

Video Clips: <u>www.unitedstreaming.com</u> Any video on Alaska, seasons

Paintings & Prints: Any artwork or photographs related to seasons, sled dogs, Alaska

Teacher Reflections

Literary Selection Sled Dogs Run

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: Friendship

Topic: Change

K-2

Dale Williams – Rowan-Salisbury Schools Mary Ann Chavis Novins – 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 - Friendship and Change

Literature Selection – The Bully Blockers Club Author – Teresa Bateman

Concepts	Themes	
 Conflict Survival Change Defense or protection Friendship Interdependence Cooperation character 	Together you can accomplish more Good triumphs over evil	
Issues or Debates	Problems or Challenges	
 courage vs. fear acceptance vs. rejection 	How to respond to bullies Developing high self esteem	
Processes	Theories	
 decision making problem solving how to handle bullies think before you do 	Team Work Maslow's Hierarchy of needs	
Paradoxes	Assumptions or Perspectives	
 strong vs. weak Bully appeared strong but is actually weak Love self esteem 	Authority can resolve all problems Can't judge a book by its cover	

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
	<u> </u>

Concept: Friendship

Suggested Literature Selection(s) The Bully Blockers Club – Teresa Bateman

Look and Listen for...

Intelligent Behaviors

Story Focus - Understanding with empathy, Managing impulsivity, Taking responsible risks, Persisting, Metacognition

Student Activities - Persisting; Questioning and Problem Posing; Metacognition; Creating, Imagining and Innovation; 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: Beginning Thinking Skills – Parks and DeArmas Figural and Verbal Similarities

Topic Focus: Character Traits

Concept Focus: Friendship

Overarching Generalizations:

- Friendship is necessary for peace and harmony.
- Friendship can last a lifetime.
- Friendship can change.
- Friendship can last through thick and thin.
- Growth is necessary in friendship.

More Complex Generalizations (Two or more concepts):

- Friends cooperating with each other can solve problems.
- Good character traits are necessary to build solid friendships.

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:

- Days of the week; calendar
- Bullying
- Good character traits
- Problem solving and decision making
- Classroom management
- Acceptance vs. rejection

Suggested Vocabulary Words for Discussion:

- Bully
- Courage
- Fear
- Teamwork
- Rejection
- Acceptance
- Ignoring
- Self esteem
- Cooperation
- Empathy
- Advice
- Club
- Supervisor
- Business

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 of words and phrases
- Role play of words
- Synonym chart/Antonym Chart

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 friendships in your classroom if you form a Bully Blocker Club? Illustrate a classroom with a Bully Blockers Club and a classroom without a Bully Blockers Club. What changes do you notice between the tow pictures?

Facet 2 - INTERPRETATION

Have you ever experienced bullying directed to you or a friend? *Tell a story about how the bullying incident effected your friendship with your classmates.*

Facet 3 - APPLICATION

How can we create a perfect friend? Build a person,. Use the parts given to you by your teacher. What makes a perfect friend?

Facet 4 - PERSPECTIVE

How would you compare/contrast a day in your life without a friend? *Compare/contrast a day in your life without friends*.

Facet 5 – EMPATHY

Imagine you have a friend that is being bullied, How would you handle the situation? Role play a situation that tells us what a good friend would do if their friend is being bullied?

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 a I WONDER poster. Ask one question each day. The question map will stay in the classroom throughout the unit study.*

Read: *The Bully Blockers Club* 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
Brainstorm by describing characteristics of a	Demonstrate through role play how you would
good friend vs. a bully.	cope with a bully situation in real life
Describe qualities of a good friend.	How would you deal with a bully?
How do you know who your true friends are?	What intelligent behavior would you use?
V_x_L_x_SM_B_P_x_I_x_N	V_x_L_x_S_x_MBP_x_I_x_N
Understanding Learner ©	Self-Expressive Learner (D)
Intuitive-Thinking	Intuitive-Feeling
Create a Venn Diagram to compare and contrast the intelligent exhibited by the two main characters in the story. (Lotty and Grant Grizzly). What intelligent behaviors do they share? What intelligent behaviors are different?	Discuss with a partner a time you have been bullied. Hypothesize solutions to help solve this problem. Illustrate your situations and solutions., Create a rap or song to give solutions to bully problems.
V_x_LxS_x_MB_x_P_x_I_x_N	V_x_Lx_S_x_M_x_B_x_P_x_I_x_N

Real World Connections With Products:

• Organize, analyze, evaluate, identify, describe, problem solve, decision make, create, demonstrate, ittustrate, compare, contrast

Real World Applications:

• Teacher, principal, parent, student, guidance counselor

Real World Terms:

• Illustrate, draw and paint, discuss, solve, brainstorm, role play, 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.

Concept Focus: Friendship/Character Traits

Overarching Generalizations:

- Friendship is necessary for peace and harmony.
- Friendship can last a lifetime.
- Friendship can change.
- Friendship can last through thick and thin.
- Growth is necessary in friendship.

More Complex Generalizations (Two or more concepts):

- Friends cooperating with each other can solve problems.
- Good character traits are necessary to build solid friendships.

Essential Question

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

If you are a good friend, what useful intelligent behaviors could you teach a bully?

Materials Needed for Task Rotation and/or Task Rotation Menu

- paper
- crayons, markers, paint, paintbrushes, easels,
- tape recorder for songs, instruments,

• issue bins for ideas for discussions

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

- What makes a friend?
- Why is having friends important?
- How would life be different if you had no friends?
- How do friends express their thoughts and feelings to each other?
- How are friendships built or broken?
- Who are your true friends and how do you know?
- What is a bully?
- How do you change a bully into a friend?
- How do we demonstrate friendship on a daily basis? How can you tell the difference in a bully and a friend?

Intelligent Behaviors:

- 1. As humans, which intelligent behaviors could we exhibit to help with making friends and solving bully problems?
- 2. How do you demonstrate these intelligent behaviors on a daily basis?
- 3. Which intelligent behaviors are not being shown that contribute to being a bully?
- 4. In what way(s) can we demonstrate the following intelligent behaviors?
 - Thinking flexibly
 - Applying past knowledge to new situations
 - Remaining open to continuous learning
 - Managing impulsivity
 - Thinking interdependently
- 5. How could the character Lotty demonstrate the following intelligent behaviors?
 - Persisting
 - Metacognition
 - Questioning and problem posing
 - Creating, imagining, and innovating
- 6. Why is it important to remain open to continuous learning when it comes to friendship and bully problems?
- 7. Based on what you know about friendship, can you apply past knowledge to new situations in regard to bullying?
- 8. What intelligent behaviors should true friends use?

Literary Perspectives:

- 1. How many characters are in the story:
- 2. What maps could be used to analyze 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)	Interpersonal Learner (B)
Sensing- Thinking	Sensing-Thinking
List all behaviors in the book. Categorize into positive and negative behaviors. What questions did you ask yourself to make your selections?	Choose a favorite character in the book <u>Bully</u> <u>Blockers Club</u> . Make a class graph showing student selections. Illustrate your favorite character. Describe the intelligent behavior that your character exhibited by the end of the book.
V_x_L_S_x_M_B_P_x_I_x_N	V_x_Lx_S_x_M_B_Px_I_x_N
Understanding Learner ©	Self-Expressive Learner (D)
Intuitive-Thinking	Intuitive-Feeling
As you analyze the data on the graph (A or	Make a qraph of intelligent behaviors. Each
B), compare/contrast results. How many	student places their name (or self portrait) on
students selected certain characters and	the graph. What intelligent behaviors will
why. Explain your thinking.	students select that best describes themselves?
V_x_L_x_S_x_M_B_x_P_x_I_x_N	V_x_L_x_S_x_M_B_x_P_x_I_x_N

Real World Connections With Products:

• Organize, analyze,, similar/different, identify, sort/categorize, explain, interpret

Real World Applications:

• Teacher, principal, parent, student, guidance counselor, artist

Real World Terms:

• Draw, compare/contrast, discuss, explain, use, collect, display, classify

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: Character Traits

Overarching Generalizations:

- Friendship is necessary for peace and harmony.
- Friendship can last a lifetime.
- Friendship can change.
- Friendship can last through thick and thin.
- Growth is necessary in friendship.

More Complex Generalizations (Two or more concepts):

- Friends cooperating with each other can solve problems.
- Good character traits are necessary to build solid friendships.

Essential Question(s):

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

Who are my true friends and how do I know?

Materials Needed for Task Rotation and/or Task Rotation Menu

- paper
- crayons, markers, paint, paintbrushes, easels
- pictures of story characters
- index cards

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

- What makes a friend?
- Why is having friends important?
- How would life be different if you had no friends?
- How do friends express their thoughts and feelings to each other?
- How are friendships built or broken?
- Who are your true friends and how do you know?
- What is a bully?
- How do you change a bully into a friend?
- How do we demonstrate friendship on a daily basis? How can you tell the difference in a bully and a friend?

Intelligent Behaviors:

- 1. As humans, which intelligent behaviors could we exhibit to help with making friends and solving bully problems?
- 2. How do you demonstrate these intelligent behaviors on a daily basis?
- 3. Which intelligent behaviors are not being shown that contribute to being a bully?
- 4. In what way(s) can we demonstrate the following intelligent behaviors?
 - Thinking flexibly
 - Applying past knowledge to new situations
 - Remaining open to continuous learning
 - Managing impulsivity
 - Thinking interdependently

5. How could the character Lotty demonstrate the following intelligent behaviors?

- Persisting
- Metacognition
- Questioning and problem posing
- Creating, imagining, and innovating

6. Why is it important to remain open to continuous learning when it comes to friendship and bully problems?

7. Based on what you know about friendship, can you apply past knowledge to new situations in regard to bullying?

8. What intelligent behaviors should true friends use?

Literary Perspective:

- 1. How many characters are in the story?
- 2. What maps could be used to analyze characters in the story?

Student/Teacher Reflections

Concept: Friendship

Topic: Character Traits

Generalization(s): Friendship can last a lifetime, friendship can change, friendship can last through thick and thin, friendship is necessary for peace and harmony, and growth is necessary in friendship.

Essential Question(s): Given the information you know about bullies, what hypothesis do you have as to why bullies are a threat to friendship?

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Identify characters in the story that are bullies or friends.	Compare/contrast friends and bullies.	Create a bubble map of behaviors of friends and bullies.	If you were being bullied, how would you handle the situation?
2	Design a story flow chart. Put events in correct order.	Our school has decided to organize a Bully blocker club. Do you support this? Why or why not?	What qualities do you look for in finding a friend? Give 3 reasons for your answer.	Personal journal entry: What do you believe motivates people to be bullies?
3	Organize a Bully Blocker Club for your school. What rules would you create for your club?	Propose 2 or more ways to help Lotty deal with a bully. Create a poster and present to the class.	Create puppets of Bully Blocker Club characters. Put on a puppet show telling about classroom situations where bullies exists.	If you were a part of a Bully Blocker Club, what could you do to get new members to join?

Real World Connections With Products:

Organize, analyze, predict, applying, evaluate, similar/different, identify, compare/contrast, describe, explain, examine, problem solving, decision making, conclude, observe

Real World Applications:

Teacher, principal, parent, student, guidance counselor, artist

Real World Terms:

Discuss, decide, create, construct, label, draw

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: Friendship and character traits

Overarching Generalizations:

- Friendship is necessary for peace and harmony.
- Friendship can last a lifetime.
- Friendship can change.
- Friendship can last through thick and thin.
- Growth is necessary in friendship.

More Complex Generalizations (Two or more concepts):

- Friends cooperating with each other can solve problems.
- Good character traits are necessary to build solid friendships. Essential Question:

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

How do friends express their thoughts and feelings to each other?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper, construction paper
- Crayons, markers, pencils
- Pictures of story characters
- Chart paper
- Thinking maps
- Puppets materials (paper bags, scissors, socks, tongue depressors, etc.)

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

- What makes a friend?
- Why is having friends important?
- How would life be different if you had no friends?
- How do friends express their thoughts and feelings to each other?
- How are friendships built or broken?
- Who are your true friends and how do you know?
- What is a bully?

- How do you change a bully into a friend?
- How do we demonstrate friendship on a daily basis? How can you tell the difference in a bully and a friend?

•

Intelligent Behaviors:

1. As humans, which intelligent behaviors could we exhibit to help[with making friends and solving bully problems?

- 2. How do you demonstrate these intelligent behaviors on a daily basis?
- 3. Which intelligent behaviors are not being shown that contribute to being a bully?
- 4. In what way(s) can we demonstrate the following intelligent behaviors?
 - Thinking flexibly
 - Applying past knowledge to new situations
 - Remaining open to continuous learning
 - Managing impulsivity
 - Thinking interdependently

5. How could the character Lotty demonstrate the following intelligent behaviors?

- Persisting
- Metacognition
- Questioning and problem posing
- Creating, imagining, and innovating

6. Why is it important to remain open to continuous learning when it comes to friendship and bully problems?

7. Based on what you know about friendship, can you apply past knowledge to new situations in regard to bullying?

8. What intelligent behaviors should true friends use?

Literary Perspective:

1. We have discussed the behavioral characteristics of friends and bullies in <u>Bully Blockers</u> <u>Club</u>. Review the authors' TELL IT system. Why didhe chose this acrostic? Explain your thinking.

2. What synonyms could you use in place of the TELL IT system words?

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) Sensing- Thinking

Interpersonal Learner (B) Sensing-Thinking

Retell the story using your own words. Use sequence words to add to your story. What intelligent behaviors did you retell in your story?	Play the game <u>Bully "Blocker Club Word</u> <u>Find.</u> Teams work together to identify the important words from the unit. (ie. Character words, intelligent behavior words, etc.). What did you remember from our work?
V_x_L_x_SM_B_P_x_I_x_N	V_x_L_x_SM_B_P_x_I_x_N
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
Write a letter to a friend. Tell that friend why you like them and what they have done to make you happy. What qualities did you list in your letter?	Find a partner and create a movement, dance, or song to illustrate the TELL IT acrostic from the back of the book.
V_Lx_S_M_B_P_x_IN	V_x_L_x_S_xM_x_BP_x_I_x_N

Real World Connections With Products:

Identify, similar/different, compare/contrast, describe, explain, analyze, evaluate, interpret, predict

Real World Applications:

Teacher, principal, parent, student, guidance counselor, artist, choreographer, writer

Real World Terms:

Discuss, explain, imagine, opinion, perform, choose, illustrate, role play, examine, problem solve

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: Friendship and character traits

Overarching Generalizations:

- Friendship is necessary for peace and harmony.
- Friendship can last a lifetime.
- Friendship can change.
- Friendship can last through thick and thin.
- Growth is necessary in friendship.

More Complex Generalizations (Two or more concepts):

- Friends cooperating with each other can solve problems.
- Good character traits are necessary to build solid friendships.

Essential Question:

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

How can we demonstrate friendship on a daily basis?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper
- Crayons, markers, pencils
- Construction paper
- Costumes for role playing
- Index cards
- Music/CD player
- instruments

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:

- What makes a friend?
- Why is having friends important?
- How would life be different if you had no friends?
- How do friends express their thoughts and feelings to each other?
- How are friendships built or broken?
- Who are your true friends and how do you know?
- What is a bully?
- How do you change a bully into a friend?
- How do we demonstrate friendship on a daily basis? How can you tell the difference in a bully and a friend?

Intelligent Behaviors:

1. As humans, which intelligent behaviors could we exhibit to help with making friends and solving bully problems?

- 2. How do you demonstrate these intelligent behaviors on a daily basis?
- 3. Which intelligent behaviors are not being shown that contribute to being a bully?
- 4. In what way(s) can we demonstrate the following intelligent behaviors?
 - Thinking flexibly
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 - Remaining open to continuous learning
 - Managing impulsivity
 - Thinking interdependently

5. How could the character Lotty demonstrate the following intelligent behaviors?

- Persisting
- Metacognition
- Questioning and problem posing
- Creating, imagining, and innovating

6. Why is it important to remain open to continuous learning when it comes to friendship and bully problems?

7. Based on what you know about friendship, can you apply past knowledge to new situations in regard to bullying?

8. What intelligent behaviors should true friends use?

Literary Perspective:

- 1. Why do you think the author wrote a book about friendship and bullies?
- 2. What lesson is taught through this book selection? What was the author trying to teach us?

Student/Teacher Reflections

Math Student Reflections and Assessments Task Rotation Learning Experience

K-2

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

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking
Create two thinking maps (double bubble, Venn Diagram) on friendships and bullies. First, sort friendship words – then bully words. What conclusions did you draw from these word lists?	Interview 5 students in your class. Ask them to relate their feelings about being bullied. Collect and organize all responses. Display collected data on graphs and discuss.
V_x_L_x_SMBP_x_I_x_N	V_x_L_x_S xMBP_x_I_x_N
Understanding Learner (C) Intuitive-Thinking	Self-Expressive Learner (D) Intuitive-Feeling
Summarize data collected on friendship and bullies. What solutions to bully problems can you think of to solve all these problems?	Students work teacher generated story problems that accompany <u>Bully Blocker Club</u> . How many students were bothered by bullies?
V_x_L_x_S_x_M_B_Px_Ix_N_	V_x_L_x_S_x_MB_x_P_x_I_x_N

Real World Connections With Products:

Organize, analyze, predict, apply, evaluate, similar/different, identify, compare/contrast, describe, explain, examine, problem solve, decision making, conclude, observe

Real World Applications:

Teacher, principal, parent, student, guidance counselor, artist,

Real World Terms:

Discuss, collect, display

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: Friendship and character traits

Overarching Generalizations:

- Friendship is necessary for peace and harmony.
- Friendship can last a lifetime.
- Friendship can change.
- Friendship can last through thick and thin.
- Growth is necessary in friendship.

More Complex Generalizations (Two or more concepts):

- Friends cooperating with each other can solve problems.
- Good character traits are necessary to build solid friendships.

Essential Question:

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

How can friendship be positive and negative?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper, construction paper
- Crayons, markers, pencils
- Graph paper
- Calculators
- Appropriate thinking maps

MetaCognitive Discussion (Essential Questions): (Whole Group)

Conceptual Perspectives:

- What makes a friend?
- Why is having friends important?
- How would life be different if you had no friends?
- How do friends express their thoughts and feelings to each other?
- How are friendships built or broken?
- Who are your true friends and how do you know?
- What is a bully?
- How do you change a bully into a friend?
- How do we demonstrate friendship on a daily basis? How can you tell the difference in a bully and a friend?

Intelligent Behaviors:

1. As humans, which intelligent behaviors could we exhibit to help with making friends and solving bully problems?

- 2. How do you demonstrate these intelligent behaviors on a daily basis?
- 3. Which intelligent behaviors are not being shown that contribute to being a bully?
- 4. In what way(s) can we demonstrate the following intelligent behaviors?
 - Thinking flexibly
 - Applying past knowledge to new situations
 - Remaining open to continuous learning
 - Managing impulsivity
 - Thinking interdependently
 - 5. How could the character Lotty demonstrate the following intelligent behaviors?
 - Persisting
 - Metacognition
 - Questioning and problem posing
 - Creating, imagining, and innovating

6. Why is it important to remain open to continuous learning when it comes to friendship and bully problems?

7. Based on what you know about friendship, can you apply past knowledge to new situations in regard to bullying?

8. What intelligent behaviors should true friends use?

Literary Perspective:

- 1. How could you use thinking maps to organize the information in the story? Could you only make one thinking map or more than one? What types of information could you show in the maps? Would they look the same?
- 2. Are there any other ways in which to graph the information gained from the thinking maps?

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