

## **Bright IDEA Curriculum Units Table of Contents**

### **Cohort 1**

#### **Curriculum Units – Grade 1**

<b>Grade</b>	<b>Concept</b>	<b>Topic</b>
K-2	Relationships	Citizenship
K-2	Relationships	Community
K-2	Change	Conservation
K-2	Change	Social Studies/ Customs/Relationships
K-2	Change	Social Studies/ Customs/Relationships
K-2	Change	Diversity
K-2	Change	Economics
K-2	Conflict	Environment
K-2	Relationships	Global Connections
K-2	Relationships	Living Things
K-2	Survival	Wants and Needs
K-2	Survival	Wants and Needs
K-2	Change	Weather

**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: Citizenship**

**K-2**

Emily Scott, Kathryn Fisher, and Stephanie Feller  
Guilford County and Hickory City

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

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

Created by:

Emily Scott  
Kathryn Fisher  
Stephanie Feller

## Big Ideas Manifested

**Topic - Citizenship**

**Literature Selection – Respecting Others**

**Author – Robin Nelson**

Concepts	Themes
<ul style="list-style-type: none"><li>• Relationships</li><li>• Self/Relationships</li></ul>	<ul style="list-style-type: none"><li>• Challenge generates change</li><li>• Change is necessary for growth</li><li>• Community</li></ul>
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"><li>• Lack of respect</li><li>• Who teaches it – home or school?</li></ul>	<ul style="list-style-type: none"><li>• You are responsible for your actions/attitude</li></ul>
Processes	Theories
<ul style="list-style-type: none"><li>• Role play / puppets</li><li>• Discussion</li><li>• Guest Speaker</li><li>• Problem Solving</li><li>• Imagination</li></ul>	<ul style="list-style-type: none"><li>• Respect generates respect</li></ul>
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"><li>• “Me first!”</li></ul>	<ul style="list-style-type: none"><li>• Lack of respect</li><li>• Golden Rule: “Do unto others as you would have others do unto you.”</li></ul>

Created by:

Emily Scott  
Kathryn Fisher  
Stephanie Feller

## Big Ideas Manifested

**Topic - Citizenship**

**Literature Selection – Recycle Everyday!**

**Author – Nancy Elizabeth Wallace**

Concepts	Themes
<ul style="list-style-type: none"><li>• <b>Change</b></li><li>• <b>Relationships</b></li><li>• <b>Preservation</b></li><li>• <b>Community</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Community members</b></li><li>• <b>Taking care of the environment</b></li><li>• <b>Recycling</b></li></ul>
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"><li>• <b>Recycling (to do or not to do)</b></li><li>• <b>Is it really worth it?</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Commitment</b></li><li>• <b>Can one person make a difference?</b></li><li>• <b>Accessibility</b></li></ul>
Processes	Theories
<ul style="list-style-type: none"><li>• <b>Class discussion</b></li><li>• <b>Research on recycling process</b></li><li>• <b>Problem solving / decision making</b></li></ul>	<ul style="list-style-type: none"><li>• <b>“Balance of nature”</b></li></ul>
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"><li>• <b>To each his own</b></li><li>• <b>One person cannot change the world</b></li><li>• <b>Think globally, act locally</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Reduce, Reuse, Recycle</b></li><li>• <b>Recycling can make the earth a better place</b></li><li>• <b>Recycling saves money</b></li><li>• <b>Everybody must do their part</b></li></ul>

Created by:

Emily Scott  
Kathryn Fisher  
Stephanie Feller

## Big Ideas Manifested

### Topic - Citizenship

Literature Selection – Everybody Works  
Author – Shelly Rotner and Ken Kreisler

Concepts	Themes
<ul style="list-style-type: none"><li>• Community</li><li>• Relationships</li><li>• Systems</li></ul>	<ul style="list-style-type: none"><li>• Community / community helpers</li><li>• Everyone and everything is related</li></ul>
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"><li>• Lack of ambition</li><li>• What about people who can't / don't work?</li></ul>	<ul style="list-style-type: none"><li>• We all must take part in the community / work together</li></ul>
Processes	Theories
<ul style="list-style-type: none"><li>• Role play / puppets</li><li>• Discussion</li><li>• Guest speakers from the community</li></ul>	<ul style="list-style-type: none"><li>• Everything is related in some way</li><li>• Relationships can be simple or complex</li><li>• Relationships are purposeful</li></ul>
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"><li>• Everybody can do their part</li></ul>	<ul style="list-style-type: none"><li>• All community members want to work together</li></ul>

Created by:

Emily Scott  
Kathryn Fisher  
Stephanie Feller

**Concept** – Relationships

**Topic** – Citizenship

**Suggested Literature Selection(s) –**

Recycle Everyday  
Respecting Others  
Everybody Works

**Look and Listen for...**

**Intelligent Behaviors**

**Story Focus**    Thinking Flexibly  
                      Remaining Open to Continuous Learning  
                      Taking Responsible Risks  
                      Creating, Imagining, and Innovating  
                      Persisting

**Student Activities**    Metacognition  
    (Habits of Mind)    Questioning and Posing Problems  
                              Taking Responsible Risks  
                              Thinking Flexibly

**Thinking Skills Focus -** Beginning Building Thinking Skills, by Sandra Parks  
Describing Similarities and Differences

**Topic Focus** - Citizenship

**Concept Focus** – Systems and Relationships

**Overarching Generalizations** – Relationships are purposeful  
Everything is related in some way  
Relationships can be simple or complex

**More Complex Generalizations**

Parts of systems are interdependent upon one another and form symbiotic relationships  
Relationships change over time

Created by:

Emily Scott  
Kathryn Fisher  
Stephanie Feller

## **Learning Targets**

### **English/Language Arts**

- 2.02 Demonstrate familiarity with a variety of texts (storybooks, short chapter books, newspapers, telephone books, and everyday print; such as signs and labels, poems, word plays using alliteration and rhyme, skits, and short plays).
- 2.03 Read and comprehend both narrative and expository text appropriate for grade one.
- 2.07 Respond and elaborate in answering what, when, where, and how questions
- 2.08 Discuss and explain response to how, why, and what if questions in sharing narrative and expository texts
- 2.09 Read and understand simple written instructions
- 3.01 Elaborate on how information and events connect to life experiences
- 3.02 Recognize and relate similar vocabulary use and concepts across experiences with text
- 3.03 Discuss unfamiliar oral or written vocabulary after listening to or reading text
- 3.04 Share personal experiences and responses to experiences with text:
- 4.02 Publishing non print texts, name characters and settings (who, where) and words that tell action and events (what happened, what did \_\_ do) in simple text
- 4.05 Write and/or participate in writing by using an authors model of language and extending the model
- 4.06 Compose a variety of products (poems, letters, booklets)
- 5.04 Use complete sentences to write simple text
- 5.05 Use basic capitalization and punctuation;
  - First word, Discussing interpretations, Recording personal responses
  - Use words that in the sentence
  - Proper names
  - Period to end a declarative sentence
  - Question mark to end interrogative sentence

### **Math**

- 2.02 Develop and understanding of the concept of time
  - a. Tell time at the hour and half hour
  - b. Solve problems involving application of time (clock and calendar)

### **Social Studies**

- 2.01 Develop and exhibit citizenship traits in the classroom, school, and other social environments
- 2.02 Identify the roles of leaders in the home, school, and community such as parents, mayor, police officers, principal, and teacher
- 2.06 Predict consequences that may result from responsible and irresponsible actions

### **Science**

- 3.03 Classify solids according to their properties:
  - Color
  - Texture
  - Shape (ability to roll or stack)
  - Ability to sink or float in water

Created by:

6

Emily Scott  
Kathryn Fisher  
Stephanie Feller

## **Directions for Teachers**

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

### **Suggested Topics for Discussion**

Citizenship  
Character Traits (Respect and Responsibility)  
Recycling  
Relationships  
Community Helpers  
Respect

### **Suggested Vocabulary Words for Discussion**

Citizenship  
Character Traits (Respect and Responsibility)  
Recycling  
Relationships  
Community Helpers  
Litter  
Manners  
Fairness

### **Vocabulary Extension**

Discuss the meaning of the above vocabulary words. Have children demonstrate the meaning through the following activity.

Vocabulary recognition – A student will throw a beanbag at a chart of new vocabulary words. Students must be able to

1. Identify the vocabulary word
2. Define the vocabulary word
3. Use the vocabulary word in a sentence
4. Discuss why the vocabulary word is important to the topic of discussion



## Hooks

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

### Six Facets of Understanding

Facet 1 – EXPLANATION
Explain what you think a system is. Describe how a community is like a system (parts to whole)? What are the relationships from the part to a whole, why are they interdependent? (i.e. school, family, etc.)
Facet 2 – INTERPRETATION
Illustrate a web of community leaders who work together to form a relationship within the community. How do these people form a system?  How is a principal like a parent? How is a police officer like a mayor? How is a teacher like a fire fighter?
Facet 3 – APPLICATION
Work together as a group to create the model citizen within the home, school, or community. Identify and discuss at least five characteristics of the model citizen.
Facet 4 – PERSPECTIVE
Read the story <u>The Little Red Hen</u> . While retelling the story discuss the behaviors and actions of each character. On a sheet of paper compare and contrast the characters according to their citizenship traits. What traits did they demonstrate? If you were one of the characters what would you have done? Would you have done anything differently if you were the Little Red Hen?
Facet 5 – EMPATHY
Present a few pictures of various community leaders. Ask students to choose which person they would like to be. Consider and discuss what it would be like to walk in their shoes?
Facet 6 – SELF-KNOWLEDGE
Create a “Wanted Ad” reflecting their personal traits of good citizenship. Which personal trait do you feel is the most important and explain why?

Created by:

Emily Scott  
Kathryn Fisher  
Stephanie Feller

Read: Everybody Works  
Recycle Everyday!

“Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out” –Shel Silverstein

### Task Rotation Learning Activities

K-2

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

<p><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>Play Mix n’ Match with community leaders and their roles. (i.e. I am a doctor. I help the sick). How are these people related to the community? What intelligent behaviors did you apply in this activity?</p> <p>V*_L*_S*_M*_B*_P*_I*_N__</p>	<p><b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b></p> <p>After reading the poem “Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out” write and illustrate how you would feel if you were Sara’s neighbor. How would her habit of not taking out the trash affect you? How would your relationship change? What would you do? Prioritize three intelligent behaviors that would help you. How did Sarah’s actions affect her relationships with others? How do your actions affect your relationships with people in your life?</p> <p>V__L__S*_M__B__P*_I*N__</p>
<p><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>Read the poem “Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out.” Identify the problem in the poem. What are some possible solutions to this problem? Pretend you are Sarah’s friend. Pick one solution and write an argument about why yours is the best solution. How will you discuss this with Sarah? How might this affect your relationship? What intelligent behaviors are needed to make your solution successful? How would these behaviors help you?</p> <p>V*_L__S__M__B__P*_I__N__</p>	<p><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>Have students collect various recyclable materials and bring them to class. Classify the materials by properties (color, texture, shape, and ability to sink or float in water). Repeat the activity, this time classifying the objects by recyclable materials (paper, plastic, cardboard, etc.) After classifying use the materials to create a mobile to decorate the classroom. What relationships did you engage to help you complete this project? What intelligent behaviors may we have to use to practice recycling?</p> <p>V*_L__S*_M__B__P__I*_N__</p>

Created by:

9

Emily Scott  
Kathryn Fisher  
Stephanie Feller

**Real World Connections With Products**

Application (create, discuss, compare, design, illustrate, predict, role play)

**Real World Applications**

Principal, Parent, Actor, Artist, Poet, Lawyer

**Real World Terms**

Explain, describe, compare, and interpret, design, prioritize

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

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

- Shel Silverstein poem, “Sarah Cynthia Sylvia Stout Never Took the Garbage Out”
- Mix n’ Match cards
- Recycled materials

Created by:

Emily Scott  
Kathryn Fisher  
Stephanie Feller

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

1. How can relationships be helpful?
2. How are relationships important in the community?
3. How is everything related in some way?
4. How may relationships change over time?
5. How is a community like a system?

#### **Intelligent Behaviors**

1. What intelligent behaviors do the characters in the stories we read 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? What indicators do you think would be a good focus for you on your next task rotation activities?
6. What Habits of Mind did the characters in the story demonstrate?
7. How do you demonstrate these Habits of Mind daily?

#### **Literary Perspective**

1. Discuss three or more words that describe Everybody Works.
2. What kind of thinking did studying Everybody Works cause you to do?
3. Draw an image or picture about Everybody Works. Explain your drawing to someone who does not know the story.
4. Discuss with a partner or small group how the information from Everybody Works is important and can be applied today. Be ready to share.
5. Finish the sentence: "This lesson on citizenship is important to me because...."

#### **Student/Teacher Reflections**

Give groups of students a large piece of butcher block and colored markers. At the end of the lesson, have students work together to create a mural depicting one of the community helpers from the story, and some ways that they relate to people in the community. Have students present their mural to other groups, including an explanation of what intelligent behaviors their community helper is exhibiting in the picture.

**Read: Recycle Everyday!**

## Math Task Rotation Learning Activities

### K-2

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

<p style="text-align: center;"><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>Complete the calendar of Minna's week to include the family members she worked with to collect the various recyclable items. Complete questions about her calendar (i.e. If today is Wednesday what did Minna do yesterday?)</p> <p>What role did Minna's family play in the story? What intelligent behaviors did the characters in the story exhibit?</p> <p style="text-align: center;">V*__L*__S*__M__B__P__I__N__</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b></p> <p>Choose a clock out of the box; read the time to the class and role-play what you may do at that specific time. The audience will guess what you are roll playing.</p> <p>As the audience how do you know what he/she is role-playing? Can you provide hints to the others by asking them questions?</p> <p style="text-align: center;">V*__L*__S__M__B*__P__I__N__</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>Select two months of the year and complete a calendar page for each (including holidays, activities, etc). Compare and contrast the months. What are similarities and differences?</p> <p>How are the months of a year like a system?</p> <p>What intelligent behaviors did you use in this task?</p> <p style="text-align: center;">V*__L__S__M__B__P__I*__N__</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>Select one of the four seasons. Identify the months in that season and design a calendar page for each month using recycled materials. Write a simple poem for the season or months you selected. Be sure to use complete sentences and correct capitalization and punctuation.</p> <p>What relationship exists between your illustration and each calendar month? What relationship exists between the months and the season you selected? What intelligent behaviors did you use in this task?</p> <p style="text-align: center;">V*__L__S__M__B*__P*__I__N__</p>

**Real World Connections With Products**

Application (complete, identify, compare, contrast, design, illustrate)

**Real World Applications**

Artist, Teacher, Citizen, Mathematician

**Real World Terms**

Create, select, calendar, relationships, community service task

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

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

- Copy of Recycle Everyday!
- Weekly calendar page for Minna's week
- Blank calendar pages
- Craft materials

Created by:

Emily Scott  
Kathryn Fisher  
Stephanie Feller

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

1. How can relationships be helpful?
2. How are relationships important in the community?
3. How is everything related in some way?
4. How may relationships change over time?
5. What relationships are there in math?

#### **Intelligent Behaviors**

1. What intelligent behaviors do the characters in the stories we read 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? What indicators do you think would be a good focus for you on your next task rotation activities?
6. What Habits of Mind did the characters in the story demonstrate?
7. How do you demonstrate these Habits of Mind daily?

#### **Literary Perspective**

1. Discuss three or more words that describe Recycle Everyday
2. What kind of thinking did studying Recycle Everyday cause you to do?
3. Draw an image or picture about Recycle Everyday. Explain your drawing to someone who does not know the story.
4. Discuss with a partner or small group how the information from Recycle Everyday is important and can be applied today. Be ready to share.
5. Finish the sentence: "This lesson on recycling is important to me because...."

#### **Student/Teacher Reflections**

As a class, name some ways that we can begin a recycling program in our school. Develop a plan of action to implement these changes. What citizenship qualities and intelligent behaviors will be needed to convince other school members that these ideas are valid? How will your relationships help or hurt you as you begin to put these plans into action? Plan a tentative calendar to put your plan into action.

**Concept: Relationships**

**Topic: Citizenship**

**Generalization(s):**

- Relationships are purposeful.
- Everything is related in some way.
- Relationships may be simple or complex.
- Relationships change over time.
- Parts of systems are interdependent on one another and form symbiotic relationships.

**Essential Question(s):**

1. How can relationships be helpful?
2. How are relationships important in the community?
3. How is everything related in some way?
4. How may relationships change over time?



## Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	On a folded sheet of paper illustrate the Beginning, Middle, and End of "Recycle Everyday." What was Minna's problem in the story and what was the outcome? Did anyone help Minna solve her problem? If so, who helped and what did they do? How did Minna's relationship with her family help her solve her problem?	<p>Explain: What are examples of recycling?</p> <p>Interpret: What is the meaning of recycle?</p> <p>Application: How can we recycle in our households?</p> <p>Perspective: How is recycling different from wastefulness?</p> <p>Empathy: What is the author of Recycle Everyday trying to make us feel and understand?</p> <p>Self-Knowledge: What are my strengths and weaknesses about recycling?</p> <p>How may relationships impact recycling?</p> <p>What intelligent behaviors may we have to use to practice recycling and why?</p>	Have students bring in items to make a poster showing how the item may be recycled for another purpose. How is recycling related to good citizenship? How does it affect your community? How did you apply your intelligent behaviors?	<p>Interview three people (one from home, school, and community) that you view as good citizens. Based on your interview what do you feel are their best attributes and explain? How may these relationships change over time?</p> <p>How did you apply your intelligent behaviors?</p>
2	In this story what were the two purposes of recycling? Given a box of trash demonstrate recycling. Minna extended the idea of recycling by including two other ways we can reduce	<p>Interview your partner to determine why it is important for each of us to recycle? Can one person make a difference? Broadcast The report to those who do not recycle.</p> <p>How might your relationships change</p>	What activities do you participate in or what systems do you belong to that require you to exhibit good citizenship? Create a concept map beginning with you in the center. Include the systems	You were selected to meet with a group who chooses not to recycle. Explain how these people may feel? Why would they be opposed to recycling? How would you convince them to recycle?

Created by:

Emily Scott  
Kathryn Fisher  
Stephanie Feller

	<p>the amount of trash in our homes. Identify and give examples of the three ways we can work together to reduce trash. How will your relationships help you?</p> <p>What intelligent behaviors did you use in this task?</p>	<p>after hear your broadcast?</p> <p>What intelligent behaviors did you use in this task?</p>	<p>to which you belong and identify character traits for each.</p> <p>How are your activities related?</p> <p>What intelligent behaviors did you use in this task?</p>	<p>How might your relationships be useful or hurtful during your discussion with this group of people?</p> <p>What intelligent behaviors would you need to exhibit?</p>
<b>3</b>	<p>Explain the process of recycling and report it back to the class. What relationships are present in this process? Incorporate visual aids to enhance your presentation.</p> <p>What intelligent behaviors did you use in this task?</p>	<p>What intelligent behaviors did Minna demonstrate throughout the story? How did her relationships help her? Support your answer with specific examples. Compare and contrast your intelligent behaviors with Minna's by creating a Venn diagram.</p> <p>What intelligent behaviors did you use in this task?</p>	<p>Identify a problem within your community and invent or create a solution to solve this problem using the process of recycling or recycled items.</p> <p>What is the relationship between recycling and your community?</p> <p>What intelligent behaviors did you use in this task?</p>	<p>Pretend you are a community leader facing three conflicts. Write to tell about specific character traits that are necessary for you to successfully handle these conflicts. What are three important relationships in your position?</p> <p>What intelligent behaviors did you use in this task?</p>

### **Real World Connections With Products**

Application (illustrate, explain, show, demonstrate, create, compare and contrast, invent)

### **Real World Applications**

Artist, Diplomat, Lawyer, Newscaster, Inventor, Community Leader, Principal

Created by:

Emily Scott  
Kathryn Fisher  
Stephanie Feller

**Real World Terms**

interview, attributes, extend, interview, participate, opposed, incorporate, Venn diagram, concept map, conflict

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

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

- Poster paper
- Craft materials
- Copy of Recycle Everyday
- Trash materials
- Writing materials

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

1. How can relationships be helpful?
2. How are relationships important in the community?

Created by:

Emily Scott  
Kathryn Fisher  
Stephanie Feller

3. How is everything related in some way?
4. How may relationships change over time?
5. What relationships are there in math?

### **Intelligent Behaviors**

1. What intelligent behaviors do the characters in the stories we read 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? What indicators do you think would be a good focus for you on your next task rotation activities?
6. What Habits of Mind did the characters in the story demonstrate?
7. How do you demonstrate these Habits of Mind daily?

### **Literary Perspective**

1. Identify the relationships present in the reading.
2. How would the story have been different without these relationships?
3. What kind of thinking did studying the reading cause you to do?
4. Draw an image or picture of the book. Explain your drawing to someone who does not know the story.

### **Student/Teacher Reflections**

Give students a piece of paper to draw a picture of them exhibiting a quality of good citizenship. 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 Quilt” emphasizing relationships and intelligent behaviors used in the story, and those that they used to create their drawings.

### **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.**

<b>Mastery Learner (A)</b>	<b>Interpersonal Learner (B)</b>
----------------------------	----------------------------------

Created by:

19

Emily Scott  
Kathryn Fisher  
Stephanie Feller

<p style="text-align: center;"><b>Sensing- Thinking</b></p> <p>Write a letter to a community member explaining which intelligent behaviors you believe they exhibit and how these help him or her be a good citizen. Include examples of how you believe these intelligent behaviors help them relate to other people in the community. Be sure to use complete sentences and correct capitalization and punctuation.</p> <p>What intelligent behaviors do you feel you have in common with the community member you selected?</p> <p style="text-align: center;">V* _L _S _M _B _P* _I _N _</p>	<p style="text-align: center;"><b>Sensing-Thinking</b></p> <p>In your group, pick different community helpers from the bucket to role-play. As a group, pick a scenario from the scenario bucket. Acting as your community helpers, show how your relationships with one another will help you to work through the scenarios responsibly. What intelligent behaviors will you use to work through these situations?</p> <p>What intelligent behaviors do you exhibit that are similar to these community helpers? Choose one intelligent behavior that you feel is your strongest? How do you exhibit this intelligent behavior as a way to be a good citizen?</p> <p style="text-align: center;">V* _L _S _M _B* _P* _I _N _</p>
<p style="text-align: center;"><b>Understanding Learner (C) Intuitive-Thinking</b></p> <p>In evaluating your weakest intelligent behavior, explain how you might improve this behavior. How can strengthening intelligent behaviors bring about better relationships?</p> <p>.</p> <p style="text-align: center;">V* _L _S _M _B _P* _I* _N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D) Intuitive-Feeling</b></p> <p>Design or create a booklet to explain ways in which you can demonstrate traits of good citizenship. Illustrate yourself and label your illustration with good citizenship attributes.</p> <p>What intelligent behaviors did you exhibit while creating your product? What intelligent behaviors do you look for in good citizens?</p> <p style="text-align: center;">V* _L _S* _M _B _P* _I _N _</p>

### **Real World Connections With Products**

Application (explain, show, evaluate, design, create, demonstrate)

### **Real World Applications**

Author, Lawyer, Actor, Artist, Community Leader

Created by:

20

Emily Scott  
Kathryn Fisher  
Stephanie Feller

**Real World Terms**

explain, include, community, scenario, illustrate, attribute

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

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

- Writing materials
- Community helper cards
- Craft materials

**MetaCognitive Discussion (Essential Questions)**

**(Whole Group)**

**Conceptual Perspectives**

Created by:

Emily Scott  
Kathryn Fisher  
Stephanie Feller

1. How can relationships be helpful?
2. How are relationships important in the community?
3. How is everything related in some way?
4. How may relationships change over time?

### **Intelligent Behaviors**

1. What intelligent behaviors do the characters in the stories we read 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? What indicators do you think would be a good focus for you on your next task rotation activities?
6. What Habits of Mind did the characters in the story demonstrate?
7. How do you demonstrate these Habits of Mind daily?

### **Literary Perspective**

1. Identify the relationships present in the reading.
2. How would the story have been different without these relationships?
3. What kind of thinking did studying the reading cause you to do?
4. Draw an image or picture of the reading. Explain your drawing to someone who does not know the story.

### **Student/Teacher Reflections**

Using puzzle-shaped pieces of poster board, have students write and illustrate what they have learned about relationships and citizenship. Piece the illustrations together to complete the puzzle. Ask students why all the pieces fit together?

### **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.**

--	--

Created by:

22

Emily Scott  
Kathryn Fisher  
Stephanie Feller

<p align="center"><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>Given sentence strips labeled with the days of the week, months of a year, and number cards arrange the cards to create a calendar. Complete a calendar identifying dates and events of service projects to be completed at the school. Use the completed calendar to respond to questions pertaining to the days of the week, today, yesterday, tomorrow etc.</p> <p>How may being a good citizen nurture various relationships?</p> <p align="center">V*__L*__S__M__B__P__I__N__</p>	<p align="center"><b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b></p> <p>Given a community service task (i.e. delivering the newspaper, walking the dog, raking leaves, picking up litter, washing a car, etc.) identify a reasonable time of day and length of time to complete each task.</p> <p>What is the relationship between the task and the amount of time allotted? What intelligent behaviors did you use in this task?</p> <p align="center">V*__L*__S__M__B__P__I__N__</p>
<p align="center"><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>Pretend you are spending a day at the beach. Throughout the day the teacher will periodically ask the class what time it is to record in their time log. Each student will write the time, illustrate the time on an analog clock, and write a sentence of what they would be doing at that particular time if they were at the beach.</p> <p>How might your agenda affect your relationships?</p> <p align="center">V*__L*__S__M__B__P__I__N__</p>	<p align="center"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>Create a weekly calendar and label with the days of the week and the dates. Fill in your calendar with activities shared with your friends and family. Using your calendar answer the following questions.</p> <p>If today is the 15<sup>th</sup>, what day of the week will tomorrow be? What did you do yesterday?</p> <p>What role did these relationships play throughout your week? What intelligent behaviors did you demonstrate throughout the week?</p> <p align="center">V__L*__S__M__B__P*__I__N__</p>

### **Real World Connections With Products**

Application (respond, identify, illustrate, create, demonstrate)

### **Real World Applications**

Community Leader, Mathematician, Teacher, Secretary

Created by:

23

Emily Scott  
Kathryn Fisher  
Stephanie Feller



**Real World Terms**

audience, agenda, yesterday, today, tomorrow, calendar

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

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

- Blank calendar pages
- Mini analog clocks
- Blank day planner page for beach activity
- Blank weekly calendar

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

Created by:

Emily Scott  
Kathryn Fisher  
Stephanie Feller

5. How can relationships be helpful?
6. How are relationships important in the community?
7. How is everything related in some way?
8. How may relationships change over time?
9. What relationships are there in math?

### **Intelligent Behaviors**

1. What intelligent behaviors do the characters in the stories we read 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? What indicators do you think would be a good focus for you on your next task rotation activities?
6. What Habits of Mind did the characters in the story demonstrate?
7. How do you demonstrate these Habits of Mind daily?

### **Literary Perspective**

1. Discuss three or more words that describe the reading.
2. What kind of thinking did studying this reading cause you to do?
3. Draw an image or picture about the reading. Explain your drawing to someone who does not know the story.
4. Discuss with a partner or small group how the information from the reading is important and can be applied today. Be ready to share.

### **Student/Teacher Reflections**

Invite community members (i.e. fireman, librarian, mayor, etc.) to a special luncheon to discuss their purpose in the community. In preparation, students will work to create a master calendar, invitations (including time and date), and a time-line for their visitation including lunch, discussion, and activities. Students will also generate questions to ask during the discussion.

### **Additional Support Materials**

- Calendars
- Hangers
- String
- Index cards
- Recycle Bins

Created by:

25

Emily Scott  
Kathryn Fisher  
Stephanie Feller

- Pictures of community helpers

### **Favorite Read-Alouds**

- The Little Red Hen
- “Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out” –Shel Silverstien

### **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?

Created by:

26

Emily Scott  
Kathryn Fisher  
Stephanie Feller

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?

## **APPENDIX**

### **A**

#### **Additional Instructional Concept-Based Activities**

Created by:

Emily Scott  
Kathryn Fisher  
Stephanie Feller

## **Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out**

**Sarah Cynthia Sylvia Stout  
Would not take the garbage out!  
She'd scour the pots and scrape the pans,  
Candy the yams and spice the hams,  
And though her daddy would scream and shout,  
She simply would not take the garbage out.  
And so it piled up to the ceilings:  
Coffee grounds, potato peelings,  
Brown bananas, rotten peas,  
Chunks of sour cottage cheese.  
It filled the can, it covered the floor,  
It cracked the window and blocked the door  
With bacon rinds and chicken bones,  
Drippy ends of ice cream cones,  
Prune pits, peach pits, orange peel,  
Gloppy glumps of cold oatmeal,  
Pizza crust and withered greens,  
Soggy beans and tangerines,  
Crusts of black burned buttered toast,  
Grisly bits of beefy roasts...  
The garbage rolled down the hall,  
It raised the roof, it broke the wall...  
Greasy napkins, cookie crumbs,  
Globs of gooey bubble gum,  
Cellophane from green baloney,  
Rubbery blubbery macaroni,  
Peanut butter, caked and dry  
Curdled milk and crusts of pie.  
Moldy melons, dried-up mustard,  
Eggshells mixed with lemon custard,  
Cold French fries and rancid meat,  
Yellow lumps of Cream of Wheat.  
At last the garbage reached so high  
That finally it touched the sky.  
And all the neighbors moved away,  
And none of her friends would come and play.  
And finally Sarah Cynthia Sylvia Stout said,  
"OK, I'll take the garbage out!"  
But then, of course, it was too late...  
The garbage reached across the state,  
From New York to the Golden Gate.**

Created by:

Emily Scott  
Kathryn Fisher  
Stephanie Feller

**And there, in the garbage she did hate,  
Poor Sarah met an awful fate,  
That I cannot right now relate  
Because the hour is much too late.  
Bu children, remember Sarah Stout  
And always take the garbage out!**

Created by:

Emily Scott  
Kathryn Fisher  
Stephanie Feller

# **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: Community**

**First Grade**

**By: Heather Calcutt and Joy Saunders**

Wake County and Moore 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 -Community**

**Literature Selection – Bluebonnet Girl**

**Author – Michael Lind**

<b>Concepts</b>	<b>Themes</b>
<b>Community</b> <b>Abundance and Scarcity</b> <b>Sacrifice</b>	<b>Sacrifice for the good of the group</b> <b>Human actions alter the abundance and scarcity in a community.</b>
<b>Issues or Debates</b>	<b>Problems or Challenges</b>
Internal vs. External Conflict	Greed, Pride, and Scarcity
<b>Processes</b>	<b>Theories</b>
<b>Problem Solving and Decision Making</b>	Their community's belief system said their behavior could alter or change the weather.
<b>Paradoxes</b>	<b>Assumptions or Perspectives</b>
Child takes the well being of the community into her own hands.	Native Americans never abused the land because it was sacred. Chief was the wisest person to lead the community.

## Big Ideas Manifested

**Topic – Community**

**Literature Selection – Everybody Works**

**Author – Shelley Rotner and Ken Kreisler**

<b>Concepts</b>	<b>Themes</b>
Community Relationships	Everything is related in some way.
<b>Issues or Debates</b>	<b>Problems or Challenges</b>
Consumption vs. Production Community growth vs. job scarcity	Education Salary Job Scarcity
<b>Processes</b>	<b>Theories</b>
Historical inquiry: Working to provide for needs and wants of the individual and the community.	People work to earn money. All people will have jobs as adults.
<b>Paradoxes</b>	<b>Assumptions or Perspectives</b>
The value of an honest day's work.	Everybody works Do you need a job in order to survive?

## Big Ideas Manifested

**Topic - Community**

**Literature Selection – Whale Snow**

**Author – Debby Dahl Edwardson**

<b>Concepts</b>	<b>Themes</b>
<b>Survival Community/Cooperation</b>	<b>Relationship of the community with the environment.</b>
<b>Issues or Debates</b>	<b>Problems or Challenges</b>
Survival of people vs. survival of the whales	<b>Ban on whaling</b>
<b>Processes</b>	<b>Theories</b>
<b>Daily Eskimo life</b>	That the whale spirit would visit the community after the hunt.
<b>Paradoxes</b>	<b>Assumptions or Perspectives</b>
The very thing that ensures their survival is the very thing they revere for its spirit, gift to the community.	That they all live in igloos. That they are a primitive culture.

## **Concept – Relationships**

## **Topic – Community**

**Suggested Literature Selection(s) – Bluebonnet Girl, Whale Snow, Everybody Works, and Respecting Others**

### **Look and Listen for...**

#### **Intelligent Behaviors**

**Story Focus: Metacognition, Thinking Flexibly**

#### **Student Activities**

Metacognition, Posing Questions, Thinking Flexibly, and Responsible Risk Taking

**Thinking Skills Focus – Building Thinking Skills-Parks and DeArmas  
Chapter 5: Describing People and Things**

**Topic Focus - Community**

**Concept Focus - Relationships**

**Overarching Generalizations - Everything is related in some way.**

**More Complex Generalizations – All things affect and are affected by their relationships with their environment. Relationships are unifying and dividing.**

### **Directions for Teachers**

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

### **Suggested Topics for Discussion**

Relationships, Community, and Decision- making

**Suggested Vocabulary Words for Discussion**

Drought, Sacrifice, and offering

**Vocabulary Extension**

Discuss the meaning of the above vocabulary words. Have children demonstrate the meaning of the selected words by illustrating, writing, or role-playing.

## Hooks

Topic: Community

Generalization: Everything is related in some way.

**Essential Question(s)** How might relationships within the community affect its wants and needs?

## Six Facets of Understanding

<b>Facet 1 – EXPLANATION</b>
What are the characteristics and parts of a community? Synthesize a list of those characteristics and parts.
<b>Facet 2 - INTERPRETATION</b>
How is our community like a family? Write a story explaining the simile and share it with a partner.
<b>Facet 3 - APPLICATION</b>
How is the knowledge of wants and needs applied in our homes? Design /produce a grocery list of things you need/want from the grocery store. The list may contain no more than three wants.
<b>Facet 4 - PERSPECTIVE</b>
How are your needs similar to and different from your parents? Whole group activity- Class will create a Venn-Diagram comparing and contrasting students' needs with their parents needs.
<b>Facet 5 – EMPATHY</b>
What would it be like to walk in the shoes of a career that provides a service to our community? What need does that job fulfill? Given jobs each pair will take turns in a role-play, carrying out the duties of that career.
<b>Facet 6 – SELF-KNOWLEDGE</b>
What are the limits of knowledge about community needs and wants? Whole group activity- Class will develop a K-W-L chart to explore the knowledge of our community's needs and wants.

**Read: Everybody Works, Bluebonnet Girl, and Whale Snow**

**Task Rotation Learning Activities**

**K-2**

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

<p><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>Draw/write what you think might be a need and a want for your community. How might the economic situation of your community impact its wants and needs? What intelligent behaviors would community leaders need to use in order to determine the community's wants and needs?</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>	<p><b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b></p> <p>Select a career; how do you feel that it contributes to the wants and needs of our community? Draw/write your opinions, and share them with a partner. What intelligent behaviors did you use in order to form your opinions on the contribution of your career to our community?</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>
<p><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>Using a magazine, cut out pictures that represent wants and needs for our community. Place the pictures onto a "T" chart. Explain your rationale for placing each item under either wants or needs. What intelligent behaviors did you use in order to categorize your pictures into wants and needs for our community?</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>	<p><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>Imagine that you are the principal of our school, write a story about how you will meet the needs and wants of our school community. What might be obstacles to hinder your decisions? What intelligent behaviors will you use to overcome those obstacles?</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>

**Real World Connections With Products**

**Applications (discuss, illustrate, write, select, imagine, explain)**

**Real World Applications**

Teacher, Principal, journalist, Service jobs (mayor, firefighters, police officers, postal carriers...etc.)

**Real World Terms**

**Contribution, comparison, opinion, obstacles**

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

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

- Writing/drawing paper
- Pencils/crayons/markers
- Magazines
- Scissors
- Glue Sticks



## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

1. How do relationships within a community affect its wants and needs?
2. How does the environment influence the wants and needs of a community?
3. How might communities justify choosing certain needs above others?

#### **Intelligent Behaviors**

1. What intelligent behaviors would community leaders need to use in order to determine the community's wants and needs?
2. What intelligent behaviors do principals use to solve problems in a school community?
3. What intelligent behaviors did you use in order to complete the task rotation activities?

#### **Literary Perspective**

1. Discuss the jobs in the story, Everybody Works. What services do they provide to the community?
2. What jobs within the story are the most important to our community?
3. Draw/label a picture of the job you like the most from the story. Share the picture with a partner.

#### **Student/Teacher Reflections**

Using the pictures that were drawn and labeled of jobs from the story, students will make a class quilt displaying the jobs of community workers that provide for the needs and wants of our community.

## Math Task Rotation Learning Activities

### K-2

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

<p style="text-align: center;"><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>Students will observe the weather during the school week. Each day your students will write/draw on a blank calendar what type of weather was observed. How might the weather impact relationships in our community? How does the weather impact the relationships in the Comanche community in the story, <u>Bluebonnet Girl</u>? What intelligent behaviors did you use while observing the weather over this past school week?</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b></p> <p>What do you feel is the best kind of weather to suit our community' needs? Students will work in pairs to survey their classmates. They will share and discuss their results with the class. How might that kind of weather affect the relationships in our community? How might that type of weather impact the Comanche community in the story, <u>Bluebonnet Girl</u>. What intelligent behaviors did you display when choosing your best kind of weather and its impact on our community?</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>Students will be given two teacher prepared weather calendars, each depicting different seasons and types of weather. One calendar will depict the weather from the story, and the other weather from a winter month. Students will then tally the number of sunny, rainy, and snowy days for each calendar. Students will then take this information and place it on a graph. Students will compare and contrast the data displayed on the bar graph. What conclusions can be made from the weather graph? What intelligent behaviors did you exhibit when compiling and analyzing your data?</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>Students will create a weather calendar for a specified month. Students will predict what type of weather will be more likely, less likely, certain, or impossible to occur citing their rationale. What if the little girl had not made a sacrifice in the story, Bluebonnet Girl? What type of weather would have been more likely to occur? How might the weather in our community during that month be more or less likely to affect the wants and needs in the community? What intelligent behaviors did you use in order to make your predictions?</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>

**Real World Connections With Products**

Application (observe, write, draw, survey, compare, contrast, create, predict)

**Real World Applications**

Scientist, meteorologist, statistician, event planner

**Real World Terms**

Evaluate, interpret, discuss, survey, 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.**

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

- One class set of blank weather calendars depicting only one school week
- One class set of a blank weather calendar with a specified month
- Paper/pencils/clipboards
- Teacher prepared weather calendars (two) one for a winter month and one depicting the weather from the story, Bluebonnet Girl
- Video Equipment and tape
- Television/VCR

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

1. How are relationships of the community affected by the weather?
2. How are the needs and wants of a community affected by the weather?

#### **Intelligent Behaviors**

1. Which intelligent behavior did you use the most in this activity? How did you use it?
2. Which intelligent behavior did you use the least in this activity? How could you improve the use of this intelligent behavior?
3. What intelligent behaviors did you exhibit when you analyzed the weather data in this task rotation?
4. How do you demonstrate intelligent behaviors daily?

#### **Literary Perspective**

1. How did the little girl's sacrifice affect the weather and her relationship to her community?
2. Describe the relationship between the Comanche community and their interdependence on the weather.

#### **Student/Teacher Reflections**

Students work in pairs to role- play being a meteorologist. Students will take turns making predictions for the weather for upcoming week in our community, and will video tape their forecasts to show to their fellow classmates.

**Concept: Relationships**

**Topic: Community**

**Generalization: Everything is related in some way.**

**Essential Question(s) How might relationships within the community affect its wants and needs?**

**Task Rotation Menu**

<b>Level</b>	<b>Mastery</b>	<b>Understanding</b>	<b>Self-Expressive</b>	<b>Interpersonal</b>
<b>1</b>	<b>Draw/write what you think might be a want and a need for your community.</b>	<b>Given picture cards sort into groups of needs and wants, discuss with a partner your rationale.</b>	<b>Create a circle map/list of jobs that meet community needs.</b>	<b>Given a list of community jobs, prioritize them by need in our community</b>
<b>2</b>	<b>Brainstorm a list of needs and wants for our community, then display them using bubble maps (web).</b>	<b>Using a magazine cut out pictures that represent wants and needs for our community. Place the pictures on a “T” chart, which has categories for wants and needs. Explain your rationale for placement on the chart.</b>	<b>Predict what the needs/wants of our community will be when you are an adult.</b>	<b>Write in your journal what you feel is the most important need in our community. Share/discuss with a partner.</b>
<b>3</b>	<b>Given a list of needs for our community, rank those needs and display it on a flow chart with your rationale for placement.</b>	<b>Pairs are given a list of needs and wants. One partner has to justify the rationale for the list of needs and the other has to justify the list of wants in a debate.</b>	<b>Imagine that you are the principal of our school, write a story about how you will meet the needs and wants of our school community. What might be</b>	<b>Select a career, how do you feel that it contributes to the wants and needs of our community? Draw/write your opinions, and share them with a partner.</b>

			<b>the obstacles that you have to overcome?</b>	
--	--	--	---	--

### **Real World Connections With Products**

Application ( draw, categorize, discuss, explain, create, prioritize, brainstorm, predict, imagine, select)

### **Real World Applications**

Advertising, community leaders (mayor, town councilperson, town manager), community service providers (police officers, firefighters, postal carriers, EMS )

### **Real World Terms**

Predict, explain, problem solve, discuss, prioritize

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

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

- Drawing/writing paper/large construction paper
- Pencils/crayons/markers
- Teacher created picture cards of wants and needs/teacher created list of needs and wants
- Teacher prepared list of community jobs
- Magazines
- Scissors/glue/glue sticks
- Student journals

### **MetaCognitive Discussion (Essential Questions)**

**(Whole Group)**

### **Conceptual Perspectives**

1. Why are community relationships necessary?
2. In community relationships what differentiates wants and needs?
3. How do jobs within the community build relationships?

**Intelligent Behaviors**

1. Which intelligent behaviors did you use most when completing the task rotation?  
How did you use it?
2. Which intelligent behaviors did you use the least? How can you improve your use of that intelligent behavior?
3. What intelligent behaviors are exhibited by some jobs in our community? How do they use it?

**Literary Perspective**

1. Choose one of the three books we've read: Bluebonnet Girl, Everybody Works, and Whale Snow, which one would you recommend to a friend? Why?
2. Choose a character/job from one of the books and tell what intelligent behavior that the person or job exhibits that you also use.

**Student/Teacher Reflections**

Students will work in small groups to role-play the jobs within our community and the relationships that they have to one another.

**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.**

<b>Mastery Learner (A)</b>	<b>Interpersonal Learner (B)</b>
----------------------------	----------------------------------

<p style="text-align: center;"><b>Sensing- Thinking</b></p> <p>Describe the needs and wants of a community according to their geographical location using pictures/words (prairie &amp; arctic). Discuss how communities affect and are affected by their relationships with their environment. What intelligent behaviors might individuals need in order to live in harmony with one another in different environments?</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;"><b>Sensing-Thinking</b></p> <p>Draw/write about how you would feel if you were asked to sacrifice your most prized possession. How might economic relationships impact what a community may sacrifice for another community? What intelligent behaviors enable a community to determine how to prioritize what to sacrifice?</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>Using a Venn-Diagram compare and contrast the wants and needs of native American community with our community. How might the environment dictate certain wants and needs in a community? What intelligent behaviors do communities use in determining their wants and needs?</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>Imagine that you're accidentally locked in the school building for the weekend. What might you need/want to have with you for that duration of time? What intelligent behaviors would you use in order to determine what you needed and wanted for the weekend?</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>

### **Real World Connections With Products**

Application (illustrate, discuss, compare, contrast, imagine, describe)

### **Real World Applications**

Mayor, town council, home economist, principal, school board, county commissioners, state legislators, governor



**Real World Terms**

Research, Discussion, Comparison

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

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

- Chart paper
- Drawing/writing paper
- Crayons, pencils, or markers

**MetaCognitive Discussion (Essential Questions)**

**(Whole Group)**

**Conceptual Perspectives**

1. How are community relationships affected by their environment?
2. How does the economic relationship of a community determine its wants and needs?

3. How might the needs and wants of a community unify and divide it?

### **Intelligent Behaviors**

1. What intelligent behaviors are displayed when a community determines their wants and needs?
2. How do you use intelligent behaviors to identify your wants and needs?
3. How did you use intelligent behaviors in completing your task rotation activities?

### **Literary Perspective**

1. Identify the main character in the story, Bluebonnet Girl.
2. Describe the relationship between the little girl and the Comanche community.
3. How did the little girl's sacrifice unify the community?
4. Would you recommend this book to a friend? Why? Why not?

### **Student/Teacher Reflections**

Think, Pair, Share... Have students write or draw what they learned from the lesson, then discuss it with a partner, and finally share it with the class.

### **Math Student Reflections and Assessments**

#### **Task Rotation Learning Experience**

#### **K-2**

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

<p style="text-align: center;"><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>Using a created weather calendar, students will group the different kinds of weather and use tallies to collect how much of each type of weather there is in that month. If this were the weather in our community for that month what impact will it have on the relationships within our community? What intelligent behaviors did you apply in order to categorize the information?</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b></p> <p>Your community had a bad storm, leaving lots of damage. How do you feel that you could be of service to the community? Create a survey with your partner to demonstrate the ways in which the community could help. Pairs will then collect the data for the survey from their classmates. How might the relationships in our community affect the clean-up process after a storm? What intelligent behaviors did you and your partner use when conducting your survey?</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>Students are given a description of a community setting, i.e. Coastal town...then they will list what will be more, less likely to be the needs and wants of that community. Students will debate their positions with their partners. Then compare their results to another pair's findings. How might the relationships between partners affect your debate? What intelligent behaviors did you and your partners use together in order to complete this task?</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>Using given information about the inches of rain in your community for each month, students will design a line plot. Students will then answer teacher generated questions concerning the line plot...i.e. What was the greatest amount/least amount of rain? How might the amount of rain that a community gets affect the water usage in that community? What intelligent behavior would be best suited for this activity?</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>

## **Real World Connections With Products**

**Application (create, survey, discuss, organize, problem solve, debate)**

### **Real World Applications**

Advertisement, Statistician, Mathematician, Community Leader ( mayor, city council, town manager)

### **Real World Terms**

Survey, discuss, debate, interpret

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

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

- Paper, pencil, clipboard
- Teacher generated tally worksheet with the inches of rain in each month for your community
- Teacher generated sheets with descriptions of various community settings
- Teacher generated weather calendar
- Student journals

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

1. How are relationships of the community affected by the weather?
2. How are the needs and wants of a community affected by the weather?

#### **Intelligent Behaviors**

1. Which intelligent behaviors did you use the most in this activity? How did you use it?
2. Which intelligent behavior did you use the least in this activity? How would you improve the use of this intelligent behavior?
3. Which intelligent behavior did you exhibit when you and your partner created and implemented your survey?
4. How do you exhibit intelligent behaviors daily?

#### **Literary Perspective**

1. How did the little girl's sacrifice affect the weather and her relationship to her community?
2. Describe the relationship between the Comanche community and their interdependence on the weather.

#### **Student/Teacher Reflections**

Students will write in their journals about how weather affects their relationships with others.

## **Additional Support Materials**

### **Favorite Read-Alouds**

**Cloudy with a Chance of Meatballs**

**Bringing the Rain to Kapiti Plain**

**Pickles to Pittsburgh**

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

**Rain, Rain go away...**

**Itsy, bitsy spider**

### **Video Clips**

**Weather Forecast- choose one from your community**

### **Paintings & Prints**

**Choose any painting/prints that depict community relationships.**

## **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: Conservation**

**First Grade  
Beth Phelps and Pam Smith  
Roanoke Rapids and Wake 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 -Conservation**

**Literature Selection –Recycle Everyday**

**Author – Nancy Elizabeth Wallace**

<b>Concepts</b>	<b>Themes</b>
<b>Change Exploration</b>	<b>One person can make a difference If everyone recycles, we can change the world</b>
<b>Issues or Debates</b>	<b>Problems or Challenges</b>
Saving trees vs. progress Modern conveniences vs. being environmentally aware	<b>Do we fix or reuse things or throw them away</b>
<b>Processes</b>	<b>Theories</b>
Problem solving Decision making	If everybody does their part we can make the world a cleaner, greener place
<b>Paradoxes</b>	<b>Assumptions or Perspectives</b>
Out with the old, in with the new If we don't take care of the earth, it won't take care of us	Everyone can make a difference

## Big Ideas Manifested

**Topic -**

**Literature Selection –**

**Author -**

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

## **Big Ideas Manifested**

**Topic -**

**Literature Selection –**

**Author -**

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

**Concept – Change**

**Topic – Conservation**

**Suggested Literature Selection(s) – *Recycle Everyday***

## **Look and Listen for...**

### **Intelligent Behaviors**

**Story Focus** Thinking Flexibly; Taking Responsible Risks; Creating, Imagining, and Innovating; Persisting

**Student Activities** Thinking Flexibly; Taking Responsible Risks; Creating, Imagining, and Innovating; Persisting

### **Thinking Skills Focus – *Beginning Building Thinking Skills*- Parks and De Armas Figural Classifications**

#### **Topic Focus - Conservation**

#### **Concept Focus - Change**

#### **Overarching Generalizations**

- Change generates additional change.
- Change is necessary for growth.
- Change can be positive or negative.

#### **More Complex Generalizations –**

- Change can result in the exploration of new findings.
- Man's relationship with the earth changes over time.
- Change can result in conservation.

#### **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**

Conservation, Recycle, Resourcefulness, Man's relationship with the earth

Generalizations should be discussed at every possible opportunity.

#### **Suggested Vocabulary Words for Discussion**

conservation, natural resources, resourcefulness, compost, symbol, recycle, reduce waste, reuse, wastefulness, compost maker, clothing bank, recycle bin, aluminum foil, plastic containers

### **Vocabulary Extension**

Do “Mix and Match” activity to match vocabulary words and definitions written on cards.

### **Hooks**

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

#### **Six Facets of Understanding**

<b>Facet 1 – EXPLANATION</b>
Show a card that teacher has made from recycled paper. Model how to make this paper by using scrap papers to make note cards. Explain the process and why we need to recycle paper. Have students participate in the recycling paper project. What changes were made in the paper to create the new product? What new findings did our exploration bring about?
<b>Facet 2 - INTERPRETATION</b>
Margaret Mead said, “Never doubt for one moment that a group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that ever has.” What does this mean? How does this relate to us? Does it matter? How may we make positive changes in the world?



<b>Facet 3 - APPLICATION</b>
Bring in a variety of materials that can be recycled. Allow children to design a new super hero or “Recycle Man” using the materials. How did the changes result in the exploration of your new “Super Hero”?
<b>Facet 4 - PERSPECTIVE</b>
Analyze the differences between conservation and wastefulness? How does recognizing these differences allow for change necessary for growth? How does man’s relationship with the earth change over time? What HOM might you use to practice good conservation and decreasing wastefulness?
<b>Facet 5 – EMPATHY</b>
Write about a time when you saw someone being wasteful. How did you feel when you saw people being wasteful? What changes do we need in our society to promote positive growth?
<b>Facet 6 – SELF-KNOWLEDGE</b>
Do a KWL chart on conservation. Reflect on what you already know about conservation to complete the K and W part. How did metacognition help you to complete the chart? Is conservation a positive or negative behavior? How might man’s relationship with the earth change over time?

Closure: Conduct a seminar using other suggested or newly created generalizations.

**Read: *Recycle Every Day* by Nancy Elizabeth Wallace**  
**Task Rotation Learning Activities**

**K-2**

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

<p style="text-align: center;"><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>What is recycling? What is a compost heap?  What did Minna’s family do each day of the week to recycle?  How did Minna’s family’s recycling efforts impact her choice of what to do for her project?  Categorize the different types of things your family recycles.  How does recycling bring about change in your home?  Is recycling positive or negative?</p> <p>V _ * _ L _ * _ S _ M _ B _ P * _ I _ N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b></p> <p>How did Minna feel when deciding what to do for her project? How did she feel when her family kept trying to offer suggestions for her project? Discuss the Habits of Mind that Minna displays?  Divide the class into 7 groups. Each group will create a picture to show what Minna and her family did to recycle. Assign each group a different day of the week. How can change result in conservation?</p> <p>V _ * _ L _ S _ * _ M _ B _ P * _ I _ N _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>How does Minna’s family compare to your family’s efforts to recycle?  Does your family need to change their recycling efforts?  Why do we need to recycle?  Why is recycling important for the earth?  How can change result in conservation?  Choose an item from a box of recyclable materials. Brainstorm for possible uses of the item. Make a list of ideas and choose your favorite to illustrate. How does being conservative generate positive change? What Habits of the Mind might you use in this activity? What changes can we make in our society to promote conservation? What new findings were the result of your exploration?</p> <p>V _ * _ L _ S _ * _ M _ B _ P _ * _ I _ N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>What if no one recycled?  What are more ways we can recycle?  Create a poster about recycling.  What HOM did you use when you created your poster?  How might man’s relationship with the earth change over time? What change can result in conservation?</p> <p>V _ * _ L _ S _ * _ M _ B _ P _ I _ * _ N _</p>

### **Real World Connections With Products**

Explain, Analyze, Reflect, Create, Design, Categorize

### **Real World Applications**

Environmentalism, sociologist, conservationist

### **Real World Terms**

Recycle, waste, reuse

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

How might the intelligent behavior help an environmentalist, sociologist and a conservationist change and grow in knowledge and skills over time in order to be successful in his/her career.

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

•

1. Copy of *Recycle Everyday*
2. an assortment of scrap paper
3. poster board
4. assorted recyclable materials
5. markers
6. grid paper
7. crayons
8. journal
9. notebook paper
10. pencils
11. glue

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

1. How change result in conservation?
2. How can change generate additional change?
3. How can change be either positive or negative?
4. Why is change necessary for growth?
5. What factors might bring about change?

#### **Intelligent Behaviors**

1. What Intelligent Behaviors did the characters in the story demonstrate?
2. How did you use these and other Intelligent Behaviors in completing the task roatation activities from the unit of study?
3. How do you demonstrate these Intelligent Behaviors daily?
4. What Intelligent Behaviors did you see as strength in these activities?
5. Why?
6. What Intelligent Behaviors do you think would work on developing in the next unit of study? What indicators do you think would be a good focus for you on your next task rotation activities?
7. What Habits of Mind did Minna and her parents demonstrate?
8. How do you demonstrate these HOM daily?

#### **Literary Perspective**

1. Discuss words that describe Minna.
2. Write about your favorite part of the story and illustrate it.
3. Discuss with a partner how recycling is important and can be applied everyday.
4. Finish this sentence: Recycling is important because \_\_\_\_\_.
5. Would you recommend this book? Why or why not?
6. What might the author's purpose for writing this book be?

#### **Student/Teacher Reflections**

As a class, what changes do you want to see in our school concerning conservation? Develop a plan of action to implement these changes. How might you educate our school as to the need for these changes? What intelligent behaviors will be needed to convince the school of the need for change?

## Math Task Rotation Learning Activities

**K-2**

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

<p style="text-align: center;"><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>Sequence the months of the year. Write the months in order. What changes might you see during the year?</p> <p style="text-align: center;">V _ L _ * S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b></p> <p>Allow groups to choose a month of the year out of a mystery box. Have the group to role-play activities appropriate for this month. What changes occur in activities during the year?</p> <p style="text-align: center;">V _ * L _ S _ * M _ B _ P _ * I _ N _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>Compare and contrast two different months of the year. What similar changes occur during these months? Make a collage with each side of your work representing one of the two months.</p> <p style="text-align: center;">V _ L _ * S _ * M _ B _ P _ I _ N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>Create a weekly log of activities you do each day of the week. At the end of the week, choose your favorite day. Write about which day was your favorite and why. What changes in activities did you notice? Predict which day of the week might be the favorite for the class. How do different days generate change?</p> <p style="text-align: center;">V _ * L _ * S _ M _ B _ P _ * I _ N _</p>

**Real World Connections With Products**

Sequence, compare, contrast, create, predict, generate

**Real World Applications**

Artist, graphic designer, illustrator, planner

**Real World Terms**

Months, days of the week, calendar

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

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

1. paper
2. art materials
3. glue
4. magazines
5. journal

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

1. What changes are brought about by changes in days of the week?
2. What changes are brought about by changes in the months of the year?
3. Are changes in the calendar positive or negative?

**Intelligent Behaviors**

What intelligent behaviors did you use to complete the task rotation activities?

How do you use these intelligent behaviors daily?

**Literary Perspective**

As you recall Minna's daily activities, how do your daily recycling activities compare?

**Student/Teacher Reflections**

As a class, how do changes in the days of the week bring about changes in our schedule?

How do changes in the months bring about changes in our daily activities?

As the year passes, what changes might we see in our use of HOM?

**Concept: Change**

**Topic: Conservation**

**Generalization:**

**Change generates additional change.**

**Change is necessary for growth.**

**Change can be positive or negative.**

**Essential Question(s) How does change generate additional change?**

**Why is change necessary for growth?**

**How can change be positive or negative?**

**How can change result in the exploration of new findings?**

**In what ways does man's relationship with the earth change over time?**

**How can change result in conservation?**

## **Task Rotation Menu**

<b>Level</b>	<b>Mastery</b>	<b>Understanding</b>	<b>Self-Expressive</b>	<b>Interpersonal</b>
<b>1</b>	<b>As a whole group collect and tally data from families to discover which families recycle and what types of materials they recycle.</b>	<b>Categorize and label the things your family recycles.</b>	<b>Brainstorm and list other ways your family can recycle.</b>	<b>Write about what you like about recycling and what you don't like. Share with the group.</b>
<b>2</b>	<b>Graph results from the data collected earlier.</b>	<b>Write an argument telling why we need to recycle glass, paper, and plastics.</b>	<b>Write a prediction about what might happen if no one recycled paper.</b>	<b>Reflect on your contributions to recycling at home and school.</b>
<b>3</b>	<b>Write a report on the information gathered from class surveys.</b>	<b>What conclusions might you draw about the impact of recycling vs. not recycling?</b>	<b>Design an original work of art depicting what the world would look like if no one recycled at all.</b>	<b>Create class rules for recycling paper and other classroom materials.</b>

### **Real World Connections With Products**

Collect, categorize, brainstorm, graph, predict, reflect, report

### **Real World Applications**

Statistician, technical writer, artist, orator, salesperson, reporter, journalist

### **Real World Terms**

Recycle, rules

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



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

1. paper
2. graph paper
3. markers
4. art supplies

### **MetaCognitive Discussion (Essential Questions)**

#### **(Whole Group)**

#### **Conceptual Perspectives**

1. How change result in conservation?
2. How can change generate additional change?
3. How can change be either positive or negative?
4. Why is change necessary for growth?
5. What factors might bring about change?

#### **Intelligent Behaviors**

1. What Intelligent Behaviors did the characters in the story demonstrate?
2. How did you use these and other Intelligent Behaviors in completing the task roatation activities from the unit of study?
3. How do you demonstrate these Intelligent Behaviors daily?
4. What Intelligent Behaviors did you see as strength in these activities?

5. Why?
6. What Intelligent Behaviors do you think would work on developing in the next unit of study? What indicators do you think would be a good focus for you on your next task rotation activities?
7. What Habits of Mind did Minna and her parents demonstrate?
8. How do you demonstrate these HOM daily?

### **Literary Perspective**

1. Discuss words that describe Minna.
2. Write about your favorite part of the story and illustrate it.
3. Discuss with a partner how recycling is important and can be applied everyday.
4. Finish this sentence: Recycling is important because \_\_\_\_\_.
5. Would you recommend this book? Why or why not?
6. What might the author's purpose for writing this book be?

### **Student/Teacher Reflections**

How can we bring about changes in our school to help with conservation?

How will these changes generate more changes?

### **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.**

<b>Mastery Learner (A)</b> <b>Sensing- Thinking</b>	<b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b>
<p>Following the pattern of the days of the week, write a story telling different ways you can practice conservation each day of the week. How can recycling these items bring about positive changes?</p> <p><b>V _ * _ L _ * _ S _ M _ B _ P * _ I _ N _</b></p>	<p>Create a family plan for recycling. How can changes in your recycling habits result in conservation?</p>

	V _ * _ L _ S _ M _ B _ P _ * _ I _ N _
<p><b>Understanding Learner I</b> <b>Intuitive-Thinking</b></p> <p>Write a letter to someone who does not recycle explaining to them the importance of recycling and how they can make a difference. In what ways can a change in people's habits impact conservation positively or negatively? What intelligent behaviors do we use when we practice conservation?</p> <p>V * _ L _ S _ M _ B _ P _ I * N _</p>	<p><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>Have children bring in a toy, book, or game to exchange with another student in the classroom. Describe how you felt about exchanging belongings. How did this activity make a difference in our community?</p> <p>V _ * _ L _ S _ M _ B _ P _ * _ I _ N _</p>

**Real World Connections With Products**

Create, describe

**Real World Applications**

Writer, administrator, organizer, journalist, counselor, salesperson

**Real World Terms**

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

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

1. paper
2. writing utensils
3. books, toys, games, etc. to exchange

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

1. How change result in conservation?
2. How can change generate additional change?
3. How can change be either positive or negative?
4. Why is change necessary for growth?
5. What factors might bring about change?

#### **Intelligent Behaviors**

1. What Intelligent Behaviors did the characters in the story demonstrate?
2. How did you use these and 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 strength in these activities?
5. Why?
6. What Intelligent Behaviors do you think would work on developing in the next unit of study? What indicators do you think would be a good focus for you on your next task rotation activities?
7. What Habits of Mind did Minna and her parents demonstrate?
8. How do you demonstrate these HOM daily?

#### **Literary Perspective**

1. Discuss words that describe Minna.
2. Write about your favorite part of the story and illustrate it.
3. Discuss with a partner how recycling is important and can be applied everyday.
4. Finish this sentence: Recycling is important because \_\_\_\_\_.
5. Would you recommend this book? Why or why not?
6. What might the author's purpose for writing this book be?

#### **Student/Teacher Reflections**

How can we bring about changes in our school to help with conservation?

How will these changes generate more changes?

**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.**

<p style="text-align: center;"><b>Mastery Learner (A)</b>  <b>Sensing- Thinking</b></p> <p>Create a timeline sequencing the months of the year.  What changes do we notice in ourselves during the year?</p> <p style="text-align: center;">V _ L _ * S _ * M _ B _ P _ I _ N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b>  <b>Sensing-Thinking</b></p> <p>Reflect on your favorite month. Write what it is and tell why. What changes are brought about by changes in the calendar? Paint or draw a picture to represent your month.</p> <p style="text-align: center;">V _ * _ L _ S _ * _ M _ B _ P _ I _ N _</p>
<p style="text-align: center;"><b>Understanding Learner I</b>  <b>Intuitive-Thinking</b></p> <p>Sequence the months of the year and label them according to the seasons. How do the changes in seasons bring about changes in activities?</p> <p style="text-align: center;">V _ L _ * S _ M _ B _ P _ I _ * N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b>  <b>Intuitive-Feeling</b></p> <p>Design a calendar page to represent your favorite month. What month comes before and after your favorite month? What changes might you notice during these three months?</p> <p style="text-align: center;">V _ L _ * S _ * _ M _ B _ P _ * _ I _ N _</p>

**Real World Connections With Products**

Design, label, create, sequence, reflect

**Real World Applications**

Artist, graphic designer, illustrator, planner

**Real World Terms**

Months

Days of week

calendar

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.**

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

Art supplies

Paint

Crayons, markers

Paper

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

4. What changes are brought about by changes in days of the week?
5. What changes are brought about by changes in the months of the year?
6. Are changes in the calendar positive or negative?

#### **Intelligent Behaviors**

What intelligent behaviors did you use to complete the task rotation activities?  
How do you use these intelligent behaviors daily?

#### **Literary Perspective**

As you recall Minna's daily activities, how do your daily recycling activities compare?

#### **Student/Teacher Reflections**

As a class, how do changes in the days of the week bring about changes in our schedule?  
How do changes in the months bring about changes in our daily activities?  
As the year passes, what changes might we see in our use of Habits of Mind?



## **Additional Support Materials**

### **Favorite Read-Alouds**

*The Hard-Times Jar* by Ethel Footman Smothers

*Rachel: The Story of Rachel Carson* by Amy Ehrlich

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

### **Video Clips**

**Magic School Bus video on recycling**

### **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: Social Studies Customs/Relationships**

**K-2**

Jane Evans Vass-Lakeview Elementary School  
Sandy Hopkins Belmont 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 - Change**

**Literature Selection – Old Turtle and the  
Broken Truth**

**Author – Douglas Wood**

<b>Concepts</b>	<b>Themes</b>
Seeing other viewpoints Seeing things through the eyes of others Compassion	Past vs. present Man's inhumanity to man
<b>Issues or Debates</b>	<b>Problems or Challenges</b>
Agree to disagree Respecting other's points of view	Not being able to agree We are all different.
<b>Processes</b>	<b>Theories</b>
Reasons for war How conflict begins How the truth changes over time	
<b>Paradoxes</b>	<b>Assumptions or Perspectives</b>
Getting to the root of the problem Do unto others as you would have them do unto you. Accept the truth for what it is.	Only my view point is important. "I'm right. You're wrong." Accept the fact that not everyone is going to like you.

## Big Ideas Manifested

### Topic - Change

**Literature Selection – Bluebonnet Girl**

**Author – Michael Lind**

Concepts		Themes
Communities	Interdependence	Results of Sacrifice Poetic Imagery
Conservation	Balance	Bravery
Sacrifice		“Pride Goethe before the fall.”
Abundance & Scarcity		Legends
Relationships		Comanche Indians
Greed		Flowers
Survival		
Issues or Debates		Problems or Challenges
Selfishness/greed vs. generosity		Surviving the drought
Sacrifice		Greed
Community working for greater good		Personal Sacrifice
What one values		Giving up Prized Possessions
Scarcity vs. Abundance		
Rigidity vs. Flexibility		
Processes		Theories
Problem Solving		Change is inevitable
Risk Taking		
Paradoxes		Assumptions or Perspectives
A little child shall lead you.		Bluebonnet flower originated by an Indian girl’s gift.
Character with the least gave up the most.		

## Big Ideas Manifested

**Topic -**

**Literature Selection –**

**Author -**

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

## **Concept – Relationship/Change    Topic – Customs**

**Suggested Literature Selection(s) –    Old Turtle and the Broken Truth  
Bluebonnet Girl**

### **Look and Listen for...**

#### **Intelligent Behaviors**

**Story Focus** Applying past knowledge to new situations.

**Student Activities** Thinking flexibly. Taking responsible risks.  
Metacognition    Questioning and problem posing

**Thinking Skills Focus –** Beginning Thinking Skills Parks and DeArmus  
Figural Classifications (Shapes and Size)

**Topic Focus -** Customs

**Concept Focus –** Change/Relationships

**Overarching Generalizations –** Change is inevitable.  
Change is necessary for growth.

**More Complex Generalizations -** Change can be either positive/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**

Customs  
Relationships



## **Suggested Vocabulary Words for Discussion**

### Old Turtle and the Broken Truth

Creatures      quarrel  
Gazing        clutching  
Admire        mysterious  
Possession

### Bluebonnet Girl

Drought   thirst   maze   afflicts   seasons   dispersed   cursed   spirits   greed  
sacrifice   weak   warrior   heights   plentiful   moccasins   foremost   shield   revealed  
pyre   boast   fetched   trophy   lance   tepees   mystic vision   waning   cradle board  
fragment   spiral   ember   blizzard   pulsing   cinders   pelting   skittish   pronghorn  
careened   unfurl   squall   wavered

## **Vocabulary Extension**

With the whole group, play I Have....Who Has.

There should be 2 sets of cards-1 with the vocabulary word on it and 1 with the definition on it.

Divide the class into the definition group and the vocabulary word group. Pass out the cards accordingly. Player 1 says, "I have.... Who has the definition? Player 2 has to answer.

## **Hooks**

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

## Six Facets of Understanding

<b>Facet 1 – EXPLANATION</b>
Generalization: Change is inevitable
EQ:
What are examples of customs or traditions that happen in your home? How may customs change over time?
<b>Facet 2 - INTERPRETATION</b>
Generalization: Change is inevitable
EQ:
Create an analogy about how your life changes as you get older.
<b>Facet 3 – APPLICATION</b>
Generalization: Relationships change over time.
EQ:
Draw a picture of one of your family's customs and write a sentence about that custom. Compare yours with your neighbor. How are the relationships the same or different?
<b>Facet 4 – PERSPECTIVE</b>
Generalization: Change can be either positive or negative.
EQ:
Discuss the following quote: "If we do not cherish our customs, we are bound to lose them." How does this quote relate to you?
<b>Facet 5 – EMPATHY</b>
Generalization: Change is necessary for growth.
EQ:
If you had been the Bluebonnet Girl, how would you have felt to give up your only possession for the saving of the people of the tribe. How is change sometimes necessary for growth?
<b>Facet 6 – SELF-KNOWLEDGE</b>
Generalization: Change is necessary for growth?
EQ:
How can I best show change that will lead to further growth?
<b>Journal Writing: How have I changed and grown as I have been in school?</b>

**Read: The Bluebonnet Girl**

**Task Rotation Learning Activities**

**K-2**

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

<p><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>Create and explain a flow chart that illustrates how change is inevitable in your life. How did the beginning of the story show that change was inevitable?</p> <p><b>V _ L _ S _ * _ M _ B _ P _ I _ N _</b></p>	<p><b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b></p> <p>Journal write how it would feel to give up your most prized possession. Pair Share with a partner. Discuss how your ideas are similar and different.</p> <p>How could giving up your most prized possession show that change is necessary for growth?</p> <p><b>V * L * S M B P * I * N _</b></p>
<p><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>Draw a Bubble Map illustrating how the little girl and the warrior are alike and different. Make a prediction about how the relationship would continue to change. What would the relationship be like in 20 years. How did the relationship between the little girl and the warrior change over time?</p> <p><b>V * L * S * M B P I N _</b></p>	<p><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>Pretend you are a Native American boy or girl. Using picture writing create a journal entry for 1 day in your life. Write a letter explaining how the relationships have changed over time. How can recording a journal entry show relationships changing over time?</p> <p><b>V _ * _ L _ S _ * _ M _ B _ P _ * _ I _ N _</b></p>

**Real World Connections With Products**

Applications (Draw, Illustrate, Discuss, Compare, Pretend, Create)

**Real World Applications**

Commercial Artist, Lawyer, Cartoonist, Reporter

**Real World Terms**

Plot, scene, case, journal

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

**Overarching Generalizations –**

Change is inevitable.

Change is necessary for growth.

**More Complex Generalizations –**

Change can be either positive/negative.

Relationships change over time.

How may changes affect relationships in your careers as a commercial artist, lawyer, cartoonist, or reporter positively or negatively? How may your intelligent behaviors help in your skills among relationships?

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

- Paper
- Crayons
- Pencils
- Bubble map
- Book-Bluebonnet Girl
-

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

1. How is change necessary for growth?
2. How do relationships change over time?

#### **Intelligent Behaviors**

1. What intelligent Behavior did you use to complete your task rotation?
2. What Intelligent Behavior did you observe in the literature?
3. How do you demonstrate Intelligent Behavior on a daily basis?

#### **Literary Perspective**

1. Did the “Little Girl” make a sacrifice for the good of the tribe? Explain.
2. What are 3 words that you would use to describe the “Little Girl”? Provide evidence to support your descriptive words.
3. How did the “Little Girl” change the outcome of the tribe?

#### **Student/Teacher Reflections**

Make a class book about friendship and how the relationships can change over time.

## Math Task Rotation Learning Activities

**K-2**

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

<p style="text-align: center;"><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>When given a teacher made pattern with errors, students will find the errors in the pattern, and correct the mistakes. Then write a sentence explaining the corrections.</p> <p>How does finding and correcting these errors show that change is inevitable?</p> <p style="text-align: center;">V _ * L _ * S _ * M _ B _ P _ I _ N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b></p> <p>The will keep a daily journal with pages labeled Monday through Friday. They will record patterns that they observe in their environment each day. They will pair share the patterns on Friday, chose one of the patterns to place in the pattern exhibit in the classroom.</p> <p>How does this exhibit of items in the classroom show change is necessary for growth?</p> <p style="text-align: center;">V _ * L _ * S _ * M _ B _ P _ * I _ * N _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>Two students will debate the issue of the zebra's stripes. One student will take the stand that zebras are black with white stripes. The other student will take the stand that zebras are white with black stripes. The remainder of the class will analyze the debate based on IBs and ask questions based on debaters' evidence.</p> <p>How does this natural pattern show how relationships change over time?</p> <p style="text-align: center;">V _ * L _ * S _ * M _ B _ P _ * I _ N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>Mr. Dingleberry makes ties with the same pattern. His boss has created a new rule. Mr. Dingleberry must design a tie with a different pattern for each day of the week. Cut out the ties and use the colored scrapes of paper to help Mr. D follow the boss's new rule. Label the ties with the days of the week.</p> <p>How does that pattern show that change is necessary for growth?</p> <p style="text-align: center;">V _ * L _ * S _ * M _ B _ * P _ * I _ N _</p>

**5.03 Create and extend patterns, identify the pattern unit, and transform into other forms.**

**Real World Connections With Products**

Applications (Find, Debate, Record, Label, Correct, Write, Explain, Construct, Found, Given, Compare, Report, Design)

**Real World Applications**

Graphic Design, Architect, Engineer

**Real World Terms**

Design, Classify, Map

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

**Overarching Generalizations –**

Change is inevitable.

Change is necessary for growth.

**More Complex Generalizations –**

Change can be either positive/negative.

Relationships change over time.

How may change affect relationships in your career as a Graphic Designer, Architect, or Engineer positively/negatively? How may your intelligent behavior help in developing your relationships within these jobs?

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

- paper
- pencil
- poster paper
- book-The Bluebonnet Girl

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

1. How do patterns illustrate a relationship?
2. How do patterns change as there is growth?
3. Why do patterns change?

#### **Intelligent Behaviors**

4. What intelligent Behavior did you use to complete your task rotation?
5. What Intelligent Behavior did you observe in the literature?
6. How do you demonstrate Intelligent Behavior on a daily basis?

#### **Literary Perspective**

1. What pattern do you observe in the story we read?

#### **Student/Teacher Reflections**

Create a class book. Each student gets a piece of 8 ½ by 11 paper. They will fold the paper in half. On one half of the paper, the student will create a pattern. They will exchange with someone else in the room and complete that person's pattern. The teacher will explore the book with class discussion. How have patterns changed?



**Concept: Change**

**Topic: Customs**

**Generalization: Change is inevitable.**

**Change is necessary for growth.**

**Change can be either positive/negative.**

**Relationships can change over time.**

**Essential Question(s) How is change necessary for growth?**

**Task Rotation Menu**

<b>Level</b>	<b>Mastery</b>	<b>Understanding</b>	<b>Self-Expressive</b>	<b>Interpersonal</b>
<b>1</b>	<b>Draw a picture showing the beginning of the story. How did the beginning of the story show that change was inevitable?</b>	<b>Draw a bubble map showing how the little girl and the warrior are alike and different. How did the relationship between the little girl and warrior change over time?</b>	<b>Pretend you are a Native American boy or girl. Using picture writing, create a journal entry for one day in your life. How can recording a journal entry show relationships change over time.</b>	<b>Write two sentences about the characters in the story that you liked or disliked.  How does telling about which characters you liked or disliked show change is inevitable?</b>
<b>2</b>	<b>Chart the characters and their possessions. How does the charting the characters possessions show change is necessary for growth?</b>	<b>Explain how the drought brought hardship to the tribe. How did the drought show that change is necessary for growth?</b>	<b>In 2 or 3 sentences, write what you think is going to happen with the tribe now? How does your prediction show change is necessary for growth?</b>	<b>With a partner, discuss how you would feel to have to give up your most prized possession. How could giving up your most prized possessions show that change is necessary for growth?</b>

3	<p><b>Make a pictorial time line depicting the story.</b></p> <p><b>How does this time line show that change was inevitable?</b></p>	<p><b>Pick a character from <u>The Bluebonnet Girl</u>. Be prepared to support your opinion of why the character should have or should not have given up his/her possession. You may not use the Little Girl as one of your characters.</b></p> <p><b>How can this discussion show change is inevitable?</b></p>	<p><b>Design a new doll for the little girl.</b></p> <p><b>How does this design show that relationships change over time?</b></p>	<p><b>Make a plan of action on how to carry out the community service.</b></p> <p><b>How can this show that change is necessary for growth?</b></p>
---	--	--	---	---

### **Real World Connections With Products**

Applications (Illustrate, Draw, Pretend, Write, Create, Chart, Explain, Discuss, Depicting, Choose, Support, Design)

### **Real World Applications**

**Artist, Author, Reporter, Map Maker, Scientist, Designer**

### **Real World Terms**

**Equipment, Characters, Audience, Theme, Data, Research, experiment, opinion, style, layout, contour, geographic, topographic**

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

#### **Overarching Generalizations –**

Change is inevitable.

Change is necessary for growth.

#### **More Complex Generalizations –**

Change can be either positive/negative.

Relationships change over time.

How might your career as a reporter, map maker, scientist, designer, artist, or author change because of necessity? How might these careers change as you grow and change?

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

- Paper
- Pencil
- Bubble map
- Book The Bluebonnet Girl
- crayons

## **Metacognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

1. How is change necessary for growth?
2. How do relationships change over time?

#### **Intelligent Behaviors**

1. What intelligent Behavior did you use to complete your task rotation?
2. What Intelligent Behavior did you observe in the literature?
3. How do you demonstrate Intelligent Behavior on a daily basis?

#### **Literary Perspective**

4. 1. Did the “Little Girl” make a sacrifice for the good of the tribe? Explain.
5. What are 3 words that you would use to describe the “Little Girl”? Provide evidence to support your descriptive words.
6. How did the “Little Girl” change the outcome of the tribe?

#### **Student/Teacher Reflections**

Design a house that would meet the needs of your family. Show how your house might change over time.

## 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.**

<p style="text-align: center;"><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>Following the rhyming pattern of <u>The Bluebonnet Girl</u>, write a poem about a custom in your family. Has the custom caused change in your family?</p> <p style="text-align: center;">V _ * L _ * S _ M _ B _ P _ I _ * N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b></p> <p>Describe 5 ways the main character is like you in <u>Old Turtle and the Broken Truth</u>. Would you have had the courage to go to Old Turtle the same as she did? Why or why not? Was the change that took place at the end of the book positive or negative? Why?</p> <p style="text-align: center;">V _ * L _ * S _ M _ B _ P _ * I _ * N _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>Make a Venn Diagram to compare and contrast how Grandpa changed the way he used to make molasses with the way he makes molasses today. What intelligent behaviors did Grandpa use to make his molasses? Write two sentences to tell about these changes. Be sure to use adjectives in your writing.</p> <p style="text-align: center;">V _ * L _ * S _ M _ B _ P _ I _ * N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>Create a tri-orama of <u>The Bluebonnet Girl</u>. Include at least two scenes illustrating how the tribe's environment has changed. How was the change inevitable?</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ * I _ * N _</p>

**Real World Connections With Products**

Application (write, compare, contrast, describe, create, include, illustrate)

**Real World Applications**

Poet, Writer, Commercial Artist

**Real World Term**

Journal, Sketch, Storyboard

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

**Overarching Generalizations –**

Change is inevitable.

Change is necessary for growth.

**More Complex Generalizations –**

Change can be either positive/negative.

Relationships change over time.

How may relationships change over time in your career as a poet, writer, or commercial artist positively or negatively? How may your intelligent behaviors help in developing your skills among relationships?

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

- paper
- pencil
- Book-Bluebonnet Girl
- Book-Old Turtle and the Broken Truth
- Book-Molasses Man
- Venn Diagram
- white construction paper
- crayons

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

1. How can changes be inevitable?
2. How do relationships change over time?

#### **Intelligent Behaviors**

1. What intelligent Behavior did you use to complete your task rotation?
2. What Intelligent Behavior did you observe in the literature?
3. How do you demonstrate Intelligent Behavior on a daily basis?

#### **Literary Perspective**

7. Did the “Little Girl” make a sacrifice for the good of the tribe? Explain.
8. What are 3 words that you would use to describe the “Little Girl”? Provide evidence to support your descriptive words.
9. How did the “Little Girl” change the outcome of the tribe?

#### **Student/Teacher Reflections**

Create a class recipe for relationships. What Intelligent Behavior would you include and why.

**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.**

<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>Find the error in the given pattern.</p> <p>How does the error in the pattern illustrate that change is inevitable?</p> <p style="text-align: center;">V _ * L * S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p>With a partner, the student will clap, tap, or snap a pattern. The partner will repeat the pattern. Then the two will switch places.</p> <p>How does repeating show that relationships change over time?</p> <p style="text-align: center;">V _ * L * S _ M _ B _ P _ * I * N _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p>Shown a pattern, the student will use the same pattern unit to create a new pattern.</p> <p>How does using this pattern show change is necessary for growth?</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ * N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>Create a pattern and name the unit. Use this design to develop a picture.</p> <p>How does the relationship between the unit name and the pattern show that change is necessary for growth?</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ * N _</p>



### **5.03 Create and extend patterns, identify the pattern unit, and translate into other forms.**

#### **Real World Connections With Products**

Applications (Find, Clap, Snap, Tap, Report, Create, Name)

#### **Real World Applications**

Graphic design, Architect, Engineer

#### **Real World Terms**

Illustrate, Classify, Identify

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

#### **Overarching Generalizations –**

Change is inevitable.

Change is necessary for growth.

#### **More Complex Generalizations –**

Change can be either positive/negative.

Relationships change over time.

How may change affect relationships in your career as a graphic designer, architect, or engineer positively/negatively? How may your intelligent behaviors help in developing your skills among relationships?

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

- paper
- pencil
- book-[The Bluebonnet Girl](#)
- teacher made patterns

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

1. How can change be necessary for growth?
2. How can change be inevitable?

#### **Intelligent Behaviors**

1. What intelligent Behavior did you use to complete your task rotation?
2. What Intelligent Behavior did you observe in the literature?
3. How do you demonstrate Intelligent Behavior on a daily basis?

#### **Literary Perspective**

1. What pattern do you observe in the story we read?

#### **Student/Teacher Reflections**

Create a class book. Each student gets a piece of 8 ½ by 11 paper. They will fold the paper in half. On one half of the paper, the student will create a pattern. They will exchange with someone else in the room and complete that person's pattern. The teacher will explore the book with class discussion. How have patterns changed?

## **Additional Support Materials**

### **Favorite Read-Alouds**

**Molasses Man**

**It's Back To School We Go!**

## **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**

##### **Tie Pattern**

## **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: Social Studies Customs/Relationships**

**K-2**

Jane Evans Vass-Lakeview Elementary School  
Sandy Hopkins Belmont 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 - Change**

**Literature Selection – Old Turtle and the  
Broken Truth**

**Author – Douglas Wood**

<b>Concepts</b>	<b>Themes</b>
Seeing other viewpoints Seeing things through the eyes of others Compassion	Past vs. present Man's inhumanity to man
<b>Issues or Debates</b>	<b>Problems or Challenges</b>
Agree to disagree Respecting other's points of view	Not being able to agree We are all different.
<b>Processes</b>	<b>Theories</b>
Reasons for war How conflict begins How the truth changes over time	
<b>Paradoxes</b>	<b>Assumptions or Perspectives</b>
Getting to the root of the problem Do unto others as you would have them do unto you. Accept the truth for what it is.	Only my view point is important. "I'm right. You're wrong." Accept the fact that not everyone is going to like you.

## Big Ideas Manifested

### Topic - Change

**Literature Selection – Bluebonnet Girl**

**Author – Michael Lind**

Concepts		Themes
Communities	Interdependence	Results of Sacrifice Poetic Imagery
Conservation	Balance	Bravery
Sacrifice		“Pride Goethe before the fall.”
Abundance & Scarcity		Legends
Relationships		Comanche Indians
Greed		Flowers
Survival		
Issues or Debates		Problems or Challenges
Selfishness/greed vs. generosity		Surviving the drought
Sacrifice		Greed
Community working for greater good		Personal Sacrifice
What one values		Giving up Prized Possessions
Scarcity vs. Abundance		
Rigidity vs. Flexibility		
Processes		Theories
Problem Solving		Change is inevitable
Risk Taking		
Paradoxes		Assumptions or Perspectives
A little child shall lead you.		Bluebonnet flower originated by an Indian girl’s gift.
Character with the least gave up the most.		



## Big Ideas Manifested

**Topic -**

**Literature Selection –**

**Author -**

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

## **Concept – Relationship/Change    Topic – Customs**

**Suggested Literature Selection(s) –    Old Turtle and the Broken Truth  
Bluebonnet Girl**

### **Look and Listen for...**

#### **Intelligent Behaviors**

**Story Focus** Applying past knowledge to new situations.

**Student Activities** Thinking flexibly. Taking responsible risks.  
Metacognition    Questioning and problem posing

**Thinking Skills Focus –** Beginning Thinking Skills Parks and DeArmus  
Figural Classifications (Shapes and Size)

**Topic Focus -** Customs

**Concept Focus –** Change/Relationships

**Overarching Generalizations –** Change is inevitable.  
Change is necessary for growth.

**More Complex Generalizations -** Change can be either positive/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**

Customs  
Relationships

## **Suggested Vocabulary Words for Discussion**

### Old Turtle and the Broken Truth

Creatures      quarrel  
Gazing        clutching  
Admire        mysterious  
Possession

### Bluebonnet Girl

Drought   thirst   maze   afflicts   seasons   dispersed   cursed   spirits   greed  
sacrifice   weak   warrior   heights   plentiful   moccasins   foremost   shield   revealed  
pyre   boast   fetched   trophy   lance   tepees   mystic vision   waning   cradle board  
fragment   spiral   ember   blizzard   pulsing   cinders   pelting   skittish   pronghorn  
careened   unfurl   squall   wavered

## **Vocabulary Extension**

With the whole group, play I Have....Who Has.

There should be 2 sets of cards-1 with the vocabulary word on it and 1 with the definition on it.

Divide the class into the definition group and the vocabulary word group. Pass out the cards accordingly. Player 1 says, "I have.... Who has the definition? Player 2 has to answer.

## **Hooks**

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

## Six Facets of Understanding

<b>Facet 1 – EXPLANATION</b>
Generalization: Change is inevitable
EQ:
What are examples of customs or traditions that happen in your home? How may customs change over time?
<b>Facet 2 - INTERPRETATION</b>
Generalization: Change is inevitable
EQ:
Create an analogy about how your life changes as you get older.
<b>Facet 3 – APPLICATION</b>
Generalization: Relationships change over time.
EQ:
Draw a picture of one of your family's customs and write a sentence about that custom. Compare yours with your neighbor. How are the relationships the same or different?
<b>Facet 4 – PERSPECTIVE</b>
Generalization: Change can be either positive or negative.
EQ:
Discuss the following quote: "If we do not cherish our customs, we are bound to lose them." How does this quote relate to you?
<b>Facet 5 – EMPATHY</b>
Generalization: Change is necessary for growth.
EQ:
If you had been the Bluebonnet Girl, how would you have felt to give up your only possession for the saving of the people of the tribe. How is change sometimes necessary for growth?
<b>Facet 6 – SELF-KNOWLEDGE</b>
Generalization: Change is necessary for growth?
EQ:
How can I best show change that will lead to further growth?
<b>Journal Writing: How have I changed and grown as I have been in school?</b>

**Read: The Bluebonnet Girl**

**Task Rotation Learning Activities**

**K-2**

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

<p><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>Create and explain a flow chart that illustrates how change is inevitable in your life. How did the beginning of the story show that change was inevitable?</p> <p><b>V _ L _ S _ * _ M _ B _ P _ I _ N _</b></p>	<p><b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b></p> <p>Journal write how it would feel to give up your most prized possession. Pair Share with a partner. Discuss how your ideas are similar and different.</p> <p>How could giving up your most prized possession show that change is necessary for growth?</p> <p><b>V * L * S M B P * I * N _</b></p>
<p><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>Draw a Bubble Map illustrating how the little girl and the warrior are alike and different. Make a prediction about how the relationship would continue to change. What would the relationship be like in 20 years. How did the relationship between the little girl and the warrior change over time?</p> <p><b>V * L * S * M B P I N _</b></p>	<p><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>Pretend you are a Native American boy or girl. Using picture writing create a journal entry for 1 day in your life. Write a letter explaining how the relationships have changed over time. How can recording a journal entry show relationships changing over time?</p> <p><b>V _ * _ L _ S _ * _ M _ B _ P _ * _ I _ N _</b></p>

**Real World Connections With Products**

Applications (Draw, Illustrate, Discuss, Compare, Pretend, Create)

**Real World Applications**

Commercial Artist, Lawyer, Cartoonist, Reporter

**Real World Terms**

Plot, scene, case, journal

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

**Overarching Generalizations –**

Change is inevitable.

Change is necessary for growth.

**More Complex Generalizations –**

Change can be either positive/negative.

Relationships change over time.

How may changes affect relationships in your careers as a commercial artist, lawyer, cartoonist, or reporter positively or negatively? How may your intelligent behaviors help in your skills among relationships?

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

- Paper
- Crayons
- Pencils
- Bubble map
- Book-Bluebonnet Girl
-

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

1. How is change necessary for growth?
2. How do relationships change over time?

#### **Intelligent Behaviors**

1. What intelligent Behavior did you use to complete your task rotation?
2. What Intelligent Behavior did you observe in the literature?
3. How do you demonstrate Intelligent Behavior on a daily basis?

#### **Literary Perspective**

1. Did the “Little Girl” make a sacrifice for the good of the tribe? Explain.
2. What are 3 words that you would use to describe the “Little Girl”? Provide evidence to support your descriptive words.
3. How did the “Little Girl” change the outcome of the tribe?

#### **Student/Teacher Reflections**

Make a class book about friendship and how the relationships can change over time.

## Math Task Rotation Learning Activities

**K-2**

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

<p style="text-align: center;"><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>When given a teacher made pattern with errors, students will find the errors in the pattern, and correct the mistakes. Then write a sentence explaining the corrections.</p> <p>How does finding and correcting these errors show that change is inevitable?</p> <p style="text-align: center;">V _ * L _ * S _ * M _ B _ P _ I _ N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b></p> <p>The will keep a daily journal with pages labeled Monday through Friday. They will record patterns that they observe in their environment each day. They will pair share the patterns on Friday, chose one of the patterns to place in the pattern exhibit in the classroom.</p> <p>How does this exhibit of items in the classroom show change is necessary for growth?</p> <p style="text-align: center;">V _ * L _ * S _ * M _ B _ P _ * I _ * N _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>Two students will debate the issue of the zebra's stripes. One student will take the stand that zebras are black with white stripes. The other student will take the stand that zebras are white with black stripes. The remainder of the class will analyze the debate based on IBs and ask questions based on debaters' evidence.</p> <p>How does this natural pattern show how relationships change over time?</p> <p style="text-align: center;">V _ * L _ * S _ * M _ B _ P _ * I _ N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>Mr. Dingleberry makes ties with the same pattern. His boss has created a new rule. Mr. Dingleberry must design a tie with a different pattern for each day of the week. Cut out the ties and use the colored scrapes of paper to help Mr. D follow the boss's new rule. Label the ties with the days of the week.</p> <p>How does that pattern show that change is necessary for growth?</p> <p style="text-align: center;">V _ * L _ * S _ * M _ B _ * P _ * I _ N _</p>

**5.03 Create and extend patterns, identify the pattern unit, and transform into other forms.**



**Real World Connections With Products**

Applications (Find, Debate, Record, Label, Correct, Write, Explain, Construct, Found, Given, Compare, Report, Design)

**Real World Applications**

Graphic Design, Architect, Engineer

**Real World Terms**

Design, Classify, Map

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

**Overarching Generalizations –**

Change is inevitable.

Change is necessary for growth.

**More Complex Generalizations –**

Change can be either positive/negative.

Relationships change over time.

How may change affect relationships in your career as a Graphic Designer, Architect, or Engineer positively/negatively? How may your intelligent behavior help in developing your relationships within these jobs?

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

- paper
- pencil
- poster paper
- book-The Bluebonnet Girl

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

1. How do patterns illustrate a relationship?
2. How do patterns change as there is growth?
3. Why do patterns change?

#### **Intelligent Behaviors**

4. What intelligent Behavior did you use to complete your task rotation?
5. What Intelligent Behavior did you observe in the literature?
6. How do you demonstrate Intelligent Behavior on a daily basis?

#### **Literary Perspective**

1. What pattern do you observe in the story we read?

#### **Student/Teacher Reflections**

Create a class book. Each student gets a piece of 8 ½ by 11 paper. They will fold the paper in half. On one half of the paper, the student will create a pattern. They will exchange with someone else in the room and complete that person's pattern. The teacher will explore the book with class discussion. How have patterns changed?

**Concept: Change**

**Topic: Customs**

**Generalization: Change is inevitable.**

**Change is necessary for growth.**

**Change can be either positive/negative.**

**Relationships can change over time.**

**Essential Question(s) How is change necessary for growth?**

**Task Rotation Menu**

<b>Level</b>	<b>Mastery</b>	<b>Understanding</b>	<b>Self-Expressive</b>	<b>Interpersonal</b>
<b>1</b>	<b>Draw a picture showing the beginning of the story. How did the beginning of the story show that change was inevitable?</b>	<b>Draw a bubble map showing how the little girl and the warrior are alike and different. How did the relationship between the little girl and warrior change over time?</b>	<b>Pretend you are a Native American boy or girl. Using picture writing, create a journal entry for one day in your life. How can recording a journal entry show relationships change over time.</b>	<b>Write two sentences about the characters in the story that you liked or disliked.  How does telling about which characters you liked or disliked show change is inevitable?</b>
<b>2</b>	<b>Chart the characters and their possessions. How does the charting the characters possessions show change is necessary for growth?</b>	<b>Explain how the drought brought hardship to the tribe. How did the drought show that change is necessary for growth?</b>	<b>In 2 or 3 sentences, write what you think is going to happen with the tribe now? How does your prediction show change is necessary for growth?</b>	<b>With a partner, discuss how you would feel to have to give up your most prized possession. How could giving up your most prized possessions show that change is necessary for growth?</b>

3	<p><b>Make a pictorial time line depicting the story.</b></p> <p><b>How does this time line show that change was inevitable?</b></p>	<p><b>Pick a character from <u>The Bluebonnet Girl</u>. Be prepared to support your opinion of why the character should have or should not have given up his/her possession. You may not use the Little Girl as one of your characters.</b></p> <p><b>How can this discussion show change is inevitable?</b></p>	<p><b>Design a new doll for the little girl.</b></p> <p><b>How does this design show that relationships change over time?</b></p>	<p><b>Make a plan of action on how to carry out the community service.</b></p> <p><b>How can this show that change is necessary for growth?</b></p>
---	--	--	---	---

### **Real World Connections With Products**

Applications (Illustrate, Draw, Pretend, Write, Create, Chart, Explain, Discuss, Depicting, Choose, Support, Design)

### **Real World Applications**

**Artist, Author, Reporter, Map Maker, Scientist, Designer**

### **Real World Terms**

**Equipment, Characters, Audience, Theme, Data, Research, experiment, opinion, style, layout, contour, geographic, topographic**

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

#### **Overarching Generalizations –**

Change is inevitable.

Change is necessary for growth.

#### **More Complex Generalizations –**

Change can be either positive/negative.

Relationships change over time.

How might your career as a reporter, map maker, scientist, designer, artist, or author change because of necessity? How might these careers change as you grow and change?

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

- Paper
- Pencil
- Bubble map
- Book The Bluebonnet Girl
- crayons

## **Metacognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

1. How is change necessary for growth?
2. How do relationships change over time?

#### **Intelligent Behaviors**

1. What intelligent Behavior did you use to complete your task rotation?
2. What Intelligent Behavior did you observe in the literature?
3. How do you demonstrate Intelligent Behavior on a daily basis?

#### **Literary Perspective**

4. 1. Did the “Little Girl” make a sacrifice for the good of the tribe? Explain.
5. What are 3 words that you would use to describe the “Little Girl”? Provide evidence to support your descriptive words.
6. How did the “Little Girl” change the outcome of the tribe?

#### **Student/Teacher Reflections**

Design a house that would meet the needs of your family. Show how your house might change over time.

## 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.**

<p style="text-align: center;"><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>Following the rhyming pattern of <u>The Bluebonnet Girl</u>, write a poem about a custom in your family. Has the custom caused change in your family?</p> <p style="text-align: center;">V _ * L _ * S _ M _ B _ P _ I _ * N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b></p> <p>Describe 5 ways the main character is like you in <u>Old Turtle and the Broken Truth</u>. Would you have had the courage to go to Old Turtle the same as she did? Why or why not? Was the change that took place at the end of the book positive or negative? Why?</p> <p style="text-align: center;">V _ * L _ * S _ M _ B _ P _ * I _ * N _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>Make a Venn Diagram to compare and contrast how Grandpa changed the way he used to make molasses with the way he makes molasses today. What intelligent behaviors did Grandpa use to make his molasses? Write two sentences to tell about these changes. Be sure to use adjectives in your writing.</p> <p style="text-align: center;">V _ * L _ * S _ M _ B _ P _ I _ * N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>Create a tri-orama of <u>The Bluebonnet Girl</u>. Include at least two scenes illustrating how the tribe's environment has changed. How was the change inevitable?</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ * I _ * N _</p>

**Real World Connections With Products**

Application (write, compare, contrast, describe, create, include, illustrate)

**Real World Applications**

Poet, Writer, Commercial Artist

**Real World Term**

Journal, Sketch, Storyboard

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

**Overarching Generalizations –**

Change is inevitable.

Change is necessary for growth.

**More Complex Generalizations –**

Change can be either positive/negative.

Relationships change over time.

How may relationships change over time in your career as a poet, writer, or commercial artist positively or negatively? How may your intelligent behaviors help in developing your skills among relationships?

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

- paper
- pencil
- Book-Bluebonnet Girl
- Book-Old Turtle and the Broken Truth
- Book-Molasses Man
- Venn Diagram
- white construction paper
- crayons



## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

1. How can changes be inevitable?
2. How do relationships change over time?

#### **Intelligent Behaviors**

1. What intelligent Behavior did you use to complete your task rotation?
2. What Intelligent Behavior did you observe in the literature?
3. How do you demonstrate Intelligent Behavior on a daily basis?

#### **Literary Perspective**

7. Did the “Little Girl” make a sacrifice for the good of the tribe? Explain.
8. What are 3 words that you would use to describe the “Little Girl”? Provide evidence to support your descriptive words.
9. How did the “Little Girl” change the outcome of the tribe?

#### **Student/Teacher Reflections**

Create a class recipe for relationships. What Intelligent Behavior would you include and why.

**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.**

<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>Find the error in the given pattern.</p> <p>How does the error in the pattern illustrate that change is inevitable?</p> <p style="text-align: center;">V _ * L * S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p>With a partner, the student will clap, tap, or snap a pattern. The partner will repeat the pattern. Then the two will switch places.</p> <p>How does repeating show that relationships change over time?</p> <p style="text-align: center;">V _ * L * S _ M _ B _ P _ * I * N _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p>Shown a pattern, the student will use the same pattern unit to create a new pattern.</p> <p>How does using this pattern show change is necessary for growth?</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ * N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>Create a pattern and name the unit. Use this design to develop a picture.</p> <p>How does the relationship between the unit name and the pattern show that change is necessary for growth?</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ * N _</p>

### **5.03 Create and extend patterns, identify the pattern unit, and translate into other forms.**

#### **Real World Connections With Products**

Applications (Find, Clap, Snap, Tap, Report, Create, Name)

#### **Real World Applications**

Graphic design, Architect, Engineer

#### **Real World Terms**

Illustrate, Classify, Identify

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

#### **Overarching Generalizations –**

Change is inevitable.

Change is necessary for growth.

#### **More Complex Generalizations –**

Change can be either positive/negative.

Relationships change over time.

How may change affect relationships in your career as a graphic designer, architect, or engineer positively/negatively? How may your intelligent behaviors help in developing your skills among relationships?

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

- paper
- pencil
- book-[The Bluebonnet Girl](#)
- teacher made patterns

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

1. How can change be necessary for growth?
2. How can change be inevitable?

#### **Intelligent Behaviors**

1. What intelligent Behavior did you use to complete your task rotation?
2. What Intelligent Behavior did you observe in the literature?
3. How do you demonstrate Intelligent Behavior on a daily basis?

#### **Literary Perspective**

1. What pattern do you observe in the story we read?

#### **Student/Teacher Reflections**

Create a class book. Each student gets a piece of 8 ½ by 11 paper. They will fold the paper in half. On one half of the paper, the student will create a pattern. They will exchange with someone else in the room and complete that person's pattern. The teacher will explore the book with class discussion. How have patterns changed?

## **Additional Support Materials**

### **Favorite Read-Alouds**

**Molasses Man**

**It's Back To School We Go!**

## **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**

##### **Tie Pattern**

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

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



**Melodie Silver  
Mary Ellen Whitworth**

**Roanoke Rapids Graded School District  
Guilford County Schools**

**Concept: Change**

**Topic: Diversity**

**K-2**

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

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



## Big Ideas Manifested

**Topic - Diversity**

**Literature Selection –The Hard Times Jar**

**Author - Ethel Footman Smothers**

Concepts	Themes
<ul style="list-style-type: none"><li>*Change</li><li>*Character</li><li>*Courage</li><li>*Conflict</li></ul>	<ul style="list-style-type: none"><li>*Right vs. Wrong</li><li>*Responsibility</li><li>*Saving for a rainy day</li></ul>
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"><li>*Segregation</li><li>*Poverty</li><li>*Persistence</li></ul>	<ul style="list-style-type: none"><li>*Lack of resources</li><li>*Owning up to mistakes</li></ul>
Processes	Theories
<ul style="list-style-type: none"><li>*Being acquainted with a new school</li><li>*How to write a story</li></ul>	<ul style="list-style-type: none"><li>*Putting forth a good effort pays off.</li></ul>
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"><li>*A penny saved is a penny earned.</li></ul>	<ul style="list-style-type: none"><li>*Honesty is the best policy.</li></ul>

## **Big Ideas Manifested**

**Topic - Diversity**

**Literature Selection – Harvesting Hope**

**Author – Kathleen Krull**

Concepts	Themes
<ul style="list-style-type: none"> <li>*Culture</li> <li>*Equality</li> <li>*Wealth</li> <li>*Slavery</li> <li>*Racism</li> </ul>	<ul style="list-style-type: none"> <li>*Man's inhumanity to man</li> </ul>
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> <li>*Hispanic vs. Others</li> <li>*Life vs. Death</li> <li>*Master vs. Worker</li> </ul>	<ul style="list-style-type: none"> <li>*Fighting with other families</li> <li>*No money</li> <li>*Politics</li> </ul>
Processes	Theories
<ul style="list-style-type: none"> <li>*Communication</li> <li>*Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>*Change brings about more change</li> </ul>
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> <li>*The fittest survive</li> <li>*Everyone is the same on the inside</li> </ul>	<ul style="list-style-type: none"> <li>*Art conveys meaning</li> </ul>

### Big Ideas Manifested

**Topic -**

**Literature Selection –**  
**Author -**

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

## Concept – Change

## Topic – Diversity

**Suggested Literature Selection(s) –**The Hard-Times Jar  
Harvesting Hope  
Going Someplace Special

### Look and Listen for...

#### Intelligent Behaviors

**Story Focus** Listening with Understanding and Empathy

**Student Activities** Thinking Flexibly, Taking Responsible Risk  
Metacognition, and Posing Problems

**Thinking Skills Focus** – *Beginning Building Thinking Skills* Verbal Classifications  
(How family members are similar) pg. 247-248

**Topic Focus** - Diversity

**Concept Focus** - Change

**Overarching Generalizations** – Change is inevitable  
Change generates additional change  
Diversity leads to change  
Change is necessary for growth

**More Complex Generalizations** – Change generates conflict  
Exploration brings about changes

#### 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

Needs vs. wants, Resourcefulness, Differences among people/groups

### **Suggested Vocabulary Words for Discussion**

Dabbed	scarce	orchard	crops
Migrant	crook	bulged	carriage

### **Vocabulary Extension**

Create a large jar with paper coins labeled with definitions. Students match words with definition. What prior experiences enabled you to match the words?

## Hooks

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

### Six Facets of Understanding

<b>Facet 1 – EXPLANATION</b>
Disseminate human body outlines to groups of four. Each person in the group will add a specific item to the outline. (Give examples: hair color/style, eyes/color, nose, mouth, skin, clothing (top, bottom)). How did the person change over time? Get with another group and compare change in people (from their group). How are they alike and different?
<b>Facet 2 - INTERPRETATION</b>
Do a Think-Pair-Share of a change you've been through and how you felt about the change.
<b>Facet 3 - APPLICATION</b>
Invent a time-line using words or pictures from birth to age 6 exhibiting changes in things you've learned to do. How is your time-line different from others in the class? How is it the same? (Diversity)
<b>Facet 4 - PERSPECTIVE</b>
Have different students come to the front of the room (one at a time). Children observe how the child looks. The child leaves the room. One item is added to the child. The child re-enters the room. The class then analyzes the change that was made.
<b>Facet 5 – EMPATHY</b>
Imagine you took a trip to China where no one speaks your language. What changes would you need to make in your behavior so people could understand you?
<b>Facet 6 – SELF-KNOWLEDGE</b>
Students bring baby pictures and current pictures of themselves. Be aware of and record changes in themselves over time.

**Read: The Hard Times Jar**

## Task Rotation Learning Activities

**K-2**

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

<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>What behaviors did Emma Jean demonstrate that made you aware of her love of books? What changes did she make in her behaviors throughout the story? What intelligent behaviors did she use in order to get her own book?</p> <p style="text-align: center;">V _ * _ L _ S _ M _ B _ * _ P _ * _ I _ * _ N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p>Divide students into groups of three. Then have students draw and write about the beginning, middle, and end of the story. What changes did Emma Jean experience during the story? How did she feel about these changes? What intelligent behaviors did she use while making these changes?</p> <p style="text-align: center;">V _ * _ L _ S _ * _ M _ B _ P _ * _ I _ N _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p>After reading the “Hard Times Jar” students pair with a partner and debate why Emma Jean should or should not have taken the book from her classroom. What changes could Miss Miller make so this wouldn’t happen again?</p> <p style="text-align: center;">V _ * _ L _ S _ M _ B _ P _ * _ I _ N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>As a class, brainstorm a list of wants and needs. Students design their own “hard times” jars using milk cartons. Create a wish list of things they would like to buy with their money. Speculate on how the item you buy would change our life or the way you live? What intelligent behaviors do you need to use so you can save as much money as possible? Predict if you would still want or need the things you’ve placed in your jar over a period of time.</p> <p style="text-align: center;">V _ * _ L _ S _ * _ M _ B _ P _ I _ * _ N _</p>



## **Real World Connections With Products**

Application (reflect, analyze, create, design, defend)

## **Real World Applications**

Graphic designer, Political Leader, Artist

## **Real World Terms**

Debate, Design, Brainstorm

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

### **Overarching Generalizations**

Change is inevitable  
Change generates additional change  
Diversity leads to change  
Change is necessary for growth

### **More Complex Generalizations**

Change generates conflict  
Exploration brings about changes

How do the intelligent behaviors help a graphic designer, artist, or political leader change and grow in their knowledge of diversity? How can exploration and diversity bring about change?

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

- Book **“The Hard Times Jar”**
- Drawing paper, pencils, markers
- Milk cartons
- Miscellaneous art supplies used to decorate milk cartoons.

## MetaCognitive Discussion (Essential Questions)

### (Whole Group)

#### Conceptual Perspectives

How can diversity result in change?  
Why is change necessary for growth?  
How can change be positive or negative?  
How does exploration bring about change?

#### Intelligent Behaviors

1. What intelligent behaviors did the characters in the story The Hard Times Jar demonstrate?
2. How did you use Intelligent Behaviors in completing the task rotation activities?
3. How do you demonstrate these Intelligent Behaviors daily?
4. How did Emma Jean demonstrate the following Intelligent Behavior in the story?

-Thinking flexibly	-creating, imaging, innovating
-Taking responsible risks	-showing persistence
-Metacognition	-listening with understanding and empathy
-Posing questions	

5. How do you show the following Intelligent Behavior?

-Thinking flexibly	-creating, imaging, innovating
-Taking responsible risks	-showing persistence
-Metacognition	-listening with understanding and empathy
-Posing questions	

#### Literary Perspective

1. Discuss three or more words that describe Emma Jean.
2. Draw a picture or image about "The Hard Times Jar". Explain your drawing to someone who does not know the story.
3. Discuss with a partner how you can use what Emma Jean learned in your life.
4. Finish the sentence "The lesson of The Hard Times Jar is important to me because..."

#### Student/Teacher Reflections

Using "paper jars" with a writing surface, have students write about what they have learned about change and diversity and why it is important.

## Math Task Rotation Learning Activities

### K-2

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

<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>Demonstrate how to sort and chart a group of coins by what is on “tails” side of coin.</p> <p>What differences do you notice in the coins? How have coins of the same value changed over time?</p> <p style="text-align: center;">V _ L _ _ S _ _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p>With a partner sort a set of given coins. Each person then chooses a group and explains why they like or dislike their group?</p> <p>What changes could you make in your sort?</p> <p style="text-align: center;">V _ L _ _ S _ _ M _ B _ P _ _ I _ N _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p>Sort and label coins by their value. Compare your sort with another group.</p> <p>How have the changes in the way a coin looks make your sorting more difficult?</p> <p>How have coins of the same value changed over time?</p> <p style="text-align: center;">V _ _ L _ _ S _ _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>Brainstorm different ways of sorting miscellaneous objects and explain your rule.</p> <p>What changes would you make if one of your rules were taken away?</p> <p style="text-align: center;">V _ L _ _ S _ _ M _ B _ P _ I _ N _</p>

## **Real World Connections With Products**

Applications (investigate, analyze, create, compare)

## **Real World Applications**

Cashier, Stock Person, Bank Teller

## **Real World Terms**

Sort, compare, value, and apply

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

### **Overarching Generalizations**

Change is inevitable  
Change generates additional change  
Diversity leads to change  
Change is necessary for growth

### **More Complex Generalizations**

Change generates conflict  
Exploration brings about changes

How do the intelligent behaviors help a Cashier, Stock Person or Bank Teller change and grow in their knowledge and skills over time? What would happen if the person were not able to make those changes in his or her job?

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

- Coins
- Chart paper, pencils, markers
- Miscellaneous items to sort
- Venn Diagram rings

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

1. Why is change necessary for growth?
2. Is change inevitable?
3. How does change generate conflict?
4. How does change generate additional change?

#### **Intelligent Behaviors**

1. What Intelligent Behaviors did you use to sort your coins/objects?
2. How do you use Intelligent Behaviors daily?
3. What Intelligent Behaviors did you see as your strength in these activities? Why?
4. What Intelligent Behaviors would you like to work on developing in future units?
5. How did you use the following Intelligent Behaviors in your task rotation activities?

-Metacognition	-posing questions
-Taking responsible risks	-being persistent
-Thinking flexibly	

#### **Literary Perspective**

1. Discuss ways Emma Jean could earn and save money?
2. Why was it important to her family to have a hard times jar?
3. Discuss with a partner how you can use what Emma Jean learned in your life.
4. What does the saying “a penny saved...is a penny earned” mean?

#### **Student/Teacher Reflections**

Using “paper coins” with a writing surface, have students write about what they have learned about saving and why it is important.

How can saving money change the way you live?

**Concept: Change**

**Topic: Diversity**

**Generalization: Change leads to change**

**Essential Question(s) What Habits of Mind did you use to help you sort and classify?**

**Task Rotation Menu**

<b>Level</b>	<b>Mastery</b>	<b>Understanding</b>	<b>Self-Expressive</b>	<b>Interpersonal</b>
<b>1</b>	<b>Sort a group of coins by color and size.</b>	<b>Sort and label coins.</b>	<b>Brainstorm different ways of sorting miscellaneous objects and explain your rule.</b>	<b>With a partner, sort your coins. Each person chooses a group and explains why they like or dislike that group.</b>
<b>2</b>	<b>Sort &amp; Chart a group of coins by what's on the "tails" side of them.</b>	<b>Sort and label coins by value.</b>	<b>Brainstorm different ways of sorting miscellaneous objects and show on a simple Venn Diagram.</b>	<b>Sort your coins. Choose one of your groups. In your personal journal write about what you would do with your money. How did exploration of money bring about change that was necessary for growth?</b>
<b>3</b>	<b>Sort a group of coins by their decade.</b>	<b>Sort coin pictures of monetary value with number pictures of monetary value.</b>	<b>Brainstorm different ways of sorting miscellaneous objects and show on a 3-ring Venn Diagram.</b>	<b>Sort picture cards by needs and wants and then sequence in order of importance. Discuss with a partner about your decision making process.</b>

## **Real World Connections With Products**

Applications (investigate, analyze, create, compare)

## **Real World Applications**

Cashier, Stock Person, Bank Teller

## **Real World Terms**

Sort, compare, value, and apply

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

### **Overarching Generalizations**

Change is inevitable  
Change generates additional change  
Diversity leads to change  
Change is necessary for growth

### **More Complex Generalizations**

Change generates conflict  
Exploration brings about changes

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

- Coins
- Chart paper
- Pencils
- Markers
- Monetary picture cards
- Venn Diagram rings
- Miscellaneous sorting objects
- Needs/wants picture cards

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

1. How can diversity result in change?
2. Why is change necessary for growth?
3. How does exploration bring about change?
4. How can change be positive or negative?
5. What changes do you notice through exploration?

#### **Intelligent Behaviors**

1. What Intelligent Behaviors did you demonstrate while completing the task rotation menu?
2. How do you demonstrate these behaviors daily?

#### **Literary Perspective**

1. Discuss with a partner how sorting coins could have helped Emma Jean count her money?

#### **Student/Teacher Reflections**

Student writes a journal entry on ways they sorted their coins and if they sorted the only way possible or if there were other possibilities.



**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.**

<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>Describe the procedures for taking home books from our classroom.</p> <p>How has that procedure changed from Kindergarten? How has school changed from Kindergarten to first grade?</p> <p style="text-align: center;">V _ * L _ * S _ M _ B _ P _ I _ * N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p>In a journal entry write and draw about how you would act and what habits of mind you would use if you were moved into another classroom where you were the only person of that race.</p> <p>How has change in your classroom generated change in yourself?</p> <p style="text-align: center;">V _ * L _ S _ * M _ B _ P _ I _ * N _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p>Using the Venn Diagram compare how Emma Jean's classroom is similar and different from your classroom.</p> <p>How does change generate additional change?</p> <p style="text-align: center;">V _ * L _ * S _ * M _ B _ P _ I _ N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>Using models, redesign your classroom and discuss in small groups how you felt about the changes you made.</p> <p>How is change necessary for growth?</p> <p style="text-align: center;">V _ * L _ S _ * M _ B _ * P _ * I _ N _</p>

## **Real World Connections With Products**

Analyze, design, reflecting, demonstrate, speculate, produce, create, predict

## **Real World Applications**

Teacher, architect, psychologist, minister, doctor

## **Real World Terms**

Analyze, demonstrate, speculate, produce, 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.**

### **Overarching Generalizations**

Change is inevitable  
Change generates additional change  
Diversity leads to change  
Change is necessary for growth

### **More Complex Generalizations**

Change generates conflict  
Exploration brings about changes

How do the Intelligent Behaviors help a teacher, architect, psychologist, minister and doctor change and grow in their knowledge and skills over time in order to be successful in his or her career? What do you think may happen if one is not able to change in his or her career?

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

- Journals
- Venn diagram
- Map of classroom
- Items to represent classroom furniture

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

1. Why is change necessary for growth?
2. How does exploration lead to change?
3. How does change generate conflict?
4. How does change generate additional change?
5. Does diversity lead to change?

#### **Intelligent Behaviors**

1. What intelligent behaviors did you use when re-designing our classroom.
2. How did you show the following intelligent behaviors?
  - a. Thinking flexibly
  - b. Creating, innovating
  - c. Metacognition
  - d. Taking responsible risks
  - e. Posing questions
3. What intelligent behavior did you see as your strength in the task rotation?

#### **Literary Perspective**

1. Discuss with a partner why Emma Jean felt uncomfortable in her new classroom?
2. How did diversity lead to change in the classroom?
3. What could the students and Miss Miller do to help Emma Jean feel more comfortable on her first day?

#### **Student/Teacher Reflections**

Students and teacher monitor progress of intelligent behavior among each other. When someone is caught displaying a certain behavior then they are given an Intelligent Behavior badge to wear for the remainder of the day.

## 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.**

<p style="text-align: center;"><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>Write a story titled _____'s Money Jar. Be sure to include what you are saving for and what Intelligent Behaviors you should use in order to achieve your goal.</p> <p>What behaviors did you change in yourself? Why is it important to “save for a rainy day”?</p> <p style="text-align: center;"><b>V _ * _ L _ S _ M _ B _ P _ I _ * _ N _</b></p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b></p> <p>Imagine you want to buy a toy that costs 50 cents. You only have 39 cents. How would that make you feel? How much money would be needed from the hard times jar? Show me with coins. What Intelligent Behaviors did you use to determine how much more you needed? How would your life change if you could buy this toy?</p> <p style="text-align: center;"><b>V _ L _ * _ S _ M _ B _ P _ I _ * _ N _</b></p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>Draw a picture. Compare and contrast a person with no money with a person with a lot of money. What are similarities and differences? How could having a lot or a little of money change the way you interact with others?</p> <p>What intelligent behaviors did you use to help you compare and contrast these two people?</p> <p style="text-align: center;"><b>V _ * _ L _ S _ M _ B _ P _ I _ * _ N _</b></p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>Design a new coin and give it a monetary value. Describe the choices you made in designing your coin. Combine your coin with real world coins and give the sum.</p> <p>What intelligent behaviors did you use to help you create your new coin?</p> <p>How would this coin change our monetary system?</p> <p style="text-align: center;"><b>V _ L _ * _ S _ M _ B _ P _ I _ * _ N _</b></p>

## **Real World Connections With Products**

Application (analyze, design, speculate, produce, create)

## **Real World Applications**

Author, cashier, banker/teller, graphic designer, artist

## **Real World Terms**

Design, produce, and 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.**

### **Overarching Generalizations**

Change is inevitable  
Change generates additional change  
Diversity leads to change  
Change is necessary for growth

### **More Complex Generalizations**

Change generates conflict  
Exploration brings about changes

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

- Story paper or journal
- Variety of coins
- Drawing paper

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

1. Change is needed for growth.
2. Change creates additional change.
3. Change can be positive or negative.
4. Change involves exploration.
5. Change can create conflict.
6. Diversity leads to change.

#### **Intelligent Behaviors**

1. **What Intelligent Behaviors did you demonstrate while completing the Task Rotation Assessment?**
2. **What changes did you make in your behavior to complete the tasks?**
3. **How would you use the following Intelligent Behaviors in your next Task Rotation Assessment?**
4. **What Intelligent Behaviors would you like to work on developing in future units?**
5. **How did you use the following Intelligent Behaviors in your task rotation activities?**

-Metacognition                      -posing questions  
-Taking responsible risks  
-Thinking flexibly

#### **Literary Perspective**

1. Why was it important for Emma Jean's mother to have a "Hard Times Jar"?
2. What do you think Emma Jean would have done if she got change back after buying her book? What Intelligent Behavior would she use? What would you have done if you were in Emma Jean's place?
3. What words would you use to describe Emma Jean and her classmates?

#### **Student/Teacher Reflections**

Students can judge each coin design and come to an agreement as to which coin they would like to see become a real coin.

Student discusses with a partner what they would do if a friend didn't have enough money to buy something they wanted? What if the other person didn't have any money either?

## **Additional Support Materials**

### **Favorite Read-Alouds**

- **Harvesting Hope – Kathleen Krull**
- **Going Somewhere Special – Deborah Hopkinson**
- **Alexander Who Use To Be Rich Last Sunday – Judith Viorst**
- **Chrysanthemum – Kevin Henkes**
- **The Story of Ruby Bridges – Robert Coles**
- **Arthur’s Funny Money – Lillian Hoban**
- **Pigs Will Be Pigs – Amy Axelrod**
- **How To Turn Lemons Into Money – Louise Armstrong**
- **Amazing Grace - Mary Hoffman**

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

- **In My Piggy Bank (song)**
- **Smart (Poem) Shel Silverstein**
- **A Purple Song (Song)**
- **Jack Sprat (Nursery Rhyme)**

### **Video Clips**

- **Tight Times (Reading Rainbow)**
- **Fly Away Home (Reading Rainbow)**

### **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

Songs: [www.songsforteaching.com](http://www.songsforteaching.com)

#### A Purple Song

(Tune of: Yankee Doodle)

If I had a purple penny  
Or a purple nickel,  
I'd go to the purple store  
And buy a purple pickle,  
Purple pickles, purple peas,  
Purple macaroni,  
Purple pudding, purple pie,  
And purple pepperoni.

# **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: Economics**

**Authors: Gayle Monds, Roanoke Rapids  
Amy Lindstrom, Wake 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 - Economics**

**Literature Selection – *The Hard Times Jar***

**Author – Ethel Footman Smothers**

Concepts	Themes
<ul style="list-style-type: none"> <li>■ Conflict</li> <li>■ Relationships</li> <li>■ Abundance vs. Scarcity</li> <li>■ Change</li> <li>■ Environment</li> </ul>	<ul style="list-style-type: none"> <li>■ Honesty is the best policy</li> <li>■ Right vs. Wrong</li> <li>■ Saving for a rainy day</li> <li>■ Surviving hardship/poverty</li> <li>■ Take responsibility for your actions</li> </ul>
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> <li>■ new student, new school</li> <li>■ outsider and dominant culture</li> <li>■ Was it wrong to take the book?</li> <li>■ Stealing vs. borrowing</li> <li>■ Differences in family life/ work</li> </ul>	<ul style="list-style-type: none"> <li>■ The main character has many responsibilities</li> <li>■ The family does not have a lot of money – supplying wants and needs</li> <li>■ different cultures</li> </ul>
Processes	Theories
<ul style="list-style-type: none"> <li>■ read non-fiction text about migrant workers</li> <li>■ decision making / problem solving</li> <li>■ compare and contrast characters/ actions</li> </ul>	<ul style="list-style-type: none"> <li>■ natural intelligence vs. formal schooling</li> <li>■ searching for the American dream</li> </ul>
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> <li>■ “Less is more” -- family has rich life without having lots of money</li> <li>■ Migrant workers tied to crops and weather</li> <li>■ Plenty vs. want</li> </ul>	<ul style="list-style-type: none"> <li>■ unschooled people are not smart, do not value education</li> <li>■ money does not always buy happiness</li> <li>■ poor people lack morality</li> <li>■ work hard for what you want</li> </ul>

## Big Ideas Manifested

**Topic - Economics**

**Literature Selection – Harvesting Hope**

**Author – Kathleen Krull**

Concepts	Themes
<ul style="list-style-type: none"> <li>■ change</li> <li>■ conflict</li> <li>■ power</li> <li>■ structure</li> </ul>	<ul style="list-style-type: none"> <li>■ hardships brought people together</li> <li>■ many voices are stronger than one</li> </ul>
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> <li>■ being brave and courageous does not mean hitting or other violence</li> </ul>	<ul style="list-style-type: none"> <li>■ overcoming obstacles is not always easy – it takes time and persistence</li> </ul>
Processes	Theories
<ul style="list-style-type: none"> <li>■ steps Chavez went through to bring about change</li> </ul>	<ul style="list-style-type: none"> <li>■ change bring about more change</li> <li>■ speak your mind – people will listen</li> </ul>
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> <li>■ although not treated as important, the companies could not function without the workers – they were very important</li> </ul>	<ul style="list-style-type: none"> <li>■ people can abuse power</li> <li>■ change takes time</li> <li>■ conflict teaches and can unify</li> </ul>

## Big Ideas Manifested

**Topic -**

**Literature Selection –**

**Author -**

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

## Conceptual Lens – Change

## Topic – Economics

**Suggested Literature Selection(s)** – *The Hard Times Jar* by Ethel Footman Smothers

**SCOS Objectives:** Social Studies – 6.01, 6.02, 6.03, 6.06 ; Math – 4.01, 5.01, 5.02

### Look and Listen for...

#### Intelligent Behaviors

##### Story Focus

Metacognition, Thinking Flexibly,  
Taking Responsible Risks, and  
Questioning and Posing Problems

##### Student Activities

Metacognition, Thinking Flexibly,  
Taking Responsible Risks, and  
Questioning and Posing Problems

**Thinking Skills Focus -** *Beginning Building Thinking Skills* – Parks and DeArmas  
Describing Similarities and Differences (Chapter 6)

**Topic Focus -** Economics

**Conceptual Lens -** Change

**Overarching Generalizations -**  
Change can be positive or negative.  
Change is necessary for growth.

**More Complex Generalizations -**  
Wants and needs change and grow over time.  
Family priorities 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

Change, wants, needs, poverty, culture, priorities, creativity. Generalizations should be discussed at every possible opportunity.

## Suggested Vocabulary Words for Discussion

Hard times, migrant workers, resources, relationships, earn, extras, dabbed, released, orchard, assured, squiggly, borrow, honesty, proud, owning up

## Vocabulary Extension

Put vocabulary words on cards and place them in a jar. Pass the jar around, pull out a card and the child will explain the meaning of the word. If they don't know what the word means, then the card is passed to the next person.

## Hooks

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

Change can be positive or negative.

Change is necessary for growth.

Wants and needs change and grow over time.

Family priorities change over time.

## Six Facets of Understanding

<b>Facet 1 – EXPLANATION</b>
Predict some of the changes that will happen to you during first grade. Will any of the changes be positive? Negative? Why do you say so?
<b>Facet 2 - INTERPRETATION</b>
Tell a story about a time when you wanted something that your parents said you couldn't have. Was it a want or a need? Explain why you think your parent said no to your request. Critique your parent's reasoning. Do you agree or disagree with them? Why?
<b>Facet 3 - APPLICATION</b>
Our class has brainstormed a list of wants and needs. Choose a want and a need. Create a motion to go with each one. Perform your motions for your partner and see if s/he can guess what you are acting out. How might the wants and needs change depending upon your age?
<b>Facet 4 - PERSPECTIVE</b>
Make a list of things that you NEEDED when you were a baby. Now, make a list of things that you NEED now. Compare your lists and discuss how the needs have changed over time. How might they change in the future?
<b>Facet 5 – EMPATHY</b>
Imagine your mom is getting a new job. How might she feel about the job? How might things change around your house now that she's working? What are some positive changes that will happen for her? What are some negative ones?
<b>Facet 6 – SELF-KNOWLEDGE</b>
Reflect on how you have changed as you have grown. What needs are you more responsible for now? What might you become more responsible for in the future?

**Read:** *The Hard Times Jar* by Ethel Footman Smothers  
**Task Rotation Learning Activities**

**K-2**

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

<p><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>Create a timeline that shows how your needs have changed and will change in the future. Divide it into your life as a baby, child, teenager, adult, etc. How have your needs changed over time?</p> <p>V _ * _ L _ S _ * _ M _ B _ P _ * _ I _ N _</p>	<p><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p>Using a picture of a person (handicapped, infant, child, teenager, adult, elderly, etc.) do a Picture Word Inductive activity. Each pair brainstorms words about the picture on sticky notes. Then they sort the notes into groups. Then use the words to write sentences that tell about the needs of the person in the picture. How might the person's needs change over time? How would they compare with your needs?</p> <p>V _ * _ L _ S _ * _ M _ B _ P _ * _ I _ * _ N _</p>
<p><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p>Carry out a survey of a grandparent or another older family member. Ask them about the things that they wanted when they were children. Compare the wants of your grandparent with your wants today. How are they the same? How are they different? Why? What might have caused these things to change over time?</p> <p>V _ * _ L _ * _ S _ M _ B _ P _ * _ I _ * _ N _</p>	<p><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>Using a tic-tac-toe board, draw a picture of yourself in the center. In each of the surrounding boxes, draw or write a want or need that you have. How might your needs change in the future? Would the change be positive or negative? Why?</p> <p>V _ _ L _ S _ * _ M _ B _ * _ P _ * _ I _ N _</p>



### **Real World Connections With Products**

Application (carry out, create, compare, describe, use)

### **Real World Applications**

Librarian, scientist, inventor, writer, journalist

### **Real World Terms**

Research, invent, prepare, speculate, predict

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

Change can be positive or negative.  
Change is necessary for growth.  
Wants and needs change and grow over time.  
Family priorities change over time.

How do the intelligent behaviors help the librarian, scientist, inventor, writer or journalist deal with changes?

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

- survey form, timeline form, construction paper, pictures

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

1. Why is change necessary for growth?
2. How do your wants and needs change and grow over time?
3. How do family priorities change over time?
4. How do you decide if a change is positive or negative?

#### **Intelligent Behaviors**

1. What Habits of Mind helped you complete this task rotation menu?
2. How did you use metacognition in these tasks? When did you use it the most? Why?
3. What activity required you to think flexibly?
4. When did you need to take risks? How did you feel about it?
5. When did you use questioning and posing problems to help you with an activity? How did it help?

#### **Literary Perspective**

1. Why did the family have a “hard-times” jar?
2. How would the story have been different if Emma hadn’t returned the book?
3. Think of other ways that Emma could have gotten the book instead of taking it.
4. Tell one responsible decision Emma made. Tell one irresponsible decision she made.
5. Would you recommend the book to someone else? Why or why not?
6. What lesson did Emma learn about meeting her wants and needs?

#### **Student/Teacher Reflections**

Have the students record one want or need on an index card. Place cards in a jar and then pull them out one at a time. Discuss if the item is a want or a need and how or if it will change over time.

## Math Task Rotation Learning Activities

### K-2

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

<p style="text-align: center;"><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>Give each student a hard-times jar with an assortment of different coins. Sort the coins according to value. Tally the number of each coin, then transfer the tallies to a line plot. Write 3 sentences telling what you notice about the graph. How might the collection of coins change over time? What might cause these changes?</p> <p style="text-align: center;">V _ L _ * S _ * M _ B _ * P _ * I _ N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> <b>Sensing-Feeling</b></p> <p>Survey 10 friends about things that they need and/or want. (i.e. bike, coat, food, X-Box, Bratz doll, etc.) Tally the data. Use the tallies to create a line plot. Write 3 sentences telling what you notice about the graph. How might the responses change over time?</p> <p style="text-align: center;">V _ * L _ * S _ * M _ B _ * P _ * I _ * N _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>Use a Venn diagram to compare/contrast wants and needs (written on index cards or pictures). How are they the same? How are they different? Are some things wants AND needs? What? Why?</p> <p style="text-align: center;">V _ * L _ * S _ * M _ B _ * P _ * I _ N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>Design your own cube that has pictures of 3 wants and 3 needs. Put the cube together. Now get into groups of 4. Roll your dice and then discuss the four pictures that are showing. Sort them into groups. Keep a tally of your results. If you continued to roll your dice, how might your results change?</p> <p style="text-align: center;">V _ * L _ * S _ * M _ B _ * P _ * I _ * N _</p>

### **Real World Connections With Products**

Application (construct, investigate, discuss, sort)

### **Real World Applications**

Banker, accountant, graphic designer, surveyor, artist

### **Real World Terms**

Investigation, interview, 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.**

Change can be positive or negative.  
Change is necessary for growth.  
Wants and needs change and grow over time.  
Family priorities change over time.

What intelligent behaviors will help the banker, accountant, graphic designer, surveyor, or artist to deal with changes over time?

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

- Wants/needs cards, cube black-line master, survey form, line plot, Venn diagram

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

1. Why is change necessary for growth?
2. How do your wants and needs change and grow over time?
3. How do family priorities change over time?
4. How do you decide if a change is positive or negative?
5. What wants and needs do all people share?
6. How do people's wants and needs differ?

#### **Intelligent Behaviors**

1. What Habits of Mind helped you complete this task rotation menu?
2. How did you use metacognition in these tasks? When did you use it the most? Why?
3. What activity required you to think flexibly?
4. When did you need to take risks? How did you feel about it?
5. When did you use questioning and posing problems to help you with an activity? How did it help?

#### **Literary Perspective**

1. Why did the family have a "hard-times" jar?
2. How would the story have been different if Emma hadn't returned the book?
3. Think of other ways that Emma could have gotten the book instead of taking it.
4. Tell one responsible decision Emma made. Tell one irresponsible decision she made.
5. Would you recommend the book to someone else? Why or why not?
6. What lesson did Emma learn about meeting her wants and needs?

#### **Student/Teacher Reflections**

Gather students together on the carpet with their line plots from the interpersonal activity. Discuss what they noticed about the graphs. Were they the same? Different? Why? What intelligent behaviors did they use to make the activity a success?

OR

Gather students together with their wants/needs cubes. Have everyone roll their cube and make a class graph of the results. How was it similar or different from their individual results? What showed up the most? Why?

**Concept:** Change

**Topic:** Economics

**Generalization:** Wants and needs change and grow over time.

**Essential Question(s)** What is the difference between wants and needs? How do wants and needs change and grow over time? What wants and needs do all people share? How do people's wants and needs differ?

### **Task Rotation Menu**

<b>Level</b>	<b>Mastery</b>	<b>Understanding</b>	<b>Self-Expressive</b>	<b>Interpersonal</b>
<b>1</b>	Find and cut out pictures from magazines that depict wants and needs.	Using pictures, organize them on a T-chart into groups of wants and needs.	Using a tic-tac-toe board, draw a picture of yourself in the center. In each of the surrounding boxes, draw or write a want or need that you have.	Describe 3 things that you do to meet your needs that you like to do. Now describe three things that you do to meet your needs that you don't like to do.
<b>2</b>	Carry out a survey of a grandparent or another older family member. Ask them about the things that they wanted when they were children.	Compare the wants of your grandparent with your wants today. How are they the same? How are they different? Why? What might have caused these things to change over time?	Speculate on what might have happened if Emma had not returned the book to her teacher. Write one paragraph using your prediction about how the story might end.	Using a picture of a person (handicapped, infant, child, teenager, adult, elderly, etc.) do a Picture Word Inductive activity. Each pair brainstorms words about the picture on sticky notes. Then they sort the notes into groups. Then use the words to write sentences that tell about the needs of the person in the picture.
<b>3</b>	Create a timeline that shows how your needs have changed and will change in the future. Divide the timeline into chunks of time – baby, child, teenager, adults, etc.	Choose something that you want to do or have. Create a letter to your parents justifying your idea. Tell how it fits in your family's priorities. Try to persuade them to do what you want.	Design an invention that will help you meet one of your needs more easily. How will it make life easier? How will your life change by using this invention?	Plan a trip to the nursing home where you will help a resident meet the need of companionship. Pick a story that you will practice and read to a resident of the nursing home.

### **Real World Connections With Products**

Application (find, carry out, create, invent, speculate, compare, plan, describe, use)

### **Real World Applications**

Librarian, scientist, inventor, writer, city planner, journalist, civil engineer

### **Real World Terms**

Research, invent, prepare, speculate, predict

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

Change can be positive or negative.

Change is necessary for growth.

Wants and needs change and grow over time.

Family priorities change over time.

What intelligent behaviors will help the librarian, scientist, inventor, writer, city planner, journalist, or civil engineer to deal with changes over time?

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

- magazines, scissors, glue, construction paper, chart paper, tag board
- survey form, paper, pictures of different types of people
- timeline form, books

### **MetaCognitive Discussion (Essential Questions)**

**(Whole Group)**

#### **Conceptual Perspectives**

1. Why is change necessary for growth?
2. How do your wants and needs change and grow over time?
3. How do family priorities change over time?
4. How do you decide if a change is positive or negative?



### **Intelligent Behaviors**

1. What Habits of Mind helped you complete this task rotation menu?
2. How did you use metacognition in these tasks? When did you use it the most? Why?
3. What activity required you to think flexibly?
4. When did you need to take risks? How did you feel about it?
5. When did you use questioning and posing problems to help you with an activity? How did it help?

### **Literary Perspective**

1. Why did the family have a “hard-times” jar?
2. How would the story have been different if Emma hadn’t returned the book?
3. Think of other ways that Emma could have gotten the book instead of taking it.
4. Tell one responsible decision Emma made. Tell one irresponsible decision she made.
5. Would you recommend the book to someone else? Why or why not?
6. What lesson did Emma learn about meeting her wants and needs?

### **Student/Teacher Reflections**

Have the students record one want or need on an index card. Place cards in a jar and then pull them out one at a time. Discuss if the item is a want or a need and how or if it will change over time.

### **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.**

<b>Mastery Learner (A)</b> Sensing- Thinking	<b>Interpersonal Learner (B)</b> Sensing-Thinking
---	--

<p>Brainstorm a list of your family’s most important wants and needs. Go back and sort them into groups of wants and needs. How might your family’s priorities change over time?</p> <p><b>V _ * L _ S _ * M _ B _ * P _ * I _ N _</b></p>	<p>Plan and implement a community service project to help the citizens in your community to meet their needs. (i.e. children in homeless shelters, book drive, food bank, disaster relief, nursing home)</p> <p>How did your project change the lives of the citizens you helped? Which intelligent behaviors did you use to complete this project? Why did you need those behaviors to be successful?</p> <p><b>V _ * L _ S _ * M _ B _ * P _ * I _ N _</b></p>
<p><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>Explain how and why Emma’s needs change throughout the story. What intelligent behaviors did she use to meet her wants and needs? How might her needs change as she grows up?</p> <p><b>V _ * L _ S _ * M _ B _ * P _ * I _ N _</b></p>	<p><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>Design a poster/ flyer to promote the cause of your community project. How did you help make changes in your community? Describe how you felt about the changes you made in your community. How did you apply your intelligent behaviors?</p> <p><b>V _ * L _ S _ * M _ B _ * P _ * I _ N _</b></p>

### **Real World Connections With Products**

Application (list, sort, plan, explain, design, describe)

### **Real World Applications**

Teacher, architect, writers, tour guides, travel agents

### **Real World Terms**

Research, create, investigate, 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.**

Change can be positive or negative.

Change is necessary for growth.

Wants and needs change and grow over time.

Family priorities change over time.

How would intelligent behaviors help teachers, architects, writers, tour guides, travel agents deal with changes over time?

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

- index cards, paper, art supplies
- writing materials

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

1. Why is change necessary for growth?
2. How do your wants and needs change and grow over time?
3. How do family priorities change over time?
4. How do you decide if a change is positive or negative

#### **Intelligent Behaviors Perspectives**

1. What Intelligent Behaviors/ Habits of Mind did the characters in the story demonstrate?
2. How did you use these or other Intelligent Behaviors/ Habits of Mind in completing the task rotation activities?
3. How do you demonstrate the Intelligent Behaviors/ Habits of Mind every day?
4. What Intelligent Behaviors/ Habits of Mind did you see as your strength during these activities? Why?
5. What Intelligent Behaviors/ Habits of Mind do you think you would like to work on developing in the next unit of study?

#### **Literary Perspective**

1. Identify the characters in the book.
2. Why did the family have a “hard-times” jar?
3. How would the story have been different if Emma hadn’t returned the book?
4. Think of other ways that Emma could have gotten the book instead of taking it.
5. Tell one responsible decision Emma made. Tell one irresponsible decision she made.
6. Would you recommend the book to someone else? Why or why not?
7. What lesson did Emma learn about meeting her wants and needs?

#### **Student/Teacher Reflections**

Put “coins” into a jar that has the Habits of Mind icons on them. Have the kids take turns pulling a “coin” out and stating what HOM is depicted on the “coin.” Next, they can choose to explain how they used the HOM in the task rotation or how Emma used it in the story.

**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.**

<p style="text-align: center;"><b>Mastery Learner (A)</b>  <b>Sensing- Thinking</b></p> <p>Do a Mix 'n Match activity using sets of four cards of like color (for each cooperative group) that have data that the groups will use to create a tally chart and a line plot. At the end, each group will summarize their findings and hypothesize about why some wants and needs were more common to the group. (Use the same variables that were used in the math task rotation.) What might cause the results to change? Why?</p> <p style="text-align: center;">V _ * L _ * S _ * M _ B _ * P _ * I _ * N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b>  <b>Sensing-Thinking</b></p> <p>Working in pairs, kids will sort attribute blocks using a Venn diagram. After the first sorting, kids will look for another way to sort it. Repeat as necessary.  How did your groups change from the first sorting to the second? Why?</p> <p style="text-align: center;">V _ * L _ * S _ * M _ B _ * P _ * I _ * N _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b>  <b>Intuitive-Thinking</b></p> <p>The class will plan to create a class line plot using the same variables used in the learning activities. Before creating the line plot, students will predict which variables might most commonly be chosen by the group and they will record their predictions in their math journals. Each child will be given the opportunity to make two choices of their most important wants and needs and record it on the class graph. When all data is collected on the line plot, students will return to their journals and compare results to their predictions including information that they derived from the results. Last, they will predict if results will change or remain constant if we add another class's choices. They will give rationale for their predictions. How might the results change by adding another class' data? Why?</p> <p style="text-align: center;">V _ * L _ * S _ * M _ B _ * P _ * I _ * N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b>  <b>Intuitive-Feeling</b></p> <p>Choose 10 buttons out of the button box. Sort the buttons into groups. Describe the attributes that you paid attention to when you sorted them. Then use the buttons to create a pin or bracelet. What might the buttons have been used for before? How has their use changed now that it is part of your product?</p> <p style="text-align: center;">V _ * L _ * S _ * M _ B _ * P _ * I _ * N _</p>

### **Real World Connections With Products**

Application (sort, create, summarize, predict, change)

### **Real World Applications**

Scientists, economist, entrepreneur, recycling worker

### **Real World Terms**

Investigate, study, probe, create, sort

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

Change can be positive or negative.  
Change is necessary for growth.  
Wants and needs change and grow over time.  
Family priorities change over time.

How will the intelligent behaviors help the scientist, economist, entrepreneur, or recycling worker deal with changes in their jobs?

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

- Buttons, attribute blocks, Venn diagram, math journal, chart paper, art materials
-

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

1. Why is change necessary for growth?
2. How do your wants and needs change and grow over time?
3. How do family priorities change over time?
4. How do you decide if a change is positive or negative?

#### **Intelligent Behaviors**

1. What Intelligent Behaviors/ Habits of Mind did the characters in the story demonstrate?
2. How did you use these or other Intelligent Behaviors/ Habits of Mind in completing the task rotation activities?
3. How do you demonstrate the Intelligent Behaviors/ Habits of Mind every day?
4. What Intelligent Behaviors/ Habits of Mind did you see as your strength during these activities? Why?
5. What Intelligent Behaviors/ Habits of Mind do you think you would like to work on developing in the next unit of study?

#### **Literary Perspective**

1. Identify the characters in the book.
2. Why did the family have a “hard-times” jar?
3. How would the story have been different if Emma hadn’t returned the book?
4. Think of other ways that Emma could have gotten the book instead of taking it.
5. Tell one responsible decision Emma made. Tell one irresponsible decision she made.
6. Would you recommend the book to someone else? Why or why not?
7. What lesson did Emma learn about meeting her wants and needs?

#### **Student/Teacher Reflections**

Gather students together on the carpet with their line plots from the mastery activity. Discuss what they noticed about the graphs. Were they the same? Different? Why? What intelligent behaviors did they use to make the activity a success?

## **Additional Support Materials**

### **Favorite Read-Alouds**

*Harvesting Hope* by Kathleen Krull

*Cesar Chavez* by Gary Soto

*How to Turn Lemons into Money: a child's guide to economics* by Louise Armstrong

*Saving Money* by Natalie Rosinsky

*Some Things Change* by Mary Murphy

*Arthur's Funny Money* by Lillian Hoban

*Pigs Will Be Pigs* by Amy Axelrod

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

*In My Piggy Bank* (song) by Hap Palmer

*Smart* by Shel Silverstein

### **Video Clips**

Reading Rainbow – *Tight Times; Fly Away Home*

Needs and Wants: Economics: The Production, Distribution and Consumption of Goods and Services

### **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-has?" for the students? For teachers?
6. How did the unit impact student learning?
7. In what ways did we meet the needs of diverse learners?

### **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: Environment**

**K-2**

**Marcie Miller and Angie King**

**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** -Environment

**Literature Selection** –Harvesting Hope: The Story of Cesar Chavez

**Author** –Kathleen Krull

Concepts	Themes
<ul style="list-style-type: none"> <li>-culture</li> <li>-change</li> <li>-conflict</li> <li>-systems</li> <li>-migration</li> <li>-survival</li> <li>-abundance/scarcity</li> <li>-harmony/justice</li> <li>-adaptation</li> <li>-courage</li> </ul>	<ul style="list-style-type: none"> <li>-controversy</li> <li>-self-sacrifice</li> <li>-rebellion</li> <li>-struggle</li> <li>-migrant works</li> <li>-Conflict can be unifying or dividing.</li> <li>-Conflict is composed of opposing forces.</li> <li>-Change is necessary for growth.</li> <li>-Conflict may allow for synthesis and change.</li> <li>-Conflict may bring about courage.</li> <li>-Change is inevitable.</li> <li>-Change brings about migration.</li> <li>-Power may be used or abused.</li> </ul>
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> <li>-poor versus wealthy</li> <li>-truth versus violence</li> <li>-imagination versus powerlessness</li> <li>-workers versus employers</li> <li>-abundance versus scarcity</li> <li>-violence versus non-violence</li> <li>-harmony versus discord</li> </ul>	<ul style="list-style-type: none"> <li>-drought</li> <li>-losses</li> <li>-new life as migrant workers</li> <li>-low pay</li> <li>-overwhelming odds</li> <li>-survival of one's self and family</li> <li>-dependence upon the land's abundance and scarcity</li> <li>-finding courage to change patterns for harmony and justice</li> </ul>
Processes	Theories
<ul style="list-style-type: none"> <li>-problem solving</li> <li>-risk taking</li> <li>-decision making</li> <li>-conflict resolution</li> <li>-organization</li> </ul>	<ul style="list-style-type: none"> <li>-Change is inevitable.</li> <li>-Peaceful dedication to a cause is more effective than force.</li> <li>-In a fight for justice truth is a better weapon than violence.</li> <li>-In victory there must be humility.</li> <li>-All migrant workers are mistreated.</li> </ul>
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> <li>-man's inhumanity to man</li> <li>-Chavez had to leave his family to eventually and ultimately help them the most.</li> <li>-Dependence on land, despite its threat</li> </ul>	<ul style="list-style-type: none"> <li>-Patience and determination without violence wins battles.</li> <li>-Migrant workers were mistreated.</li> </ul>

### Big Ideas Manifested

**Topic** -Environment

**Literature Selection** –Old Turtle and the Broken Truth

**Author** –Douglas Wood

Concepts	Themes
<ul style="list-style-type: none"> <li>-Exploration</li> <li>-Change</li> <li>-Conflict</li> <li>-Relationships</li> <li>-Interdependence</li> <li>-Courage</li> <li>-Creativity</li> <li>-Balance</li> <li>-Abundance or Scarcity</li> <li>-Harmony</li> </ul>	<ul style="list-style-type: none"> <li>-Conflict brings about change.</li> <li>-All living things are interdependent.</li> <li>-Conflict brings about courage and creativity.</li> <li>-Relationships are influenced by harmony and balance.</li> </ul>
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> <li>-Abundance versus scarcity</li> <li>-Dependence on relation for harmony and balance</li> <li>-Truth is not always evident.</li> </ul>	<ul style="list-style-type: none"> <li>-Relationships are interdependent on truth, balance, and harmony.</li> <li>-Courage to change conflict.</li> </ul>
Processes	Theories
<ul style="list-style-type: none"> <li>-Decision making</li> <li>-Problem solving</li> <li>-Conflict/Resolution</li> </ul>	<ul style="list-style-type: none"> <li>-We live in a delicate balance with nature.</li> <li>-Nature's conflicts can be unifying.</li> </ul>
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> <li>-Even though the truth can set you free, it can also confine your relationships.</li> </ul>	<ul style="list-style-type: none"> <li>-Our own culture is better than others.</li> <li>-Truth is not always acceptable.</li> </ul>

## Big Ideas Manifested

**Topic** -Environment

**Literature Selection** –Moon’s Cloud Blanket

**Author** –Rose Anne St. Romain

Concepts	Themes
<ul style="list-style-type: none"> <li>-survival</li> <li>-defense and protection</li> <li>-adaptation</li> <li>-courage</li> <li>-interdependence</li> <li>-interactions</li> <li>-balance and harmony</li> <li>-conflict</li> <li>-relationships</li> <li>-systems</li> </ul>	<ul style="list-style-type: none"> <li>-dependence on nature</li> <li>-perseverance</li> <li>-conflict may be natural or man made</li> <li>-conflict may intentional or unintentional</li> <li>-conflict brings about courage</li> <li>-We live in a delicate balance with the environment.</li> </ul>
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> <li>-nature versus man</li> <li>-survival of the fittest</li> <li>-nature allows for protection</li> </ul>	<ul style="list-style-type: none"> <li>-survival against nature</li> <li>-conquering and relying on nature for survival</li> </ul>
Processes	Theories
<ul style="list-style-type: none"> <li>-problem solving</li> <li>-decision making</li> <li>-conflict resolution</li> </ul>	<ul style="list-style-type: none"> <li>-We live in a delicate balance with nature.</li> <li>-Nature’s conflicts are the most powerful and destructive.</li> </ul>
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> <li>-protection through destruction</li> <li>-The family was still dependent on the environment even though it threaten them.</li> </ul>	<ul style="list-style-type: none"> <li>-Swamp lands are not likely to flood.</li> </ul>

## **Big Ideas Manifested**

**Topic** -Environment

**Literature Selection** –Bluebonnet Girl

**Author** -



Concepts	Themes
<ul style="list-style-type: none"> <li>-survival</li> <li>-interdependence</li> <li>-balance</li> <li>-scarcity</li> <li>-sacrifice</li> <li>-conflict</li> <li>-tyranny</li> <li>-patterns</li> <li>-communities</li> <li>-courage</li> <li>-culture</li> <li>-environment</li> <li>-rhythm</li> </ul>	<ul style="list-style-type: none"> <li>-Conflict may be natural or human made.</li> <li>-Conflict may allow for synthesis and change.</li> <li>-Conflict may be internal or external.</li> <li>-Change may be necessary for survival.</li> <li>-Environmental conflicts effect scarcity and abundance.</li> </ul>
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> <li>-Scarcity versus abundance</li> <li>-Generosity versus selfishness</li> <li>-Rigidity versus flexibility</li> </ul>	<ul style="list-style-type: none"> <li>-surviving the drought</li> <li>-giving up prized possessions</li> <li>-dependence upon the land</li> </ul>
Processes	Theories
<ul style="list-style-type: none"> <li>-problem solving</li> <li>-risk taking</li> <li>-decision making</li> </ul>	<ul style="list-style-type: none"> <li>-Change is inevitable.</li> <li>-Chief of tribe sets example.</li> <li>-Native American belief that humans can alter environmental patterns.</li> </ul>
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> <li>-Character with the least gave up the most.</li> <li>-Chief was the leader, but proved to be the least willing to sacrifice.</li> <li>-It took a child's sacrifice to save the entire tribe.</li> </ul>	<ul style="list-style-type: none"> <li>-Bluebonnet flower originated by an Indian girl's gift.</li> <li>-Native Americans valued the land more than others.</li> </ul>

**Concept – Conflict**

**Topic – Environment**

**Suggested Literature Selection(s) – Blue Bonnet Girl, Moon's Cloud Blanket, Harvesting Hope, Old Turtle and the Broken Truth**

## Look and Listen for...

### Intelligent Behaviors

<b>Story Focus</b>	Persistence, Thinking Flexibly, Questioning and Problem Solving, Taking Responsible Risks
<b>Student Activities</b>	Persistence, Thinking Flexibly, Questions and Problem Solving, Taking Responsible risks, Metacognition

**Thinking Skills Focus** – *Beginning Building Thinking Skills* Parks and DeArmas  
Comparing and Contrasting

**Topic Focus** - Environment

**Concept Focus** - Conflict

**Overarching Generalizations** –Conflict is composed of opposing forces.  
Conflict may be natural or human made.  
Conflict may allow for synthesis and change.

**More Complex Generalizations** –Conflict may result in positive or negative change.  
Change is necessary for growth in environments.

### Learning Targets

-All ELA standards

**Math:** 1.01b, 1.04, 2.01a, 2.01b, 2.01c, 3.04, 4.01, 5.02

**Science:** 1.01, 1.03, 1.05, 2.05, 3.01, 3.02, 3.03, 3.04, 4.04, 4.05

**Social Studies:** 1.02, 1.03, 1.04, 2.01, 2.02, 2.04, 2.05, 2.06, 3.01, 3.02, 3.04, 4.04, 5.04, 5.05, 6.03, 6.04

### 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

environment	courage
conflict	persistence
change	risks
survival	sacrifice

#### Suggested Vocabulary Words for Discussion

migrant workers      drought      ranch      creatures      truth      rebellion

government  
punish

citizens  
sacrifice

battle  
war

quarrel  
peace

victory  
journey

warrior

### **Vocabulary Extension**

Discuss the meaning of the above vocabulary words. Children will demonstrate the meaning through thinking maps, writing samples, and role play.

### **Hooks**

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

### **Six Facets of Understanding**

<b>Facet 1 – EXPLANATION</b>
Design a list of conflicts you have experienced at school.

*What might be some examples of conflict?
<b>Facet 2 - INTERPRETATION</b>
Illustrate a conflict you have experienced and explain the conflict to the class.
*What is the meaning of conflict?
<b>Facet 3 - APPLICATION</b>
Make a circle map with conflict resolution as the topic and brainstorm resolutions on the outside.
*How could we use conflict resolutions to overcome conflict?
<b>Facet 4 - PERSPECTIVE</b>
Students will be given two cards, one with a conflict scenario and one with a resulting negative change. Students will be asked to analyze the conflict and decide on a different resolution to bring about a positive change.
*Given what you know about conflict and change, how can resolutions change outcomes?
<b>Facet 5 – EMPATHY</b>
Students will role-play conflict situations and then decide from a teacher perspective how to resolve the conflict for positive change.
*What would it be like to walk in the teacher’s shoes?
<b>Facet 6 – SELF-KNOWLEDGE</b>
As you reflect on a conflict you have experienced, write a journal entry self assessing your choices that brought about the resolutions.
*How are my views about resolutions shaped by conflict?

**Read:** Bluebonnet Girl, Moon’s Cloud Blanket, Harvesting Hope, and Old Turtle and the Broken Truth

### **Task Rotation Learning Activities**

**K-2**

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

<p style="text-align: center;"><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>List the conflicts and resulting changes the characters faced.</p> <p>As you remember <u>Moon's Cloud Blanket</u>, <u>Harvesting Hope</u>, <u>Bluebonnet Girl</u>, and <u>Old Turtle</u> what conflicts and changes were evident?</p> <p>What HOM did the main characters apply to deal with their conflicts and changes?</p> <p style="text-align: center;"><b>V _ L _ S _ M _ B * P _ I _ N _</b></p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b></p> <p>Students will be paired. They will draw one of the four main character names and will be asked to collaboratively design a poster seeking assistance from the community, to aid the main character (ex. basic need donations, volunteers for building, etc.).</p> <p>What might be some ways that community involvement could help the main characters with their struggles?</p> <p>What HOM did you and your partner use while working together?</p> <p>What HOM did you use while developing your poster?</p> <p style="text-align: center;"><b>V * L * S * M _ B * P _ I * N *</b></p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>Students will be assigned in groups of four. Each student will draw a name from the four main characters (Ceasar Chavez, Old Turtle, the woman in <u>Moon's Cloud Blanket</u>, the young girl in <u>Bluebonnet Girl</u>) and explain their conflict, their choices for resolution, and the resulting change.</p> <p>Students will have the following interview questions available:</p> <ul style="list-style-type: none"> <li>▪ Given what you know about your character, how do you think he/she decided on his/her resolution?</li> <li>▪ What might your character have done differently and how might that have brought about a different change?</li> <li>▪ What HOM did your character use when dealing with his/her conflict?</li> </ul> <p style="text-align: center;"><b>V * L * S _ M _ B _ P * I * N _</b></p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>Students will be put in groups of 4 or 5 and will be assigned one of the stories to work with. Each group will design a puppet show focusing on the story's conflict, resolution, and change. They will present the puppet show to the class.</p> <p>As you recall the story, how might taking on the role of the character help you to better interpret the character, conflict, resolution, and change?</p> <p>What HOM did you exhibit during your puppet show presentation?</p> <p style="text-align: center;"><b>V * L * S _ M _ B * P * I * N _</b></p>

### Real World Connections With Products

compare and contrast	organize	analyze
identifying	generating	
predicting	applying	

### Real World Applications

Graphic artist	Art teacher	Librarian
----------------	-------------	-----------

Early childhood teacher   Theatre director   T.V. interviewer

### **Real World Terms**

audience   character   rehearse   function   layout  
illustration   fact   opinion   leading question   point of view  
reporter

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

### **Overarching Generalizations**

Conflict is composed of opposing forces.  
Conflict may be natural or human made.  
Conflict may allow for synthesis and change.

### **More Complex Generalizations**

Conflict may result in positive or negative change.  
Change is necessary for growth in environments.

How might the HOM help artists, teachers, librarians, directors, and interviewers deal with conflict that results in positive and negative change? Discuss how “conflict may allow for synthesis and change?”

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

- A copy of Bluebonnet Girl
- A copy of Moon’s Cloud Blanket
- A copy of Harvesting Hope
- A copy of Old Turtle and the Broken Truth
- Poster board
- Interview questions
- Any products to make puppets (ex. paper bags, socks, etc.)
- Markers
- Crayons
- Pencils

### **MetaCognitive Discussion (Essential Questions)**

**(Whole Group)**

### **Conceptual Perspectives**

1. How might conflict result in positive and negative change?
2. What causes conflict?
3. What are the effects of conflict?
4. How is change necessary for growth in environments?
5. How does conflict effect me?
6. What are some universal conflicts?
7. What are some possible reactions to conflict?
8. How does conflict allow for change?

### **Intelligent Behaviors**

1. How did characters use HOM to overcome their conflicts?
2. What HOM did the characters in the story demonstrate?
3. How did you use HOM during the task rotations?
4. What HOM did you rely on during the learning activities?
5. Which character exhibited the most habits of mind?

### **Literary Perspective**

1. Identify the conflict and resulting change in each book?
2. How did each character change as a result of the conflict?
3. Which book, do you feel, resulted in the most positive change?
4. Which book would you recommend to a friend?
5. What choices did the characters make to overcome their conflict?

### **Student/Teacher Reflections**

Students will mix 'n match cards with the title of the four stories on them. They will come together with other students possessing the same story title. Then they will discuss any personal situation they connect to the story. After discussion, students will write about their personal situation and how it relates to the story.

## **Math Task Rotation Learning Activities**

### **K-2**

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

<p style="text-align: center;"><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>The teacher will bring in a bag of fruit and during whole group math, teacher will ask students to estimate how many pieces of fruit each student will receive using fair shares. Class will construct a line plot using students' estimates. The students will then fair share the fruit to find each students' actual amount.</p> <p>Given what you know about fair shares, how can we justly distribute the food to prevent conflict?</p> <p>In what ways can you organize your data to allow for better understanding?</p> <p>What HOM did you use to estimate fair share with your fruit?</p> <p style="text-align: center;"><b>V * L * S * M__B * P__I * N *</b></p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b></p> <p>In pairs, students will be given 2 same size containers. One container will be a standard for them to refer to. The other container will be empty. (base-line ex: 10 in the standard container) Students will estimate how many marbles the empty container will hold, using their standard and record their estimate. Partners will then discuss and agree on an estimation as to how much their container will hold and why. Students will then actually fill container to verify estimate.</p> <p>Given what you know about estimation, in what ways did your base-line container assist in forming an estimate?</p> <p>How did you avoid and resolve any conflicts you and your partner experienced?</p> <p>What HOM did you and your partner use to determine your estimate and actual finding?</p> <p style="text-align: center;"><b>V * L * S * M__B * P__I * N *</b></p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>Students will be paired and given a problem to solve. After solving their problem, the students may eat their portions.</p> <p><u>Problem:</u> You and your sibling have farmed all day and you are hungry and ready to eat. Before you can eat, you and your sibling must divide your portions of food equally. Use the scale (balance) to find a way to fair share your food.</p> <p>In what ways did you and your partner use the scale to determine your portions?</p> <p>Did you encounter any conflicts?</p> <p>What HOM did you and your partner use when solving the problem?</p> <p style="text-align: center;"><b>V * L * S * M B * P I * N *</b></p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>In groups of 4 or 5, students will be given four different sized and shaped containers, as well as each table having one type of fruit (fruits will differ at each table). Groups will collaboratively decide which container would hold the most food to feed their group. Then groups will physically fill one container at a time and fair share the amount to determine which container held the most food for the group.</p> <p>Given what you know about how much containers can hold, what strategies did you use to choose the container that held the most?</p> <p>Which HOM did your group exhibit during this learning activity?</p> <p style="text-align: center;"><b>V * L * S * M__B * P__I * N *</b></p>

### Real World Connections With Products

organizing  
predict  
explain  
conclude

applying  
measure  
investigate  
observe

generating  
analyzing  
examine  
classify

spatial visualization  
evaluating  
compare



## Real World Applications

Mathematician

Statistician

## Real World Terms

data

plot

set

equality

relationship

inequality

vertical

plan

horizontal

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

### Overarching Generalizations

Conflict is composed of opposing forces.

Conflict may be natural or human made.

Conflict may allow for synthesis and change.

### More Complex Generalizations

Conflict may result in positive or negative change.

Change is necessary for growth in environments.

How might the HOM help mathematicians when faced with challenging problems? Discuss how “conflict may be natural or human made.”

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

- fruit (apples, oranges, etc.)
- paper
- 8 containers with same size and shape
- 16 containers (4 of varying sizes and shapes)
- marbles
- problem cards
- scale/balance

## MetaCognitive Discussion (Essential Questions)

### (Whole Group)

### Conceptual Perspectives

1. How might conflict be natural or human made?
2. How does conflict effect me?

3. How do I respond to conflict?
4. How does conflict bring about change?

### **Intelligent Behaviors**

1. How did I use HOM to overcome conflict during the learning activities?
2. Which HOM did you use most during the task rotation?
3. Which HOM did you struggle with during the task rotation?
4. How might you better apply the HOM you struggled with?

### **Literary Perspective**

1. What conflicts did the characters face concerning environment?
2. What qualities did you and the main characters share when faced with conflict?
3. As you recall the characters' conflicts and changes, what changes occurred during your task rotation?

### **Student/Teacher Reflections**

We will do window notes in groups of 4 or 5.

Facts: Recall the facts you learned from the task rotation.

Feelings: List your feelings you encountered during the learning activities.

Questions: After completing the task rotation learning activities, what questions do you still have?

Opinions: In your reflections of the activities, what is your opinion concerning their effectiveness?

**Concept:** Conflict

**Topic:** Environment

**Generalization:** Conflict may result in positive or negative change.  
Change is necessary for growth in environments.

**Essential Question(s)** What causes conflict? What are the positive and negative effects of conflict? How might conflict bring about change? How might conflict bring about change in the environment?

### Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	List the conflicts and resulting changes the characters faced.	Make a T-chart with the left side labeled natural conflict and the right side labeled human made conflict. Students will categorize each characters' conflict as natural or human made.	Students will brainstorm examples of conflicts apparent in their school environment, and what choices they make to overcome the conflicts.	Students will work with a partner to prioritize the characters' conflicts and changes from least challenging to most challenging.
2	Sequence conflict, resolution, and resulting change in a flow map for the four stories.	Students will group into 4's and take on the role of one of the four main characters in the stories. They will answer interview questions as their character.	Students will choose their favorite character from the stories and choose a different story of the 4 to place their character in. Then they will predict and hypothesis how they feel their character would respond to the new conflicts and changes.	Students will select one of the main characters to become. Then they will create a reflective writing sample where they express how their feelings change as they journeyed through their conflict and change.
3	News report: Reporters will focus on each characters' conflict, resolution, and change to report to the class.	Students will partner up for a debate. One student will defend themselves as one of the main characters and the partner will be the opposition.	Students will be in groups of 4 or 5 and will be assigned one of the stories to work with. Each group will design a puppet show focusing on the stories' conflicts, resolutions, and changes. They will present this information in a puppet show.	Students will work with partners to make a poster to encourage the community to help the main characters in the stories.

### Real World Connections With Products

sequence	organizing	describe	categorize	interpret	identify
predict	apply	conclude	generate	analyze	explain

### Real World Applications

Graphic designer	Artist	Graphic artist	Art teacher	News reporter
Presenter	Lecturer	Author	Editor	Publisher

## Real World Terms

function	layout	illustration	audience	character	rehearse
debater	politician	argument	case	rebuttal	interview
issue	proof	quote	body language	editing	introduction
plot	setting				

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

### Overarching Generalizations

Conflict is composed of opposing forces.  
Conflict may be natural or human made.  
Conflict may allow for synthesis and change.

### More Complex Generalizations

Conflict may result in positive or negative change.  
Change is necessary for growth in environments.

How might the HOM help the mastery, understanding, self-expressive, and interpersonal learner complete the tiered assignments? Discuss how “conflict may allow for synthesis and change.”

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

- A copy of Bluebonnet Girl
- A copy of Moon’s Cloud Blanket
- A copy of Harvesting Hope
- A copy of Old Turtle and the Broken Truth
- paper
- materials to make puppets (ex. paper bags, socks, etc.)
- poster board
- markers
- crayons

## MetaCognitive Discussion (Essential Questions)

### (Whole Group)

### Conceptual Perspectives

1. How might conflict result in positive and negative change?
2. What causes conflict?
3. What are the effects of conflict?
4. How is change necessary of growth in environments?

5. How does conflict effect me?
6. What are some universal conflicts?
7. What are some possible reactions to conflict?
8. How does conflict allow for change?

### **Intelligent Behaviors**

1. How did characters use HOM to overcome their conflicts?
2. What HOM did the characters in the story demonstrate?
3. How did you use HOM during the tiered learning activities?
4. What HOM did you rely on during the tiered learning activities?
5. Which character exhibited the most habits of mind?

### **Literary Perspective**

1. Identify the conflict and resulting change in each book?
2. How did each character change as a result of the conflict?
3. Which book, do you feel, resulted in the most positive change?
4. Which book would you recommend to a friend?
5. What choices did the characters make to overcome their conflict?

### **Student/Teacher Reflections**

Students will work in groups of 4 or 5 to do a PWI (picture, word, and inductive) learning activity. Groups will be given a picture of each stories' environment at the beginning and at the end. On sticky notes, students will write descriptive words focusing on both environments. Then students will formulate 3 sentences about each environment, using their descriptive words. Students will be brought back together to share their stories with the whole group.

## **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.**

<b>Mastery Learner (A)</b> Sensing- Thinking	<b>Interpersonal Learner (B)</b> Sensing-Thinking
---	--

<p>Brainstorm, making a T-chart (cause and effect) with left side labeled conflict, right side labeled change. Student will use cause and effect chart to list his/her personal experiences. Then the student will choose one conflict to write about. Students should include conflict and resulting change in their writing.</p> <p>As you recall conflicts and changes in the stories, what personal conflicts and changes are you reminded of in your own life?</p> <p>Given the information gathered on the T-chart, how might you create a personal story about your own conflict and change?</p> <p>How did you apply HOM to complete the activity?</p> <p><b>V * L__S * M__B * P__I * N__</b></p>	<p>Work in collaborative pairs to read and to compare your conflict story with your partners. Complete a Venn diagram to compare and contrast your personal stories.</p> <p>Based on the information displayed in your Venn diagram, what similarities and differences did you find?</p> <p>After listening to your partners' story, discuss the HOM each of you displayed in dealing with your conflict.</p> <p><b>V * L__S * M__B * P * I * N__</b></p>
<p><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>Students will write their own personal conflict on a notecard. Teacher will collect cards and distribute cards so no child receives his/her own.</p> <p>On the back of the card, the student will analyze the conflict, create a resolution, and explain a resulting change.</p> <p>Based on your prior experiences with conflict and change, in what others ways could you resolve the problem?</p> <p>What HOMs did you use to create your resolution?</p> <p><b>V * L * S__M__B * P * I * N__</b></p>	<p><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>Students will evaluate the changes resulting from the conflicts, and determine whether the changes were positive or negative and explain their thinking to the group.</p> <p>Based on your prior experience with conflict and change, how might you determine whether a change is positive or negative?</p> <p>How might the HOM be used differently in a positive change versus a negative change?</p> <p><b>V * L * S__M__B__P * I * N__</b></p>

### **Real World Connections With Products**

organizing	identify	sorting	categorizing	explaining	compare and contrast
apply	describe	analyze	generate	evaluate	conclude

### **Real World Applications**

Mathematician	Statistician	Writer	Author	Presenter
Speaker	Lecturer			

### **Real World Terms**

data	plan	relationship	content	main points
opinion	personal	topic	sentence	title
ideas	tempo			

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

#### **Overarching Generalizations**

Conflict is composed of opposing forces.  
Conflict may be natural or human made.  
Conflict may allow for synthesis and change.

#### **More Complex Generalizations**

Conflict may result in positive or negative change.  
Change is necessary for growth in environments.

What might be some HOM mathematicians, statisticians, writers, and speakers use when presenting their ideas?  
Discuss how “conflict may allow for synthesis and change.”

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

- paper
- notecards

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

1. How might conflict result in positive and negative change?
2. What causes conflict?
3. What are the effects of conflict?
4. How is change necessary for internal growth?
5. How does conflict effect me?
6. What are some universal conflicts?
7. What are some possible reactions to conflict?
8. How does conflict allow for change?

#### **Intelligent Behaviors**

1. How did your HOM help you overcome conflict?
2. How did you use HOM during the assessment activities?
3. Which HOM did you exhibit most?

#### **Literary Perspective**

1. Identify the conflict and resulting change in each book?
2. How did each character change as a result of the conflict?
3. Which book, do you feel, resulted in the most positive change?
4. Which book would you recommend to a friend?
5. What choices did the characters make to overcome their conflict?

#### **Student/Teacher Reflections**

Teacher will read the story Stellaluna by Janell Cannon analyzing conflict, resolution, and change that Stellaluna experienced in the story. Students will compare and contrast Stellaluna's home environment with the bird environment.



**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.**

<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>Students will be given a tree map labeled fair share, estimation, measurement, and problem solving. Students will select terms from a math vocabulary word bank, and categorize the terms under the correlating label.</p> <p>As you recall the vocabulary words, which words created the most problems when categorizing, and why?</p> <p>Which HOM did you apply when categorizing your mathematical terms?</p> <p style="text-align: center;"><b>V * L * S * M _ B * P * I * N _</b></p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p>Create a county fair environment in your classroom and have different sized containers with different amounts of jelly beans in each container. Students will work with a partner to estimate the number of jelly beans in each container. Students will complete a T chart labeled estimate/reason by showing their estimate and explaining their reasons for that estimate.</p> <p>As you utilized your T chart, what estimation strategies did you employ to aid you in formulating a reasonable estimate?</p> <p>Which HOM did you and your partner use when working together?</p> <p style="text-align: center;"><b>V * L * S * M _ B * P _ I * N _</b></p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p>Students will work in collaborative pairs to solve the problem. You and your partner must find a way to fair share your cookies. Focus on your HOM while completing this activity. Students will be given an odd number of cookies to fair share. Students will select ways to fair share the odd amount of cookies. Students will then design a Venn diagram labeling one ring with their name and the other with a partner's name. They will then categorize the HOM they used during the activity using the Venn diagram.</p> <p>During the learning activity, what conflict(s) did you encounter?</p> <p>Which HOMs did you use to resolve your conflict(s)?</p> <p style="text-align: center;"><b>V * L * S * M _ B * P * I * N _</b></p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>Students will be provided a number of objects (books, foods, pencils, etc.). They will be asked to design a container appropriate to hold the amount of the selected object. Students will write an explanation about why they chose the container. Teacher will assess whether the student is using strategies such as: appropriate size, appropriate shape, and appropriate capacity of container.</p> <p>As you recall what you know about estimation, what strategies did you use in selecting your containers?</p> <p>What HOM did you use in selecting and designing your container?</p> <p style="text-align: center;"><b>V * L * S * M _ B * P * I _ N _</b></p>

### Real World Connections With Products

organize	categorize	identify	determine
applying	analyzing	explain	spatial visualization
predict	examine	conclude	classify
measure	investigate	problem solving	decision making

### Real World Applications

Mathematician	Statistician	Discusser
---------------	--------------	-----------

### Real World Terms

data	equality	inequality	plan	argue	conversation
dialogue	explanation	listen	opinion	persuasion	point of view
problem	reasoning	reflection	rebuttal	solution	

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

#### Overarching Generalizations

Conflict is composed of opposing forces.  
Conflict may be natural or human made.  
Conflict may allow for synthesis and change.

#### More Complex Generalizations

Conflict may result in positive or negative change.  
Change is necessary for growth in environments.

What HOM would help mathematicians and debators when making decisions and problem solving? Discuss how “conflict is composed of opposing forces.”

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

- tree map with math vocabulary word bank
- large box (make to look like county fair booth)
- paint
- markers
- jelly beans
- 4 different sized and shaped containers
- paper
- problem cards
- books
- food (optional)
- pencils
- construction paper
- boxes
- pencils
- tape
- glue

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

1. How might conflict be natural or human made?
2. How does conflict effect me?
3. How do I respond to conflict?
4. How does conflict bring about change?

#### **Intelligent Behaviors**

1. How did I use HOM to overcome conflict during the assessment activities?
2. Which HOM did you use most during the assessments?
3. Which HOM did you struggle with during the assessments?
4. How might you better apply the HOM you struggled with?

#### **Literary Perspective**

1. What conflicts did the characters face concerning environment?
2. What qualities did you and the main characters share when faced with conflict?
3. As you recall the characters' conflicts and changes, what changes occurred during your assessment activities?

#### **Student/Teacher Reflections**

Teacher will read the story Two Greedy Bears by Mirra Ginsburg to the class and discuss the bears' conflict concerning the fair sharing of the cheese. Students will then brainstorm ways the bears could have better resolved their conflict for a positive change.

## **Additional Support Materials**

### **Favorite Read-Alouds**

Stellaluna

Two Greedy Bears

Legend of the Indian Paintbrush

Legend of the Bluebonnet

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

Jack and Jill nursery rhyme

Itsy Bitsy Spider nursery rhyme

### **Video Clips**

Stellaluna video

Native American videos

Environmental videos

### **Paintings & Prints**

Selected environmental pictures from main texts

Various environmental paintings from various artists

## **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?
  
  
  
  
  
  
  
  
  
  
6. How did it impact student learning?
  
  
  
  
  
  
  
  
  
  
7. In what ways did we meet the needs of diverse learners?

**"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: Global Connections**

By: Pat Cherry and Erika Nagy Stevenson  
Guilford County and Hickory City  
**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 – Global Connections**

**Literature Selection – Beautiful Blackbird**

**Author - Ashley Bryan**

<b>Concepts</b>	<b>Themes</b>
<b>Relationships</b> <b>Patterns</b>	<b>Everyone wants to be accepted.</b> <b>Acceptance of diversity.</b>
<b>Issues or Debates</b>	<b>Problems or Challenges</b>
<b>Differences</b> <b>Diversity/Similarities</b>	<b>Peer pressure</b>
<b>Processes</b>	<b>Theories</b>
<b>Problem-solving</b> <b>Decision making</b>	<b>It's what inside that counts.</b>
<b>Paradoxes</b>	<b>Assumptions or Perspectives</b>
<b>Appearance vs. Inner-self</b>	<b>Try to be someone you are not.</b>

## Big Ideas Manifested

**Topic - Global Connections**  
**Literature Selection – The Honest-to-Goodness**  
**Truth**  
**Author – Patricia McKissack**

Concepts	Themes
Relationships Patterns Change	Friendship Character Traits
Issues or Debates	Problems or Challenges
Truth vs. Lies	Knowing when to withhold the truth.
Processes	Theories
Decision making Problem-solving	Sometimes the truth hurts.
Paradoxes	Assumptions or Perspectives
Truth is considered good, but sometimes it can hurt.	“Honesty is the best policy.”

## Big Ideas Manifested

--

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

## **Concept – Relationships    Topic – Global Connections**

**Suggested Literature Selection(s) – *Beautiful Blackbird* and *The Honest-to-Goodness Truth***

### **Look and Listen for...**

#### **Intelligent Behaviors**

**Story Focus: Persistent, Listening and Understanding, Applying Past Knowledge, Thinking and Communicating with Clarity and Precision**

**Student Activities: Thinking flexibly, Taking Responsible Risks, MegaCognition, Questioning and Posing Problems.**

**Thinking Skills Focus - “Beginning Building Thinking Skills” by Parks and DeArmas**

**Topic Focus – Global Connections**

**Concept Focus - Relationships**

#### **Overarching Generalizations -**

Relationships change over time.  
Everything is related in some way.  
Everything is involved in a relationship.

#### **More Complex Generalizations –**

Relationships generate additional change.  
In relationships change is inevitable.

### **Learning Targets from the NCSCS**

#### **Social Studies Objectives:**

- 1.01 Describe the roles of individuals in the family.
- 1.02 Identify various groups to which individuals and families belong.
- 1.03 Compare and Contrast similarities and differences among individuals and families.
- 1.04 Explore the benefits of diversity in the United States.
- 2.06 Predict consequences that may result from responsible and irresponsible actions.
- 3.01 Describe personal and family changes, past, and present.

### Mathematics Objectives

- 1.01 Develop number sense for whole numbers through 99.
- 3.01 Identify, build, draw, and name parallelograms, squares, trapezoids, and hexagons.
- 3.04 Solve problems involving spatial visualization.
- 4.01 Collect, organize, describe and display data using line plots and tallies.
- 5.01 Sort and classify objects by two attributes.
- 5.02 Use Venn Diagrams to illustrate similarities and differences in 2 sets.
- 5.03 Create and extend patterns, identify the pattern unit, and translate into other forms.

### Language Arts Objectives

- 1.02 Demonstrate decoding and word recognition strategies and skills.
- 1.03 Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors.
- 2.03 Read and comprehend both fiction and non-fiction texts appropriate for grade 1 using prior knowledge and summary.
- 2.06 Self-monitor comprehension by using one or two strategies (questions, retelling, summarizing).
- 2.08 Discuss and explain response to how, why, and what if questions in sharing narrative and expository texts.
- 2.09 Read and understand simple written instructions.
- 3.01 Elaborate on how information and events connect to life experiences.
- 3.03 Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts.
- 3.04 Share personal experiences and responses to experiences with text, recording personal responses.
- 4.02 Use words that describe, name characters and settings (who, where), and tell action and events (what happened, what did \_\_\_\_ do) in simple texts.
- 4.06 Compose a variety of products (for example stories, journal entries, letters, response logs, oral retellings) using a writing process.
- 5.02 Apply phonics to write independently using temporary and/or conventional spelling.
- 5.04 Use complete sentences to write simple texts.
- 5.05 Use basic capitalization and punctuation.

### Science Objectives

- 1.04 Observe the ways in which humans are similar to other organisms.
- 2.01 Describe and sort a variety of Earth materials based on their properties (color, shape, size).
- 3.02 Investigate several ways in which objects can be described, sorted, or classified.

### Directions for Teachers

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

**Suggested Topics for Discussion**

Diversity- What makes a person an individual?

What are our similarities that form our relationships at school and in families?

**Suggested Vocabulary Words for Discussion**

**Africa**

**Kenya**

**whirring**

**given name**

**parkas**

**Japan**

**mirrored**

**stirring**

**shame**

**blubber**

**Zambia**

**festival**

**gleam**

**gourd**

**Vocabulary Extension**

Add words to our word wall and our personal desk dictionary.

Have children demonstrate the meaning of the selected words through word play and Charades.

## Hooks

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

### Six Facets of Understanding

<b>Facet 1 – EXPLANATION</b>
Explain what you think it means to be a good friend. How may relationships change over time?
<b>Facet 2 - INTERPRETATION</b>
Make a friendship card for someone at our school (for example: custodian, cafeteria worker). What relationship do you have with this person? Why is it important?
<b>Facet 3 - APPLICATION</b>
Design a friendship quilt. Each child designs one square to illustrate what they think friendship means. What similarities do you notice when looking at the quilt? How are some of the quilt pieces related?
<b>Facet 4 - PERSPECTIVE</b>
Compare and contrast two photos or drawings that show relationships. (for example families, animals, people in the work environment.) How does this prove or disprove that all things are involved in relationships?
<b>Facet 5 – EMPATHY</b>
Pair in groups of 2. One child role-plays being a new student. Then switch positions. How did your relationship change when you took on the role of the other person?
<b>Facet 6 – SELF-KNOWLEDGE</b>
Reflect on a time you developed a relationship with someone. How has this relationship changed over time?

**Read:** *The Honest-to-Goodness Truth* by Patricia McKissack

## Task Rotation Learning Activities

**K-2**

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

<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>Write or illustrate what happened at the beginning and the end of the story. How did Libby's relationship suffer as a result of her behavior?</p> <p style="text-align: center;">V _ * _ L _ S _ M _ B _ P _ * _ I _ N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p>With your buddy discuss a time that you told the truth, but the truth hurt someone's feelings? How does thinking before speaking protect relationships?</p> <p style="text-align: center;">V _ * _ L _ S _ M _ B _ P _ * _ I _ N _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p>Write in your journal and evaluate the change in Libby's behavior at the end of the story. Why did her relationships cause her to change her behavior?</p> <p style="text-align: center;">V _ * _ L _ S _ M _ B _ * _ P _ I _ * _ N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p><b>Whole group activity:</b></p> <p>Brainstorm situations in which you think it would be OK for you to withhold the truth to protect someone's feelings. How would these situations strengthen relationships?</p> <p style="text-align: center;">V _ * _ L _ S _ M _ B _ * _ P _ * _ I _ * _ N _</p>



**Real World Connections With Products**

Application (reflect, evaluate, discuss, brainstorm)

**Real World Applications**

Actor, teacher, lawyer, artist, friend, community member

**Real World Terms**

Evaluate, Interpret

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

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

- Writing journals

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

How can relationships be helpful?  
How are relationships important in families?  
How is everything related in some way?  
How are relationships important?  
How may relationships change over time?

#### **Intelligent Behaviors**

What Intelligent Behaviors did the characters in the story demonstrate?  
How do you demonstrate these Intelligent Behaviors?  
What Habits of Mind (HOM) did the characters in the story demonstrate?  
How do you demonstrate these HOM daily?

#### **Literary Perspective**

Discuss 3 or more ways Libby could have handled the situations better.  
Would you recommend this book to anyone? Why or why not?  
Discuss with a partner why the story is important and can be applied to you.

#### **Student/Teacher Reflections**

Create a class made book by having each child write about how they would have handled Libby's situation.

## Math Task Rotation Learning Activities

**K-2**

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

<p style="text-align: center;"><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>Look at the title page of <i>Beautiful Blackbird</i>. List all the colors of the birds and how many of each color. How does diversity within a group affect relationships in the group?</p> <p style="text-align: center;">V _ * L _ * S _ M _ B _ P _ I _ * N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b></p> <p>Work with your buddy and “Think, Pair, Share” how it would feel to be “Beautiful Blackbird.” How does being the only black bird affect his relationships with the other birds?</p> <p>With your buddy create patterns with birds using bird shaped tracers. How are patterns important to relationships?</p> <p style="text-align: center;">V _ * L _ * S _ M _ B _ P * _ I _ * N _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>Classify cut out s of birds precut by the teacher in two different ways.</p> <p>Sequence the cut outs from smallest to largest.</p> <p>How did classifying and sequencing the cut outs remind you of relationships you have with other people?</p> <p style="text-align: center;">V _ * L _ * S _ * M _ B _ * P _ I _ N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>Create a bird by painting it on one side of a piece of paper. Then create symmetrical (or mirrored) images by folding the paper. How would mirroring or reflecting positive behaviors of others benefit your relationship?</p> <p style="text-align: center;">V _ * L _ * S _ * M _ B _ * P _ * I _ N _</p>

**Real World Connections With Products**

Application (list, classify, sequence, discuss, create)

**Real World Applications**

Coach, journalist, scientist, teacher, author, lawyer

**Real World Terms**

Sequence, Symmetrical, Mirroring

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

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

- Bird cut outs in difference shapes, colors, and sizes
- Paint
- Paper

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

How is everything related in some way?  
How do relationships build diversity around the globe?  
How are relationships important?  
How may relationships change over time?

#### **Intelligent Behaviors**

What Intelligent Behaviors (IB) did the characters in *Beautiful Blackbird* demonstrate?  
How do you demonstrate these IB's daily?  
What HOM did the characters in the story demonstrate?  
How do you demonstrate these HOM daily?

#### **Literary Perspective**

Discuss 3 or more words to describe "Beautiful Blackbird."  
Draw an image or picture about the book. Explain your drawing to someone who does not know the story.  
How did the "Beautiful Blackbird" bring the birds together?

#### **Student/Teacher Reflections**

Paper the wall with newsprint and give each child a marker. At the end of the lesson, have all students create a mural about relationships.

**Concept: Relationships**

**Topic: Global Connections**

**Generalization: Everything is related in some way.**

**Literature selection: *The Honest-to-Goodness Truth***

**Essential Question(s) (See MetaCognitive discussion page)**

**Task Rotation Menu**

<b>Level</b>	<b>Mastery</b>	<b>Understanding</b>	<b>Self-Expressive</b>	<b>Interpersonal</b>
<b>1</b>	Describe the setting of the story. Was the setting important to the relationships established in the story.	Mix-n-Match Activity: Match cards showing situations and settings. Did the settings where each situation occurred affect the outcome of each relationship?	Looking at a picture showing people interacting, brainstorm what could be taking place in the picture between the people. How does this action relate to the story?	List one situation you liked about the story and one situation you disliked. How did each of these situations make you feel about the relationships?
<b>2</b>	Using the pre-prepared cards which describe each of the untruths told by Libby, sequence them in order in which they occurred. If these events had occurred in a different order would that have changed Libby's relationships with the other characters?	How did the situation when Libby lied to her Mom affect interactions she had with the other characters?	Draw a picture placing Libby in a different setting. How would this change in settings affect Libby's relationships?	Empathize with Libby's Mom or another character by writing reflectively about how they felt when they interacted with Libby. How did it affect their relationship with her?
<b>3</b>	Demonstrate to the class how Libby could have reacted in each lying situation in the story. How would her relationships have been changed?	Paired Reading Activity: In pairs, listen as the teacher reads an account of a "real life" situation related to truthfulness. Propose a solution to the situation. How does your solution protect the relationship in the situation?	Design an original poster showing how you feel responsibility is important in building strong relationships. How is responsibility a vital part of good relationships?	Write an editorial to be published in the school newsletter or website about how relationships are changed or affected by the truth and by lies. How is a relationship changed by truth vs. untruths?

**Real World Connections With Products**

Application (describe, sequence, demonstrate, brainstorm, draw, design, editorialize, compare, contrast, and empathize)

**Real World Applications**

Actor, author, lawyer, journalist, coach, student, teacher, friend

**Real World Terms**

Editorialize, Demonstrate

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

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

- Mix-n-Match cards
- Pictures showing relationships between people
- Printed situations for Paired Reading Activity
- Cards for sequence activity
- Book titled *The Honest-to-Goodness Truth*

## **MetaCognitive Discussion (Essential Questions)**

### **Literature Selection: *The Honest-to-Goodness Truth***

#### **(Whole Group)**

#### **Conceptual Perspectives**

How can relationships be helpful?  
How are relationships important in families?  
How do relationships build diversity around the globe?  
How is everything related in some way?  
How are relationships important?  
How may relationships change over time?

#### **Intelligent Behaviors**

What IB's did the characters in the story demonstrate?  
How do you demonstrate these IB's daily?  
What HOM did the characters in the story demonstrate?  
How do you demonstrate these HOM daily?

#### **Literary Perspective**

Would you recommend this book to anyone? Why or why not?  
Discuss with a partner how the story is important and can be applied to you.  
How did the change in Libby's behavior affect how she related to other people?

#### **Student/Teacher Reflections**

Using different colored sentence strips have students to write, telling what they have learned about truthfulness and it's effect on relationships in the global world. Arrange the completed thoughts to resemble a rug that may have been in Libby's home.



**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.**

**Literature Selection: *Beautiful Blackbird***

<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>Write 4 characteristics that make you special and then draw a portrait of yourself. How will these characteristics change your relationships with the people around you?</p> <p style="text-align: center;">V _ * _ L _ * _ S _ M _ B _ * _ P _ I _ * _ N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p>Sit in a circle as a whole class, and share what makes their buddy special.</p> <p>Write your favorite characteristic about yourself on a sticky note. Interview students, then “THINK, PAIR, SHARE”. Continue this until you find someone with the same characteristics. How would having similarities affect your relationship?</p> <p style="text-align: center;">V _ * _ L _ S _ M _ B _ * _ P _ * _ I _ N _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p>With your buddy, complete a Venn Diagram to compare and contrast your special characteristics with theirs.</p> <p>Which strengthens your relationship more, similarities or differences?</p> <p style="text-align: center;">V _ * _ L _ S _ M _ B _ * _ P _ * _ I _ N</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>Develop a song, rap, dance, or jingle to use to introduce yourself to your classmates. Why do you think the Blackbird’s song (or even your song) strengthened his relationship with his community?</p> <p style="text-align: center;">V _ * _ L _ S _ M _ * _ B _ * _ P _ * _ I _ * _ N _</p>

--	--

### **Real World Connections With Products**

Application (Develop, write, compare, contrast, perform)

### **Real World Applications**

Actor, teacher, dancer, choreographer, reporter

### **Real World Terms**

Develop, Perform

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

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

- Post-it notes
- Venn diagram
- Book titled *Beautiful Blackbird*

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

- How do relationships build connections in the global world?
- How is everything related in the global world?
- How can relationships be helpful?
- How are relationships important in communities?
- How may relationships change over time?

#### **Intelligent Behaviors**

- What IB's did the characters in the story demonstrate?
- How do you demonstrate these IB's daily?
- What HOM did the characters in the story demonstrate?
- How do you demonstrate these HOM daily?

#### **Literary Perspective**

- Discuss 3 or more words to describe "Beautiful Blackbird."
- Draw an image or picture about "Beautiful Blackbird." Explain your drawing to someone who does not know the story.
- Would you recommend the story to anyone? Why or why not?
- How did the Beautiful Blackbird bring the birds together?

#### **Student/Teacher Reflections**

- Present the songs, raps, and dances created by the students to another class emphasizing the importance of relationships in a school community.

## 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.**

**Literature Selection: *Beautiful Blackbird***

<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>Look at the first 2 pages of the story. List all the colors of birds and how many of each color. How does diversity affect relationships in a group?</p> <p style="text-align: center;">V _ * L _ * S _ M _ B _ P _ * I _ * N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p>Mix-n-Match Activity: Match color word cards with picture cards with birds of each color and the different numbers of birds. Color words are adjectives. How are adjectives important in forming relationships? How does different population of birds affect relationships in the global world?</p> <p style="text-align: center;">V _ * L _ * S _ M _ B _ P _ * I _ N _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p>Compile your information and compose a bar graph showing the number of birds for each color.</p> <p>Is there an advantage for relationships to be the bird that is the only one that color, or to be one of many birds of that color?</p> <p style="text-align: center;">V _ * L _ * S _ * M _ B _ P _ I _ * N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>Create a symmetrical (or mirrored) image of a bird using crayons and markers. Was it easier or more difficult to get the figures perfectly symmetrical using crayons and markers versus paint? Why or why not?</p> <p style="text-align: center;">V _ * L _ * S _ * M _ B _ * P _ I _ * N _</p>

**Real World Connections With Products**

Application (list, match, compile, compose, create)

**Real World Applications**

Reporter, scientist, author, teacher, student, friend, lawyer

**Real World Terms**

Population, Compile, Compose, Diversity, Symmetrical

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

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

- Cards for Mix-n-Match activity (color words and colors)
- Lined paper for bar graph (graph paper)
- Crayons
- Markers
- Book titled *Beautiful Blackbird*

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

How can relationships be helpful?  
How are relationships important in communities?  
How do relationships build diversity around the globe?  
How is everything related in some way?  
How are relationships important?  
How may relationships change over time?

#### **Intelligent Behaviors**

What IB's did the characters in the story demonstrate?  
How do you demonstrate these IB's daily?  
What HOM's did the characters in the story demonstrate?  
How do you demonstrate these HOM's daily?

#### **Literary Perspective**

Discuss 3 or more words to describe Beautiful Blackbird.  
Draw an image or picture about Beautiful Blackbird. Explain your drawing to someone who does not know the story.  
Would you recommend the book to anyone? Why or why not?  
Discuss with a partner how the story is important and can be applied to you.  
How did the Beautiful Blackbird bring the birds together?

#### **Student/Teacher Reflections**

Develop a bird community collage by having each student create their own bird using a variety of materials. (Provide paint, a variety of colored tissue paper for a collage, stamp pads and stamps, markers, chalk with water, yarn and various other craft supplies.)

## **Additional Support Materials**

### **Favorite Read-Alouds**

***It's Back to School We Go!* By Jan Davey Ellis**

***The Rainbow Fish* by Marcus Pfister**

***Big Al* by Andrew Clements**

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

**Students learn to sing and read assorted animal, color, and friendship stories and songs.**

### **Video Clips**

**Show various videos in which demonstrate relationships in animal communities as well as people's relationships in our global world.**

**Disney video titled *Finding Nemo*.**

### **Paintings & Prints**

**Photos and paintings illustrating a variety of relationships among people and animals in the global world**

**Eric Carle – use his illustrations to create a collage as a reflection activity.**

## **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: Living Things**

**K-2**

Lisa Briggs-Wake County  
Lisa Lloyd-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 – Living Things**  
**Literature Selection –We All Went on Safari**  
 (Math and Counting)  
**Author –Laurie Krebs, Julia Cairns**

Concepts	Themes
<ul style="list-style-type: none"> <li>-Communities</li> <li>-Culture</li> <li>-Diversity</li> <li>-Environments</li> </ul>	<ul style="list-style-type: none"> <li>-Counting</li> <li>-Relationships with families</li> <li>-Way of life in different countries</li> </ul>
Issues or Debates	Problems or Challenges
<p>-Which way of life is better? Why? Is one really better?</p>	<p><b>-Environment affects way of life</b></p>
Processes	Theories
<p><b>-Inquire, compare/contrast the dress, food interactions, dwellings, jobs, etc.</b></p>	<p><b>-Tanzania is a “third world” country</b></p>
Paradoxes	Assumptions or Perspectives
<p><b>-Wealth is NOT money, it’s family, traditions, culture, and happiness</b></p>	<p><b>-Happiness and wealth are not about where you live!</b></p>

## Big Ideas Manifested

**Topic – Living Things**

**Literature Selection – Panda Bear, Panda Bear,  
what do You See?**

Concepts	Themes
<ul style="list-style-type: none"> <li>-abundance or scarcity</li> <li>-change</li> <li>-protection</li> <li>-creativity</li> <li>-survival</li> </ul>	<ul style="list-style-type: none"> <li>-endangered species</li> <li>-habitats</li> <li>-conservation</li> <li>-imagination</li> </ul>
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> <li>-natural or man-made causes of animals becoming endangered</li> <li>-Preservation vs growth</li> </ul>	<ul style="list-style-type: none"> <li>-How do we protect animals?</li> <li>-resources needed?</li> </ul>
Processes	Theories
<ul style="list-style-type: none"> <li>-Inquiry into habitats, food, climates, etc.</li> </ul>	<ul style="list-style-type: none"> <li>-Extinction is a natural process affected by the environment</li> </ul>
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> <li>-How will the extinction of an animal affect humans?</li> </ul>	<ul style="list-style-type: none"> <li>-Measures of protection are in place.</li> <li>-Will they continue to work?</li> </ul>

## Big Ideas Manifested

**Topic -**

**Literature Selection –**

**Author -**

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

## **Needs of Living Things**

**Yalisa Briggs and Lisa Lloyd**

### **Concept – Relationships**

### **Topic – Living Things**

**Suggested Literature Selection(s) –  
Panda Bear, Panda Bear, What do You See?  
We All Went on Safari**

#### **Look and Listen for...**

##### **Intelligent Behaviors**

**Story Focus -   Applying past knowledge  
                          Responding with wonderment and awe  
                          Striving for accuracy and precision**

**Student Activities - Thinking flexibly  
                              Taking responsible risks  
                              Metacognition  
                              Posing questions  
                              Thinking interdependently  
                              Gathering data through all senses**

**Thinking Skills Focus – Beginning Thinking Skills- Parks and DeArmas  
                                  Describing Similarities and Differences**

**Topic Focus – Living Things**

**Concept Focus - Relationships**

**Overarching Generalizations – Everything is involved in a relationship.**

**More Complex Generalizations – All things affect and are affected by their relationships with their environment.**

**Directions for Teachers**

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

### **Suggested Topics for Discussion**

What are the differences between living non-living things?

What are the necessities that living things need in order to survive?

Different types of habitats/environments we have in NC and the living things that live in those environments.

Other habitats outside of NC. (Africa)

### **Suggested Vocabulary Words for Discussion**

Habitat, living, non- living, environment, shelter, and needs.

### **Vocabulary Extension**

#### **Hooks**

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

### **Six Facets of Understanding**

<b>Facet 1 – EXPLANATION</b>
Take students outside and have them write and/or draw pictures of living things How do you think these living things are related?
<b>Facet 2 - INTERPRETATION</b>
Pick a living thing and illustrate what that living thing needs in order to survive? How might the needs of things be related to their survival?
<b>Facet 3 - APPLICATION</b>
Design an environment and draw some of the living things you may see in that environment. What may be some of the relationships between the living things in this environment?
<b>Facet 4 - PERSPECTIVE</b>
Observe a plant , student will discuss what may have caused the plant to die. What environmental changes may have affected the plant? What is the relationship between environmental changes and the needs of living things?
<b>Facet 5 – EMPATHY</b>
Assume the role of a living thing, role play with a partner what would happen if you were missing one or had an abundance of one of your necessities to live. What is the relationship between missing necessities and the development of living things?
<b>Facet 6 – SELF-KNOWLEDGE</b>
Have them divide the paper into two parts. Play two different types of music. Students will imagine what type of environment it may be and include the living things that may live in that environment.



What intelligent behaviors did you find yourself using to complete this task?

Read:

### Task Rotation Learning Activities

**K-2**

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

<p><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>Identify the living things observed in pictures in different environments. What is the relationship between living and no-living things?</p> <p>V _ * L _ S _ M _ B _ P _ I _ N _ *</p>	<p><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p>Assume the role of a living thing. Work with a partner and role-play what you need to prepare for the winter season. What intelligent behavior did you use to help you prepare for the winter season?</p> <p>V _ * L _ S _ M _ B _ P _ I _ N _ *</p>
<p><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p>Rank the needs of living things from the most important to least important. Explain why you ranked them in that order. How might the relationship between seasons and the environment impact the needs of living things?</p> <p>V _ * L _ S _ M _ B _ P _ I _ N _ *</p>	<p><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>In a group of four design a play , A DAY IN THE LIFE OF _____ (living thing)</p> <p>Tell about a living thing and what they need during the day to survive. How do changes in the environment affect the living thing?</p> <p>V _ * L _ S _ M _ B _ P _ I _ N _ *</p>

--	--

### **Real World Connections With Products**

Application ( discuss, design, create, perform, and produce)

### **Real World Applications**

Scientist, Biologist, Park Ranger, Environmentalist , and Teacher.

### **Real World Terms**

Habitat, living, non- living, environment, shelter, and needs.

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

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

- Paper
- Pencils
- Pictures of different habitats
- Crayons
- markers
-

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

1. How are the relationships important to the environment?
2. How is everything related in some way?
3. How may relationships change due to changes in the environment (including seasonal changes)?
4. How may environmental change impact the relationship of living things, positively or negatively?

#### **Intelligent Behaviors**

1. What intelligent behavior did you find yourself using to complete assignments during the task rotation?
2. What intelligent behaviors did you see/feel as your strength? Why?
3. What intelligent behaviors would you like to develop or strengthen?

#### **Literary Perspective**

1. Describe the needs of living things?
2. Describe the relationship between living things and environmental/seasonal changes?

## 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.**

<p><b>Mastery Learner (A)</b> Sensing- Thinking Write a math addition sentence and a math subtraction sentence using Swahili numbers. Share your number sentence with a partner.</p> <p>V _ * _ L _ * _ S _ M _ B _ P _ I _ N _</p>	<p><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p>Pick a partner and write a math addition sentence about your partner using Swahili and American number. (ex. My partner has 2 (mbili) arms + 2 (mbili) legs= _____ What intelligent behavior did you find yourself using the most? Which did you use the least?</p> <p>V * _ L _ S _ * _ M _ B _ P _ I _ * _ N _</p>
<p><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p>Give each student a flash card with a number in Swahili or American. Play music, while students move around the room. When the music stops find the person who has the match to your flashcard.</p>	<p><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>Draw a picture of an environment/habitat with living things. Write 2 number problems (addition or subtraction) using Swahili. Have your partner solve your problems. What intelligent behavior did you find yourself using the most?</p>

<b>V_*_L_*_S_M_*_B_*_P_I_N__</b>	<b>V_*_L_S*_M_B_P_I*_N__</b>
----------------------------------	------------------------------

- Objectives
- 1.04- Create, model, and solve problems that use addition, subtraction, and fair shares
  - 5.01- Sort and classify objects by two attributes

**Real World Connections With Products**

Application, computation, sorting, solve, and produce

**Real World Applications**

Teacher, mathematician, scientist, and computer analyst

**Real World Terms**

Swahili number words for numbers 1-10 (moja, mbili, tatu, nne, tano, sita, saba, nane, tisa, and kumi)

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

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

- flashcards
- paper
- crayons
- pencils

**MetaCognitive Discussion (Essential Questions)**

**(Whole Group)**

**Conceptual Perspectives**

- How are the relationships important to the environment?
- How is everything related in some way?

- How may relationships change due to changes in the environment (including seasonal changes)?
- How may environmental change impact the relationship of living things, positively or negatively?

### **Intelligent Behaviors**

1. What intelligent behavior did you find yourself using to complete assignments during the task rotation?
2. What intelligent behaviors did you see/feel as your strength? Why?
3. What intelligent behaviors would you like to develop or strengthen?

### **Literary Perspective**

- Name numbers 1-10 in Swahili.
- Describe the needs of living things?
- Describe the relationship between living things and environmental/seasonal changes?

### **Student/Teacher Reflections**

### **Concept: Relationships**

### **Topic: Livings Things/Habitats**

**Generalization: All things affect and are affected by relationships in their environment and relationships are seasonal and environmental.**

**Essential Question(s)** How might the relationship between environmental change and living things impact their needs?

### Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Identify the living things in the pictures of different environments.	Compare and contrast the types of needs of animals with the types of needs you have. ( Food, shelter, air, water)How are your needs similar/different to those of the animals?	Tell about a time you took care of a living thing. Tell about the needs of that living thing	Take the role of an animal and draw a picture of it's environment including the necessities to live and label the things they need to live. (Food, shelter, air, water)
2	Sort pictures into groups of non-living and living things and work with a partner to create a graph of living and not-living things.	Rank the needs of living things from what you think should be the most important to the least important. Explain why you ranked them in tat order.	Predict possible outcomes for a plant is the variables of their needs change. <i>Record your ideas</i>	Assume the role of a living thing. Work with a partner to role play what you would do to get ready for the winter season.
3	Research an animal and write a report with a partner. Include the ne cessities for this animal to survive.	Defend your position on increasing housing developments that may or may not compromise animal habitats.	Create a memory game Make 3 cards that represent one animal, then 3 other cards that represent their needs( food, shelter, water)(6 total) work with a partner or group to mix cards and play memory game.	Pick an endangered animal and create a community service announcement addressing ways to help preserve the needs of these animals

### Real World Connections With Products

Application (discuss, design, create, perform, and produce)

### Real World Applications

Scientist, Biologist, Park Ranger, Environmentalist , and Teacher.



**Real World Terms**

Habitat, living, non- living, environment, shelter, and needs.

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

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

- Pictures of living and non-living things
- Information on endangered animals
- Pictures of animals gathering food and building shelters for winter

**MetaCognitive Discussion (Essential Questions)**

**(Whole Group)**

**Conceptual Perspectives**

- How are the relationships important to the environment?

- How is everything related in some way?
- How may relationships change due to changes in the environment (including seasonal changes)?

How may environmental change impact the relationship of living things, positively or negatively?

### **Intelligent Behaviors**

1. What intelligent behavior did you find yourself using to complete assignments during the task rotation?
2. What intelligent behaviors did you see/feel as your strength? Why?
3. What intelligent behaviors would you like to develop or strengthen?

### **Literary Perspective**

1. Describe the needs of living things?
2. Describe the relationship between living things and environmental/seasonal changes?

### **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.**

<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>Categorize the living things and place them into the correct environment.</p> <p>How did metacognition help you place the living things in the correct environment?</p> <p style="text-align: center;">V _ _ L _ _ S _ _ M _ _ B _ _ P _ _ I _ _ N _ _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p>Write about how you would feel if you were an animal without one of your needs. ( shelter, food, water, air)</p> <p style="text-align: center;">V _ _ L _ _ S _ _ M _ _ B _ _ P _ _ I _ _ N _ _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p>Using a Venn diagram compare and contrast the needs of plants and animals.</p> <p>What is the relationship between the needs of plants and animals?</p> <p style="text-align: center;">V _ _ L _ _ S _ _ M _ _ B _ _ P _ _ I _ _ N _ _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>Create a poster or song that will convey the importance of preventing environmental changes that effect living things. For example: preventing forest fires, water pollution, urban over- development, air pollution. What relationships do you find between living things and their enviornment?.</p> <p style="text-align: center;">V _ _ L _ _ S _ _ M _ _ B _ _ P _ _ I _ _ N _ _</p>

**Real World Connections With Products**

Application ( computation, sort, plan, produce, and solve)

**Real World Applications**

Teacher, mathematician, scientist, and computer analyst.

**Real World Terms**

Addition, subtraction, sort, and problem solving.

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

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

- Venn diagram
- Pictures and /or models of living things

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

- How are the relationships important to the environment?
- How is everything related in some way?
- How may relationships change due to changes in the environment (including seasonal changes)?

How may environmental change impact the relationship of living things, positively or negatively?

#### **Intelligent Behaviors**

1. What intelligent behavior did you find yourself using to complete assignments during the task rotation?
2. What intelligent behaviors did you see/feel as your strength? Why?
3. What intelligent behaviors would you like to develop or strengthen?

#### **Literary Perspective**

3. Describe the needs of living things?
4. Describe the relationship between living things and environmental/seasonal changes?

#### **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.**

**Literature Selection- We All Went on Safari**

<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>Write 2 addition number sentences and 2 subtraction number sentences using Swahili and American numbers.</p> <p>Share number sentences with a partner.</p> <p style="text-align: center;">V _ * L _ * S _ M _ B _ P _ I * _ N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p>Write one addition and one subtraction word problem about yourself using Swahili numbers. Find a partner and share your problem with them. See if they can solve your word problem. What intelligent behaviors did you find yourself using to complete this activity?</p> <p style="text-align: center;">V _ * L _ * S _ M _ B _ * P _ I _ * N _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p>Work with a partner to compare and contrast pictures or models of living things. Sort them into groups and explain how you sorted them. Record one way you sorted them and list the attributes. Share your another set of partners. What intelligent behaviors did you find yourself using to complete this activity?</p> <p style="text-align: center;">V _ * L _ * S _ * M _ B _ * P _ I _ * N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>What are some of the ways you may sort the Swahili number words? Record one way you sorted the words. What is the relationship between the words in each group?</p> <p style="text-align: center;">V _ * L _ S _ * M _ B _ * P _ * I _ N _</p>

Objectives

- 1.04- Create, model, and solve problems that use addition, subtraction, and fair shares
- 5.01- Sort and classify objects by two attributes

### **Real World Connections With Products**

Application, computation, sorting, creating, solve, and produce

### **Real World Applications**

Teacher, mathematician, scientist, and computer analyst

### **Real World Terms**

Swahili number words for numbers 1-10 (moja, mbili, tatu, nne, tano, sita, saba, nane, tisa, and kumi)

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

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

- flashcards
- paper
- crayons
- pencils

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

- How are the relationships important to the environment?
- How is everything related in some way?
- How may relationships change due to changes in the environment (including seasonal changes)?

How may environmental change impact the relationship of living things, positively or negatively?

#### **Intelligent Behaviors**

1. What intelligent behavior did you find yourself using to complete assignments during the task rotation?
2. What intelligent behaviors did you see/feel as your strength? Why?
3. What intelligent behaviors would you like to develop or strengthen?

#### **Literary Perspective**

- Describe the needs of living things?
- Describe the relationship between living things and environmental/seasonal changes?



## **Additional Support Materials**

### **Favorite Read-Alouds**

#### **Polar Bear, Polar Bear, What Do You See?**

**Visit you Media Center for Books on Plants and Animals, and magazines about the environment**

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

#### **Video Clips**

**Check media center for resources**

### **Paintings & Prints**

**Check media center for resources**

## **Teacher Reflections**

## **Literary Selection**

**Date**

**School**

**Grade**

1. What were the strengths of the task rotations and/or other activities?
  
  
  
  
  
  
  
  
  
  
2. How did the task rotations and/or activities reveal students' Intelligent Behaviors? Please discuss how each Intelligent Behavior manifested it self.
  
  
  
  
  
  
  
  
  
  
3. What would you change or add the next time you taught this lesson?
  
  
  
  
  
  
  
  
  
  
4. What opportunities for growth does the resource unit have?
  
  
  
  
  
  
  
  
  
  
5. What were "ah ha's?" for the students? For teachers?

**"Additional Comments**

# **APPENDIX**

## **A**

### **Additional Instructional Concept-Based Activities**

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

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



**Concept: Survival**

**Topic: Wants and Needs**

**Norma Tyndall-Lenoir County  
Audra Penrod-Moore 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** - Survival

**Literature Selection** – *Harvesting Hope*

**Author** – Kathleen Krull

Concepts	Themes
<ul style="list-style-type: none"> <li>• Culture</li> <li>• Change</li> <li>• Conflict</li> <li>• Force or influence</li> <li>• Power</li> <li>• Systems</li> <li>• Migration</li> <li>• Survival</li> </ul>	<ul style="list-style-type: none"> <li>• Controversy</li> <li>• Self-sacrifice</li> <li>• Rebellion</li> <li>• Struggle</li> <li>• Migrant workers</li> </ul>
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> <li>• Poor vs. wealthy</li> <li>• Truth vs. violence</li> <li>• Imagination vs. powerless</li> <li>• Man vs. Man</li> </ul>	<ul style="list-style-type: none"> <li>• Drought – no water for crops; no money to pay Bills</li> <li>• Poverty</li> <li>• New life as migrant workers</li> <li>• Unfair working conditions</li> <li>• Overwhelming odds</li> </ul>
Processes	Theories
<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Decision making</li> <li>• Courage</li> <li>• Humility</li> <li>• Determination</li> <li>• Persistence</li> </ul>	<ul style="list-style-type: none"> <li>• Peaceful dedication to a cause is more effective than force</li> <li>• In a fight for justice truth is a better weapon than violence</li> <li>• In victory, there must be humility</li> <li>• One man can make a difference</li> <li>• Stand up for what you believe in</li> </ul>
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> <li>• Man's inhumanity to man</li> </ul>	<ul style="list-style-type: none"> <li>• Patience and determination without violence wins battles</li> </ul>

**Concept – Survival**

**Topic – Wants and Needs**

**Suggested Literature Selection(s) – *Harvesting Hope* by Kathleen Krull**

## **Look and Listen for...**

### **Intelligent Behaviors**

**Story Focus:** Posing Questions, Responsible Risk, Persisting

**Student Activities:** Metacognition, Posing Questions, Thinking Flexibly, Responsible Risks

**Thinking Skills Focus** – Thinking Skills Books  
Chapter 7 Verbal Sequences

**Topic Focus** – Wants and Needs

**Concept Focus** - Survival

### **Overarching Generalizations –**

- Nature is essential to survive.
- Basic needs must be addressed for survival.
- We may or may not have to adapt in order to survive.

### **More Complex Generalizations –**

- Relationships may be necessary in order to survive.
- Change may be necessary in order to survive.
- Systems may or may not be interdependent upon one another to survive.

### **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**

needs vs. wants, poor vs. wealthy, man vs. man, man vs. environment, peaceful protest vs. violence

### **Suggested Vocabulary Words for Discussion**

Fiesta, swarmed, adobe house, conflicts, drought, possessions, vanished, migrants, filthy, embarrassed, suspicious, reluctantly, weapon, abandoned, obstacle, unbearable, contract, announcement, humility

### **Vocabulary Extension**

Discuss the meaning of the above vocabulary words using a word/match card game.

### **Hooks**

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

## **Six Facets of Understanding**

<b>Facet 1 – EXPLANATION</b>
<p><b>Generalization:</b> Basic needs must be addressed for survival</p> <p><b>EQ:</b> How do our needs affect survival?</p> <p>How is nature connected to survival? What do you need in order to survive? Brainstorm a list of essential needs.</p>
<b>Facet 2 – INTERPRETATION</b>
<p><b>Generalization:</b> Basic needs must be addressed for survival</p> <p><b>EQ:</b> How do our needs effect survival?</p> <p>Find pictures in magazines that relate to survival. Create a class collage using the pictures. Write a story about how these pictures help you survive.</p>
<b>Facet 3 – APPLICATION</b>
<p><b>Generalization:</b> Relationships may be necessary in order to survive.</p> <p><b>EQ:</b> How do relationships help us survive?</p> <p>Children in groups of four will choose four relationships and create a survival poster that expresses relationships that help us survive. Display the posters and have students go around the room to collect data from the posters. Students will then write a two sentence summary about how relationships are necessary for survival based on the evidence.</p>
<b>Facet 4 – PERSPECTIVE</b>
<p><b>Generalization:</b> Change may be necessary in order to survive</p> <p><b>EQ:</b> How do people’s wants and needs change based on the need to survive.</p> <p>Compare and contrast the needs of Cesar Chavez’s community to the needs of our community from the perspective of a leader. Create a Venn diagram to show your comparison.</p>
<b>Facet 5 – EMPATHY</b>
<p><b>Generalization:</b> We may or may not have to adapt in order to survive.</p> <p><b>EQ:</b> How does adaptation effect survival?</p> <p>If you lost everything in a house fire like the main character in the book, A Chair for My Mother, would you have to change and adapt in order to survive? Support your answer.</p>
<b>Facet 6 – SELF-KNOWLEDGE</b>
<p><b>Generalization:</b> Basic needs must be addressed for survival</p> <p><b>EQ:</b> How do you assess your needs?</p> <p>Write in your Journal in response to the question “What needs would you not sacrifice in order to survive?” and justify your thoughts.</p> <p>How are your views about survival shaped by family, school, and community?</p>

**Read:** *Harvesting Hope* by Kathleen Krull

### **Task Rotation Learning Activities**

#### **K-2**

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



<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>Gather information on how to survive in unique situations. Each student selects a “Luck of the Draw” card displaying one situation. Students create a step sheet of what to do in the selected situation.</p> <p style="text-align: center;">V _ L _ S _ M _ B _ * _ P _ I _ * _ N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p>How might you feel if you lost all of your possessions? What would you do to adapt and survive?</p> <p style="text-align: center;">V _ * _ L _ S _ M _ B _ P _ * _ I _ N _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p>Use old magazines to cut out pictures of needs and wants. Display them according to needs and wants.</p> <p style="text-align: center;">V _ L _ * _ S _ * _ M _ B _ * _ P _ I _ N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>How might you feel if you lost all of your possessions? What would you do to adapt and survive? Share your response in your Journal.</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ * _ I _ N _</p>

### Real World Connections With Products

Application (produce, plan, develop, investigate, create, compare, innovate, cultivate)

**Real World Applications**

Migrant worker, president of local business association, agriculturalist, contract mediator

**Real World Terms**

Migrant worker, contract, farming, agriculture, cultivate, irrigation

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

**Overarching Generalizations –**

- Nature is essential to survive.
- Basic needs must be addressed for survival.
- We may or may not have to adapt in order to survive.

**More Complex Generalizations –**

- Relationships may be necessary in order to survive.
- Change may be necessary in order to survive.
- Systems may or may not be interdependent upon one another to survive.

How do the Intelligent Behaviors help migrant workers, union representatives, etc. survive in their relationship together?

How do the Intelligent Behaviors meet needs in order to survive?

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

- book Harvesting Hope
- index cards
- paper
- crayons
- markers

**MetaCognitive Discussion (Essential Questions)**

**(Whole Group)**

**Conceptual Perspectives**

- How may nature be essential?
- How are our basic needs for survival important?
- How do our needs change over time?
- Do we have to adapt in order to survive? How?
- How do we adapt to our environment in order to survive?
- How are relationships important in survival?
- How were relationships important in relation to the story?
- How are relationships in our lives important in survival?
- How were the characters in the story interdependent on each other?
- How are we interdependent on each other for survival in our own lives?

### **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 from the unit of study?
- How do you demonstrate these Intelligent Behaviors daily?
- What Intelligent Behaviors did you see as your strength in these activities? Why?
- What Intelligent Behaviors do you think you would like to work on developing in the next unit of study?
- What indicators do you think would be a good focus for you on your next task rotation activities?
- How did Cesar Chavez demonstrate the following Intelligent Behaviors in the story:
  - Being persistent
  - Thinking flexibly
  - Metacognition
  - Taking responsible risks
- How do you demonstrate the following Intelligent Behaviors:
  - Being persistent
  - Thinking flexibly
  - Metacognition
  - Taking responsible risks

### **Literary Perspective**

1. How did Cesar and his family change in order to survive?
2. Which relationships were important to the character's survival in the story?
3. How are the situations of survival related to the situations in your own life?
4. How might you feel if you lost all of your possessions? What would you do to adapt and survive?
5. In what ways can you relate survival in Harvesting Hope to another book?

### **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.**

<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>Gather information on how to survive in unique situations. Each student selects a “Luck of the Draw” card displaying one situation. Students create a step sheet of what to do in the selected situation.</p> <p style="text-align: center;">V _ * L _ S * _ M _ B _ * P _ I _ * N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p>How might you feel if you lost all of your possessions? What would you do to adapt and survive?</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ * I _ N _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p>Use old magazines to cut out pictures of needs and wants. Display them according to needs and wants.</p> <p style="text-align: center;">V _ L _ S _ * M _ B _ * P _ I * _ N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>Create a collage, visual symbol, or icon to express an idea related to survival.</p> <p style="text-align: center;">V _ L _ S * _ M _ B _ * P * _ I _ * N _</p>

### **Real World Connections With Products**

Application (produce, plan, develop, investigate, create, compare, innovate, cultivate)

### **Real World Applications**

Migrant worker, president of local business association, agriculturalist, contract mediator

### **Real World Terms**

Migrant worker, contract, farming, agriculture, cultivate, irrigation

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

### **Overarching Generalizations –**

- Nature is essential to survive.
- Basic needs must be addressed for survival.
- We may or may not have to adapt in order to survive.

### **More Complex Generalizations –**

- Relationships may be necessary in order to survive.
- Change may be necessary in order to survive.
- Systems may or may not be interdependent upon one another to survive.

How do the Intelligent Behaviors help migrant workers, union representatives, etc. survive in their relationship together?

How do the Intelligent Behaviors meet needs in order to survive?

How do the Intelligent Behaviors you use in math meet needs in order to survive?

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

- index cards
- paper
- crayons
- markers
- paper towel rolls
- glue
- ribbon
- buttons
- yarn
- empty plastic bottles
- popsicle sticks
- paper plates/cups
- straws
- pipe cleaners

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

- How may math skills be essential for survival?
- How are our basic needs for math important for survival?
- How do our math needs change over time?
- Are math skills important to our survival? Why or why not?

#### **Intelligent Behaviors**

- What Intelligent Behaviors did you use while completing the math activities?
- How did you use these or other Intelligent Behaviors in completing the task rotation activities from the unit of study?
- How do you demonstrate these Intelligent Behaviors daily?
- What Intelligent Behaviors did you see as your strength in these activities? Why?
- What Intelligent Behaviors do you think you would like to work on developing in the next unit of study?
- What indicators do you think would be a good focus for you on your next task rotation activities?
- How do you demonstrate the following Intelligent Behaviors:
  - Being persistent
  - Thinking flexibly
  - Metacognition
  - Taking responsible risks

#### **Literary Perspective**

- Which math skills do you think Cesar needed in order to survive?

#### **Student/Teacher Reflections**

**Concept:** Survival

**Topic:** Wants and Needs

**Generalizations:**

**Overarching Generalizations –**

- Nature is essential to survive.
- Basic needs must be addressed for survival.
- We may or may not have to adapt in order to survive.

**More Complex Generalizations –**

- Relationships may be necessary in order to survive.
- Change may be necessary in order to survive.
- Systems may or may not be interdependent upon one another to survive.

**Essential Question:**

How are our wants and needs essential to survival?

**Task Rotation Menu**

<b>Level</b>	<b>Mastery</b>	<b>Understanding</b>	<b>Self-Expressive</b>	<b>Interpersonal</b>
<b>1</b>	In a small group, list things we need to survive.	Use old magazines to cut out pictures of needs and wants. Display them according to needs and wants.	Brainstorm how you would survive without money.	Write a letter to a friend telling them about 5 strategies you would utilize to survive in school.
<b>2</b>	Gather information on how to survive in unique situations. Each student selects a “Luck of the Draw” card displaying one situation. Students create a step sheet of what to do in the selected situation.	Compare and contrast two survival situations using a Venn diagram. For example, your house catches on fire and you get separated from your mother on a shopping trip.	A drought has occurred and your community has asked you to help people survive this situation. Create and perform a rain dance to help end the drought.	How might you feel if you lost all of your possessions? What would you do to adapt and survive?
<b>3</b>	Develop a “How To Book” on how to survive on a field trip.	After reading a short situation, analyze alternatives for making a decision	Create a collage, visual symbol, or icon to express an idea related to survival.	Create a community action plan to help a community survive during difficult times.

		on how to survive.		
--	--	--------------------	--	--

**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.**

<p style="text-align: center;"><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>Research an animal of your choice and tell how that animal survives in nature. Write a report to demonstrate how your animal survives.</p> <p style="text-align: center;">V _ L _ * S _ M _ B _ P * _ I _ * N _ *</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b></p> <p>As you recall, Cesar and his family relied on each other for survival. Discuss with your group a time that you could help someone else in need. Then create an action plan on how your group will provide assistance. How would your plan help that person? How did that person rely on you?</p> <p style="text-align: center;">V _ * L _ * S _ * M _ B _ P _ * I _ * N _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>A drought has occurred in your community. As a community leader, how would you solve this problem in order to meet the survival needs of the community?</p> <p style="text-align: center;">V _ L * _ S _ M _ B _ P * _ I _ * N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>Plan, design and display a mural that illustrates how changes are necessary in order to survive.</p> <p style="text-align: center;">V _ L _ S * _ M _ B * _ P _ * I _ N _</p>

### Real World Connections With Products

Application (produce, plan, develop, investigate, create, compare, innovate, cultivate)

**Real World Applications**

Migrant worker, president of local business association, agriculturalist, contract mediator

**Real World Terms**

Migrant worker, contract, farming, agriculture, cultivate, irrigation

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

**Overarching Generalizations –**

- Nature is essential to survive.
- Basic needs must be addressed for survival.
- We may or may not have to adapt in order to survive.

**More Complex Generalizations –**

- Relationships may be necessary in order to survive.
- Change may be necessary in order to survive.
- Systems may or may not be interdependent upon one another to survive.

How do the Intelligent Behaviors help migrant workers, union representatives, etc. survive in their relationship together?

How do the Intelligent Behaviors meet needs in order to survive?

How do the Intelligent Behaviors you use in math meet needs in order to survive?

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

- index cards
- paper
- crayons
- markers
- paper towel rolls
- glue
- ribbon
- buttons
- yarn
- empty plastic bottles
- popsicle sticks
- paper plates/cups
- straws
- pipe cleaners

**MetaCognitive Discussion (Essential Questions)**

## **(Whole Group)**

### **Conceptual Perspectives**

- How may math skills be essential for survival?
- How are our basic needs for math important for survival?
- How do our math needs change over time?
- Are math skills important to our survival? Why or why not?

### **Intelligent Behaviors**

- What Intelligent Behaviors did you use while completing the math activities?
- How did you use these or other Intelligent Behaviors in completing the task rotation activities from the unit of study?
- How do you demonstrate these Intelligent Behaviors daily?
- What Intelligent Behaviors did you see as your strength in these activities? Why?
- What Intelligent Behaviors do you think you would like to work on developing in the next unit of study?
- What indicators do you think would be a good focus for you on your next task rotation activities?
- How do you demonstrate the following Intelligent Behaviors:
  - Being persistent
  - Thinking flexibly
  - Metacognition
  - Taking responsible risks
  - How did you use your Intelligent Behaviors to complete the assessments?

### **Literary Perspective**

- How can you relate survival in Harvesting Hope with another piece of literature?

### **Student/Teacher Reflections**

**K-2**

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

EQ: Are math skills necessary in order to meet our needs for survival?

<p style="text-align: center;"><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>Create a vertical 2 column table with 7 blocks across on each row. Make cards displaying numbers 1 through 7. Make another set of cards displaying counting by 5's from 5 to 35. On the first day of the week, you earned 5c. How much money will you earn in 7 days? Use your cards to create a chart displaying your information.</p> <p style="text-align: center;"><b>V__L_*S_*M__B_*P__I__N__</b></p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b></p> <p>In your math journal, write a reflection about money. How is money a need to your survival? Why ways does your family use money to survive?</p> <p style="text-align: center;"><b>V__L_*S__M__B__P__I_*N__</b></p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>In the story, Harvesting Hope, Cesar's family earned only 30c a day. They wanted to earn enough money to buy their ranch back. Imagine you only earn 5c a day. Choose a toy from the stack of picture cards. Decide how many days it will take you to earn enough money to buy your toy?</p> <p style="text-align: center;"><b>V__L_*S_*M__B*__P__I__N__</b></p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>With a partner, invent a machine that could help you solve math problems in the real world. How will this invention help you to survive?</p> <p style="text-align: center;"><b>V__L*__S__M__B*__P__I*__N__</b></p>

### **Real World Connections With Products**

Application (produce, plan, develop, investigate, create, compare, innovate, cultivate)

### **Real World Applications**

Migrant worker, president of local business association, agriculturalist, contract mediator

### **Real World Terms**

Migrant worker, contract, farming, agriculture, cultivate, irrigation

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

### **Overarching Generalizations –**

- Nature is essential to survive.
- Basic needs must be addressed for survival.
- We may or may not have to adapt in order to survive.

### **More Complex Generalizations –**

- Relationships may be necessary in order to survive.
- Change may be necessary in order to survive.
- Systems may or may not be interdependent upon one another to survive.

How do the Intelligent Behaviors help migrant workers, union representatives, etc. survive in their relationship together?

How do the Intelligent Behaviors meet needs in order to survive?

How do the Intelligent Behaviors you use in math meet needs in order to survive?

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

- index cards
- paper
- crayons
- markers
- paper towel rolls
- glue
- ribbon
- buttons
- yarn
- empty plastic bottles
- popsicle sticks
- paper plates/cups
- straws
- pipe cleaners

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

- How may math skills be essential for survival?
- How are our basic needs for math important for survival?
- How do our math needs change over time?
- Are math skills important to our survival? Why or why not?

#### **Intelligent Behaviors**

- What Intelligent Behaviors did you use while completing the math activities?
- How did you use these or other Intelligent Behaviors in completing the task rotation activities from the unit of study?
- How do you demonstrate these Intelligent Behaviors daily?
- What Intelligent Behaviors did you see as your strength in these activities? Why?
- What Intelligent Behaviors do you think you would like to work on developing in the next unit of study?
- What indicators do you think would be a good focus for you on your next task rotation activities?
- How do you demonstrate the following Intelligent Behaviors:
  - Being persistent
  - Thinking flexibly
  - Metacognition
  - Taking responsible risks

#### **Literary Perspective**

- Which math skills do you think Cesar needed in order to survive?

#### **Student/Teacher Reflections**

## **Additional Support Materials**

### **Favorite Read-Alouds**

*The Rag Coat* by Lauren Mills

Love You Forever by Robert Munsch

McGraw Hill: Here I Am, Adventures in Time and Place

Goldilocks and The Three Bears

Cherry, Lynne.

*The Great Kapok Tree: Tale of the Amazon Rain Forest.* Voyager Books, 2000.

Penny, Malcolm.

*Our Environment.* Raintree/Steck Vaughn, 1999.

Title: The Trail on Which They Wept, The Story of a Cherokee Girl by Dorothy and Thomas Hoobler with pictures by S. S. Burrus (Silver Burdett Press, Morristown, NJ, 1992)

Title: Sweet Clara and the Freedom Quilt by Deborah Hopkinson with illustrations by James Ransome (Alfred A. Knopf, New York, NY, 1993)

Title: Sarah, Plain and Tall by Patricia MacLachlan, (A Charlotte Zolotow Book, Harper Collins Publishers, New York, NY, 1985)

Title: Apple Picking Time

Two Tickets To Freedom by Florence B. Freedman, (Scholastic Inc., New York, 1971)

Piggy Pie by: by: Margie Palatini

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

<http://www.songsforteaching.com/tomgriffith/fundamentalneeds.htm>

<http://www.songsforteaching.com/hood/environmentchange.htm>

<http://www.songsforteaching.com/tomgriffith/fundamentalneeds.htm>

### **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**

Games and activities on line for Wants and Needs

[http://newlearning.njcu.edu/online/students/publish/barrett/wants\\_needs.html](http://newlearning.njcu.edu/online/students/publish/barrett/wants_needs.html)

<http://www.mcwn.org/ECONOMICS/NeedWant.html>

<http://cte.jhu.edu/techacademy/fellows/Medvetz/webquest/index.html#task>

[http://www.tgmag.ca/rights/sec1\\_e.html](http://www.tgmag.ca/rights/sec1_e.html)

[http://www.tgmag.ca/rights/wants1\\_e.html](http://www.tgmag.ca/rights/wants1_e.html)

[http://www.sjcisd.org/GRANTS/lesson\\_plans\\_TL\\_Challenge.htm](http://www.sjcisd.org/GRANTS/lesson_plans_TL_Challenge.htm)

<http://www.actf.com.au/>

[www.oswego.org](http://www.oswego.org)

<http://www.educatorsconnect.com/CurriculumPortals/Communities/NeedsWants/NeedsWants.html>

[http://www.southampton.k12.ny.us/thirdgradeecon/needs\\_and\\_wants.htm](http://www.southampton.k12.ny.us/thirdgradeecon/needs_and_wants.htm)

[http://www.therightssite.org.uk/html/rights\\_wan.htm](http://www.therightssite.org.uk/html/rights_wan.htm)

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

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



**Concept: Survival**

**Topic: Wants and Needs**

**Norma Tyndall-Lenoir County  
Audra Penrod-Moore 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** - Survival

**Literature Selection** – *Harvesting Hope*

**Author** – Kathleen Krull

Concepts	Themes
<ul style="list-style-type: none"> <li>• Culture</li> <li>• Change</li> <li>• Conflict</li> <li>• Force or influence</li> <li>• Power</li> <li>• Systems</li> <li>• Migration</li> <li>• Survival</li> </ul>	<ul style="list-style-type: none"> <li>• Controversy</li> <li>• Self-sacrifice</li> <li>• Rebellion</li> <li>• Struggle</li> <li>• Migrant workers</li> </ul>
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> <li>• Poor vs. wealthy</li> <li>• Truth vs. violence</li> <li>• Imagination vs. powerless</li> <li>• Man vs. Man</li> </ul>	<ul style="list-style-type: none"> <li>• Drought – no water for crops; no money to pay Bills</li> <li>• Poverty</li> <li>• New life as migrant workers</li> <li>• Unfair working conditions</li> <li>• Overwhelming odds</li> </ul>
Processes	Theories
<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Decision making</li> <li>• Courage</li> <li>• Humility</li> <li>• Determination</li> <li>• Persistence</li> </ul>	<ul style="list-style-type: none"> <li>• Peaceful dedication to a cause is more effective than force</li> <li>• In a fight for justice truth is a better weapon than violence</li> <li>• In victory, there must be humility</li> <li>• One man can make a difference</li> <li>• Stand up for what you believe in</li> </ul>
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> <li>• Man's inhumanity to man</li> </ul>	<ul style="list-style-type: none"> <li>• Patience and determination without violence wins battles</li> </ul>

**Concept – Survival**

**Topic – Wants and Needs**

**Suggested Literature Selection(s) – *Harvesting Hope* by Kathleen Krull**

## **Look and Listen for...**

### **Intelligent Behaviors**

**Story Focus:** Posing Questions, Responsible Risk, Persisting

**Student Activities:** Metacognition, Posing Questions, Thinking Flexibly, Responsible Risks

**Thinking Skills Focus** – Thinking Skills Books  
Chapter 7 Verbal Sequences

**Topic Focus** – Wants and Needs

**Concept Focus** - Survival

### **Overarching Generalizations –**

- Nature is essential to survive.
- Basic needs must be addressed for survival.
- We may or may not have to adapt in order to survive.

### **More Complex Generalizations –**

- Relationships may be necessary in order to survive.
- Change may be necessary in order to survive.
- Systems may or may not be interdependent upon one another to survive.

### **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**

needs vs. wants, poor vs. wealthy, man vs. man, man vs. environment, peaceful protest vs. violence

### **Suggested Vocabulary Words for Discussion**

Fiesta, swarmed, adobe house, conflicts, drought, possessions, vanished, migrants, filthy, embarrassed, suspicious, reluctantly, weapon, abandoned, obstacle, unbearable, contract, announcement, humility

### **Vocabulary Extension**

Discuss the meaning of the above vocabulary words using a word/match card game.

### **Hooks**

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

## **Six Facets of Understanding**

<b>Facet 1 – EXPLANATION</b>
<p><b>Generalization:</b> Basic needs must be addressed for survival</p> <p><b>EQ:</b> How do our needs affect survival?</p> <p>How is nature connected to survival? What do you need in order to survive? Brainstorm a list of essential needs.</p>
<b>Facet 2 – INTERPRETATION</b>
<p><b>Generalization:</b> Basic needs must be addressed for survival</p> <p><b>EQ:</b> How do our needs effect survival?</p> <p>Find pictures in magazines that relate to survival. Create a class collage using the pictures. Write a story about how these pictures help you survive.</p>
<b>Facet 3 – APPLICATION</b>
<p><b>Generalization:</b> Relationships may be necessary in order to survive.</p> <p><b>EQ:</b> How do relationships help us survive?</p> <p>Children in groups of four will choose four relationships and create a survival poster that expresses relationships that help us survive. Display the posters and have students go around the room to collect data from the posters. Students will then write a two sentence summary about how relationships are necessary for survival based on the evidence.</p>
<b>Facet 4 – PERSPECTIVE</b>
<p><b>Generalization:</b> Change may be necessary in order to survive</p> <p><b>EQ:</b> How do people’s wants and needs change based on the need to survive.</p> <p>Compare and contrast the needs of Cesar Chavez’s community to the needs of our community from the perspective of a leader. Create a Venn diagram to show your comparison.</p>
<b>Facet 5 – EMPATHY</b>
<p><b>Generalization:</b> We may or may not have to adapt in order to survive.</p> <p><b>EQ:</b> How does adaptation effect survival?</p> <p>If you lost everything in a house fire like the main character in the book, A Chair for My Mother, would you have to change and adapt in order to survive? Support your answer.</p>
<b>Facet 6 – SELF-KNOWLEDGE</b>
<p><b>Generalization:</b> Basic needs must be addressed for survival</p> <p><b>EQ:</b> How do you assess your needs?</p> <p>Write in your Journal in response to the question “What needs would you not sacrifice in order to survive?” and justify your thoughts.</p> <p>How are your views about survival shaped by family, school, and community?</p>

**Read:** *Harvesting Hope* by Kathleen Krull

### **Task Rotation Learning Activities**

#### **K-2**

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

<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>Gather information on how to survive in unique situations. Each student selects a “Luck of the Draw” card displaying one situation. Students create a step sheet of what to do in the selected situation.</p> <p style="text-align: center;">V _ L _ S _ M _ B _ * _ P _ I _ * _ N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p>How might you feel if you lost all of your possessions? What would you do to adapt and survive?</p> <p style="text-align: center;">V _ * _ L _ S _ M _ B _ P _ * _ I _ N _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p>Use old magazines to cut out pictures of needs and wants. Display them according to needs and wants.</p> <p style="text-align: center;">V _ L _ * _ S _ * _ M _ B _ * _ P _ I _ N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>How might you feel if you lost all of your possessions? What would you do to adapt and survive? Share your response in your Journal.</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ * _ I _ N _</p>

### Real World Connections With Products

Application (produce, plan, develop, investigate, create, compare, innovate, cultivate)

### **Real World Applications**

Migrant worker, president of local business association, agriculturalist, contract mediator

### **Real World Terms**

Migrant worker, contract, farming, agriculture, cultivate, irrigation

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

### **Overarching Generalizations –**

- Nature is essential to survive.
- Basic needs must be addressed for survival.
- We may or may not have to adapt in order to survive.

### **More Complex Generalizations –**

- Relationships may be necessary in order to survive.
- Change may be necessary in order to survive.
- Systems may or may not be interdependent upon one another to survive.

How do the Intelligent Behaviors help migrant workers, union representatives, etc. survive in their relationship together?

How do the Intelligent Behaviors meet needs in order to survive?

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

- book Harvesting Hope
- index cards
- paper
- crayons
- markers

### **MetaCognitive Discussion (Essential Questions)**

**(Whole Group)**

### **Conceptual Perspectives**



- How may nature be essential?
- How are our basic needs for survival important?
- How do our needs change over time?
- Do we have to adapt in order to survive? How?
- How do we adapt to our environment in order to survive?
- How are relationships important in survival?
- How were relationships important in relation to the story?
- How are relationships in our lives important in survival?
- How were the characters in the story interdependent on each other?
- How are we interdependent on each other for survival in our own lives?

### **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 from the unit of study?
- How do you demonstrate these Intelligent Behaviors daily?
- What Intelligent Behaviors did you see as your strength in these activities? Why?
- What Intelligent Behaviors do you think you would like to work on developing in the next unit of study?
- What indicators do you think would be a good focus for you on your next task rotation activities?
- How did Cesar Chavez demonstrate the following Intelligent Behaviors in the story:
  - Being persistent
  - Thinking flexibly
  - Metacognition
  - Taking responsible risks
- How do you demonstrate the following Intelligent Behaviors:
  - Being persistent
  - Thinking flexibly
  - Metacognition
  - Taking responsible risks

### **Literary Perspective**

1. How did Cesar and his family change in order to survive?
2. Which relationships were important to the character's survival in the story?
3. How are the situations of survival related to the situations in your own life?
4. How might you feel if you lost all of your possessions? What would you do to adapt and survive?
5. In what ways can you relate survival in Harvesting Hope to another book?

### **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.**

<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>Gather information on how to survive in unique situations. Each student selects a “Luck of the Draw” card displaying one situation. Students create a step sheet of what to do in the selected situation.</p> <p style="text-align: center;">V _ * L _ S * _ M _ B _ * P _ I _ * N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p>How might you feel if you lost all of your possessions? What would you do to adapt and survive?</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ * I _ N _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p>Use old magazines to cut out pictures of needs and wants. Display them according to needs and wants.</p> <p style="text-align: center;">V _ L _ S _ * M _ B _ * P _ I * _ N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>Create a collage, visual symbol, or icon to express an idea related to survival.</p> <p style="text-align: center;">V _ L _ S * _ M _ B _ * P * _ I _ * N _</p>

### **Real World Connections With Products**

Application (produce, plan, develop, investigate, create, compare, innovate, cultivate)

### **Real World Applications**

Migrant worker, president of local business association, agriculturalist, contract mediator

### **Real World Terms**

Migrant worker, contract, farming, agriculture, cultivate, irrigation

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

### **Overarching Generalizations –**

- Nature is essential to survive.
- Basic needs must be addressed for survival.
- We may or may not have to adapt in order to survive.

### **More Complex Generalizations –**

- Relationships may be necessary in order to survive.
- Change may be necessary in order to survive.
- Systems may or may not be interdependent upon one another to survive.

How do the Intelligent Behaviors help migrant workers, union representatives, etc. survive in their relationship together?

How do the Intelligent Behaviors meet needs in order to survive?

How do the Intelligent Behaviors you use in math meet needs in order to survive?

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

- index cards
- paper
- crayons
- markers
- paper towel rolls
- glue
- ribbon
- buttons
- yarn
- empty plastic bottles
- popsicle sticks
- paper plates/cups
- straws
- pipe cleaners

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

- How may math skills be essential for survival?
- How are our basic needs for math important for survival?
- How do our math needs change over time?
- Are math skills important to our survival? Why or why not?

#### **Intelligent Behaviors**

- What Intelligent Behaviors did you use while completing the math activities?
- How did you use these or other Intelligent Behaviors in completing the task rotation activities from the unit of study?
- How do you demonstrate these Intelligent Behaviors daily?
- What Intelligent Behaviors did you see as your strength in these activities? Why?
- What Intelligent Behaviors do you think you would like to work on developing in the next unit of study?
- What indicators do you think would be a good focus for you on your next task rotation activities?
- How do you demonstrate the following Intelligent Behaviors:
  - Being persistent
  - Thinking flexibly
  - Metacognition
  - Taking responsible risks

#### **Literary Perspective**

- Which math skills do you think Cesar needed in order to survive?

#### **Student/Teacher Reflections**

**Concept:** Survival

**Topic:** Wants and Needs

**Generalizations:**

**Overarching Generalizations –**

- Nature is essential to survive.
- Basic needs must be addressed for survival.
- We may or may not have to adapt in order to survive.

**More Complex Generalizations –**

- Relationships may be necessary in order to survive.
- Change may be necessary in order to survive.
- Systems may or may not be interdependent upon one another to survive.

**Essential Question:**

How are our wants and needs essential to survival?

**Task Rotation Menu**

<b>Level</b>	<b>Mastery</b>	<b>Understanding</b>	<b>Self-Expressive</b>	<b>Interpersonal</b>
<b>1</b>	In a small group, list things we need to survive.	Use old magazines to cut out pictures of needs and wants. Display them according to needs and wants.	Brainstorm how you would survive without money.	Write a letter to a friend telling them about 5 strategies you would utilize to survive in school.
<b>2</b>	Gather information on how to survive in unique situations. Each student selects a “Luck of the Draw” card displaying one situation. Students create a step sheet of what to do in the selected situation.	Compare and contrast two survival situations using a Venn diagram. For example, your house catches on fire and you get separated from your mother on a shopping trip.	A drought has occurred and your community has asked you to help people survive this situation. Create and perform a rain dance to help end the drought.	How might you feel if you lost all of your possessions? What would you do to adapt and survive?

<b>3</b>	Develop a “How To Book” on how to survive on a field trip.	After reading a short situation, analyze alternatives for making a decision on how to survive.	Create a collage, visual symbol, or icon to express an idea related to survival.	Create a community action plan to help a community survive during difficult times.
----------	--	--	--	--

**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.**

<p style="text-align: center;"><b>Mastery Learner (A)</b>  <b>Sensing- Thinking</b></p> <p>Research an animal of your choice and tell how that animal survives in nature. Write a report to demonstrate how your animal survives.</p> <p style="text-align: center;">V__L_*_S__M__B__P*__I_*_N__*</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b>  <b>Sensing-Thinking</b></p> <p>As you recall, Cesar and his family relied on each other for survival. Discuss with your group a time that you could help someone else in need. Then create an action plan on how your group will provide assistance. How would your plan help that person? How did that person rely on you?</p> <p style="text-align: center;">V_*_L_*_S_*_M__B__P_*_I_*_N__</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b>  <b>Intuitive-Thinking</b></p> <p>A drought has occurred in your community. As a community leader, how would you solve this problem in order to meet the survival needs of the community?</p> <p style="text-align: center;">V__L*__S__M__B__P*__I_*_N__</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b>  <b>Intuitive-Feeling</b></p> <p>Plan, design and display a mural that illustrates how changes are necessary in order to survive.</p> <p style="text-align: center;">V__L__S*__M__B*__P_*_I__N__</p>

**Real World Connections With Products**

Application (produce, plan, develop, investigate, create, compare, innovate, cultivate)

**Real World Applications**

Migrant worker, president of local business association, agriculturalist, contract mediator

**Real World Terms**

Migrant worker, contract, farming, agriculture, cultivate, irrigation

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

**Overarching Generalizations –**

- Nature is essential to survive.
- Basic needs must be addressed for survival.
- We may or may not have to adapt in order to survive.

**More Complex Generalizations –**

- Relationships may be necessary in order to survive.
- Change may be necessary in order to survive.
- Systems may or may not be interdependent upon one another to survive.

How do the Intelligent Behaviors help migrant workers, union representatives, etc. survive in their relationship together?

How do the Intelligent Behaviors meet needs in order to survive?

How do the Intelligent Behaviors you use in math meet needs in order to survive?

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

- index cards
- paper
- crayons
- markers
- paper towel rolls
- glue
- ribbon
- buttons
- yarn
- empty plastic bottles
- popsicle sticks
- paper plates/cups
- straws
- pipe cleaners



## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

- How may math skills be essential for survival?
- How are our basic needs for math important for survival?
- How do our math needs change over time?
- Are math skills important to our survival? Why or why not?

#### **Intelligent Behaviors**

- What Intelligent Behaviors did you use while completing the math activities?
- How did you use these or other Intelligent Behaviors in completing the task rotation activities from the unit of study?
- How do you demonstrate these Intelligent Behaviors daily?
- What Intelligent Behaviors did you see as your strength in these activities? Why?
- What Intelligent Behaviors do you think you would like to work on developing in the next unit of study?
- What indicators do you think would be a good focus for you on your next task rotation activities?
- How do you demonstrate the following Intelligent Behaviors:
  - Being persistent
  - Thinking flexibly
  - Metacognition
  - Taking responsible risks
  - How did you use your Intelligent Behaviors to complete the assessments?

#### **Literary Perspective**

- How can you relate survival in Harvesting Hope with another piece of literature?

### **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.**

EQ: Are math skills necessary in order to meet our needs for survival?

<p style="text-align: center;"><b>Mastery Learner (A)</b>  <b>Sensing- Thinking</b></p> <p>Create a vertical 2 column table with 7 blocks across on each row. Make cards displaying numbers 1 through 7. Make another set of cards displaying counting by 5's from 5 to 35.  On the first day of the week, you earned 5c. How much money will you earn in 7 days? Use your cards to create a chart displaying your information.</p> <p style="text-align: center;">V _ L _ * S _ * M _ B _ * P _ I _ N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b>  <b>Sensing-Thinking</b></p> <p>In your math journal, write a reflection about money. How is money a need to your survival? Why ways does your family use money to survive?</p> <p style="text-align: center;">V _ L _ * S _ M _ B _ P _ I _ * N _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b>  <b>Intuitive-Thinking</b></p> <p>In the story, Harvesting Hope, Cesar's family earned only 30c a day. They wanted to earn enough money to buy their ranch back. Imagine you only earn 5c a day. Choose a toy from the stack of picture cards. Decide how many days it will take you to earn enough money to buy your toy?</p> <p style="text-align: center;">V _ L _ * S _ * M _ B _ * _ P _ I _ N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b>  <b>Intuitive-Feeling</b></p> <p>With a partner, invent a machine that could help you solve math problems in the real world. How will this invention help you to survive?</p> <p style="text-align: center;">V _ L _ * _ S _ M _ B _ * _ P _ I _ * _ N _</p>

### **Real World Connections With Products**

Application (produce, plan, develop, investigate, create, compare, innovate, cultivate)

### **Real World Applications**

Migrant worker, president of local business association, agriculturalist, contract mediator

### **Real World Terms**

Migrant worker, contract, farming, agriculture, cultivate, irrigation

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

### **Overarching Generalizations –**

- Nature is essential to survive.
- Basic needs must be addressed for survival.
- We may or may not have to adapt in order to survive.

### **More Complex Generalizations –**

- Relationships may be necessary in order to survive.
- Change may be necessary in order to survive.
- Systems may or may not be interdependent upon one another to survive.

How do the Intelligent Behaviors help migrant workers, union representatives, etc. survive in their relationship together?

How do the Intelligent Behaviors meet needs in order to survive?

How do the Intelligent Behaviors you use in math meet needs in order to survive?

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

- index cards
- paper
- crayons
- markers
- paper towel rolls
- glue
- ribbon
- buttons
- yarn
- empty plastic bottles
- popsicle sticks
- paper plates/cups
- straws
- pipe cleaners

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

- How may math skills be essential for survival?
- How are our basic needs for math important for survival?
- How do our math needs change over time?
- Are math skills important to our survival? Why or why not?

#### **Intelligent Behaviors**

- What Intelligent Behaviors did you use while completing the math activities?
- How did you use these or other Intelligent Behaviors in completing the task rotation activities from the unit of study?
- How do you demonstrate these Intelligent Behaviors daily?
- What Intelligent Behaviors did you see as your strength in these activities? Why?
- What Intelligent Behaviors do you think you would like to work on developing in the next unit of study?
- What indicators do you think would be a good focus for you on your next task rotation activities?
- How do you demonstrate the following Intelligent Behaviors:
  - Being persistent
  - Thinking flexibly
  - Metacognition
  - Taking responsible risks

#### **Literary Perspective**

- Which math skills do you think Cesar needed in order to survive?

#### **Student/Teacher Reflections**

## **Additional Support Materials**

### **Favorite Read-Alouds**

*The Rag Coat* by Lauren Mills

Love You Forever by Robert Munsch

McGraw Hill: Here I Am, Adventures in Time and Place

Goldilocks and The Three Bears

Cherry, Lynne.

*The Great Kapok Tree: Tale of the Amazon Rain Forest.* Voyager Books, 2000.

Penny, Malcolm.

*Our Environment.* Raintree/Steck Vaughn, 1999.

Title: The Trail on Which They Wept, The Story of a Cherokee Girl by Dorothy and Thomas Hoobler with pictures by S. S. Burrus (Silver Burdett Press, Morristown, NJ, 1992)

Title: Sweet Clara and the Freedom Quilt by Deborah Hopkinson with illustrations by James Ransome (Alfred A. Knopf, New York, NY, 1993)

Title: Sarah, Plain and Tall by Patricia MacLachlan, (A Charlotte Zolotow Book, Harper Collins Publishers, New York, NY, 1985)

Title: Apple Picking Time

Two Tickets To Freedom by Florence B. Freedman, (Scholastic Inc., New York, 1971)

Piggy Pie by: by: Margie Palatini

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

<http://www.songsforteaching.com/tomgriffith/fundamentalneeds.htm>

<http://www.songsforteaching.com/hood/environmentchange.htm>

<http://www.songsforteaching.com/tomgriffith/fundamentalneeds.htm>

### **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**

Games and activities on line for Wants and Needs

[http://newlearning.njcu.edu/online/students/publish/barrett/wants\\_needs.html](http://newlearning.njcu.edu/online/students/publish/barrett/wants_needs.html)

<http://www.mcwn.org/ECONOMICS/NeedWant.html>

<http://cte.jhu.edu/techacademy/fellows/Medvetz/webquest/index.html#task>

[http://www.tgmag.ca/rights/sec1\\_e.html](http://www.tgmag.ca/rights/sec1_e.html)

[http://www.tgmag.ca/rights/wants1\\_e.html](http://www.tgmag.ca/rights/wants1_e.html)

[http://www.sjcisd.org/GRANTS/lesson\\_plans\\_TL\\_Challenge.htm](http://www.sjcisd.org/GRANTS/lesson_plans_TL_Challenge.htm)

<http://www.actf.com.au/>

[www.oswego.org](http://www.oswego.org)

<http://www.educatorsconnect.com/CurriculumPortals/Communities/NeedsWants/NeedsWants.html>

[http://www.southampton.k12.ny.us/thirdgradeecon/needs\\_and\\_wants.htm](http://www.southampton.k12.ny.us/thirdgradeecon/needs_and_wants.htm)

[http://www.therightssite.org.uk/html/rights\\_wan.htm](http://www.therightssite.org.uk/html/rights_wan.htm)

# **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: Weather**

**K-2**

By. Maria Maynard & Cheria Mattison  
Guilford County and Hickory City

**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 -Weather**

**Literature Selection – Moon’s Cloud Blanket**

**Author – by. Rose Anne St. Romain**

Concepts	Themes
<ul style="list-style-type: none"> <li>• Relationships <ul style="list-style-type: none"> <li>• Conflict</li> </ul> </li> <li>• Interdependence <ul style="list-style-type: none"> <li>• Survival</li> <li>• Challenge</li> </ul> </li> <li>• Environments <ul style="list-style-type: none"> <li>• Change</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Courage</li> <li>• Family Roles</li> <li>• Environmental dependence and adaptation</li> <li>• Change is necessary for growth.</li> </ul>
Issues or Debates	Problems or Challenges
<p>Environment vs. Entrepreneurs</p> <p>How to persevere when something is lost ?</p>	<p>Conflict between man and nature.</p> <p>Survival of family.</p>
Processes	Theories
<ul style="list-style-type: none"> <li>• Research</li> <li>• Questioning</li> <li>• Scientific Inquiry</li> <li>• Problem Solving</li> </ul>	<p>Calm after the storm</p>
Paradoxes	Assumptions or Perspectives
<p>Need for rain vs. Destructiveness of a storm</p> <p>How nature can take away everything but in the end nature helps with survival.</p>	<ul style="list-style-type: none"> <li>• Change can be positive or negative.</li> </ul>

### Big Ideas Manifested

**Topic - Weather**

**Literature Selection – The Night of Los Posadas**  
**Author – Tomie Depaola**

<b>Concepts</b>	<b>Themes</b>
<b>Relationships</b> <b>Culture</b> <b>Conflict</b> <b>Environments</b> <b>Change</b> <b>Acceptance</b>	<b>Family Roles</b> <b>Environmental Dependency and Adaptaion</b> <b>Weather</b>
<b>Issues or Debates</b>	<b>Problems or Challenges</b>
Priorities Traditions Change and Adjustment	<b>Conflict between man and nature</b>
<b>Processes</b>	<b>Theories</b>
<b>Problem Solving</b> <b>Decision Making</b> <b>Questioning</b> <b>Communication</b>	Good conquering over evil
<b>Paradoxes</b>	<b>Assumptions or Perspectives</b>
How can we adjust to change? Change takes time.	<b>Change can be positive or negative.</b>

## Big Ideas Manifested

**Topic -**

**Literature Selection –**

**Author -**

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

## Concept – Change

## Topic – Weather

**Suggested Literature Selection(s) – Moon’s Cloud Blanket Night of Las Posadas**

### **Look and Listen for...**

#### **Intelligent Behaviors**

**Story Focus** - Thinking Flexibly , Taking Responsible Risks, Metacognition,  
Being Persistent, Question & Problem posing,

**Student Activities** - Applying past knowledge, Listening to others  
with understanding and empathy.

**Thinking Skills Focus - Beginning Building Thinking Skills Changing one Characteristic-  
Color, Size, or Shape**

**Topic Focus – Weather/ Storms**

**Concept Focus - Change**

#### **Overarching Generalizations -**

Conflict may allow for synthesis and change.  
Conflict may be human or natural made.  
Change is inevitable.  
Change can be a positive/ negative experience.

#### **More Complex Generalizations -**

Conflict allows for synthesis and change.  
Changes in weather may present conflict.  
Changes in the weather are necessary.

### **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**

Storms, Environment, Survival, Needs vs. Wants, Map Skills, Habitats

## **Suggested Vocabulary Words for Discussion**

Spanish Moss, Bayous, palmetto hut, cypress trees, shelter, Gulf of Mexico, Louisiana, grove, gasping, sputtering, tattered, elegantly, wispy, entwined, fragile, nestled, receded

## **Vocabulary Extension**

Create a tree with vocabulary words on birds and nests. The definition can be written on the Spanish moss hanging from the tree.

### **Learning Targets**

#### **Language Arts**

- 1.02- Demonstrate decoding and word recognition strategies and skills.
- 1.03- Use pronunciation , sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors.
- 1.04- Self-monitor decoding by using one or tow decoding strategies ( e.g, beginning letters, rimes, length of word, ending letters).
- 2.01- Read aloud independently with fluency and comprehension any text that is appropriately designed for emergent readers.
- 2.02- Demonstrate familiarity with a variety of texts ( storybooks, short chapter books, newspapers, telephones books, and everyday print such as signs and labels, poems, word plays, using alliteration and rhyme, skits and short plays.)
- 2.03- Read and comprehend both fiction and nonfiction text appropriate for grade one using: prior knowledge , summary, questions, and graphic organizers.
- 2.04- Use preparation strategies to anticipate vocabulary of a text and to connect prior knowledge and experiences to a new text.
- 2.05- Predict and explain what will happen next in stories.
- 2.07- Respond and elaborate in answering what, when, where, and how questions.
- 2.08- Discuss and explain response to how, why, and what if questions in sharing narrative and expository texts.
- 2.09- Read and understand simple written instructions.
- 3.01- Elaborate on how information and events connect to life experiences.
- 3.03- Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts.
- 3.04- Share personal experiences and responses to experiences with text.
- 4.01- Select and use new vocabulary and language structures in both speech and writing contexts.
- 4.02- Use words that describe , name characters and settings in simple texts.
- 4.06- Compose a variety of products using a writing process.
- 5.04 Use complete sentences to write simple texts.

#### **Math**

- 2.01- Select an attribute to measure. Use non standard units.
- 2.02- Develop an understanding of the concept of time. Solve problems involving applications of time.
- 3.01- Identify , build, draw, and name parallelograms, squares, trapezoids, and hexagons.
- 3.03- Compare and contrast geometric figures.
- 3.04- Solve problems involving spatial visualization.
- 4.01- Collect, organize, describe and display data using line plots and tallies.
- 4.02- Describe events as certain, impossible, more likely or less likely to occur.
- 5.02- Use Venn Diagrams to illustrate similarities and differences in two sets.
- 5.03- Create and extend patterns, identify the pattern unit , and translate into other forms.

#### **Social Studies**

- 2.03- Participate in democratic decision- making.
- 2.06- Predict consequences that may result from responsible and irresponsible actions.
- 3.01- Describe personal and family changes, past, and present.
- 5.01- Locate and describe familiar places in the home, classroom, and school.
- 5.02- Investigate key features of maps.
- 5.03- Use geographic terminology and tools to create representations of the earth's physical and human features through simple maps, models, and pictures.
- 5.06- Compare and contrast geographic features of places within various communities.
- 5.07- Explore physical features of continents and major bodies of water.
- 6.01- Examine wants and needs and identify choices people make to satisfy wants and needs with limited resources.

#### **Science**

- 1.02- Investigate the needs of a variety of different animals: air, water, food, shelter, space
- 3.04- Determine the properties of liquids: color, ability to float or sink in water, tendency to flow

## Hooks

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

### Six Facets of Understanding

<b>Facet 1 – EXPLANATION</b>
Describe an experience you have had with a storm snow, rain, wind, etc. Create a graph of the results. Which natural conflict was found most in our data?
<b>Facet 2 - INTERPRETATION</b>
Imagine you and a friend were having a disagreement during a tornado drill. Tell a story of how you solved this conflict. What intelligent behaviors did you use to deal with this situation?
<b>Facet 3 - APPLICATION</b>
Think about a time you were outside during a storm and got caught in it. Design a device that would protect you from the storm. Draw and write about your device. Which intelligent behaviors did you use to help design your plan?
<b>Facet 4 - PERSPECTIVE</b>
Compare and contrast your feelings when a storm hits when you are outside or when you are safe inside. Does the conflict with weather cause a change in your feelings?
<b>Facet 5 – EMPATHY</b>
The teacher tells a personal story of getting caught in a torrential down pour. How would you feel if you were caught in a similar situation?
<b>Facet 6 – SELF-KNOWLEDGE</b>
Make a poster that shows ways in which you can show a friend how to stay safe if a storm arises.



**Read:**

### **Task Rotation Learning Activities**

**K-2**

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

<p><b>Mastery Learner (A)</b> Sensing- Thinking Why is rain important? List at least 3 reasons. What are the changes that can occur with too little or too much rain?</p> <p>V*L__S__M__B*P__I__N*</p>	<p><b>Interpersonal Learner (B)</b> Sensing-Thinking How would you feel if you were one of the children in the story? Draw and write about how this change would affect your feelings.</p> <p>V _ * _ L _ S _ M _ B _ * _ P _ I _ * _ N _</p>
<p><b>Understanding Learner I</b> Intuitive-Thinking What are some other ways the mother could have protected her children from the storm? Explain your answer and the change that it had on their family. What other ways can you think of that would protect their family? What intelligent behaviors did the family display in this situation?</p> <p>V _ * _ L _ S _ M _ B _ P _ * _ I _ N _ * _</p>	<p><b>Self-Expressive Learner (D)</b> Intuitive-Feeling You are caught in a storm on the playground. Create a map from the playground to the school. How can the map help you survive the change in the weather? This activity is done as a team to use in an assessment later. What intelligent behaviors did you use to create your map?</p> <p>V _ * _ L _ * _ S _ * _ M _ B _ * _ P _ I _ * _ N _ * _</p>

**Real World Connections With Products**

Application reflect, create, design, plan, construct, investigate , produce, analyze)

**Real World Applications**

Meteorologist, Geographer, Environmentalist, Pilot, Architect

**Real World Terms**

Evaluate, Creating, Explaining

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

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

- pencils
- paper
- crayons
- markers

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

- How can changes in the weather be helpful?
- How can change generate more change?
- What factors bring about change?
- How can change be positive or negative?

#### **Intelligent Behaviors**

- What intelligent behaviors did the characters in the story demonstrate?
- How did you use intelligent behaviors to complete the task rotation menu?
- What intelligent behaviors do you demonstrate when you face changes?

#### **Literary Perspective**

- Identify the changes that occurred in this story.
- How would the story have ended if the rain continued longer?
- Describe the beginning, middle, and end of the story.
- Describe the setting of the story. Have you ever visited a place similar to this?
- Explain how the storm put her family in danger.
- How would you feel if you were one of the children in the story?

#### **Student/Teacher Reflections**

- Discuss three or more words that describe Moon's Cloud Blanket.
- Draw a picture about Moon's Cloud Blanket. Share your feelings about the story with a partner.

## Math Task Rotation Learning Activities

### K-2

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

<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>Draw a picture depicting the weather changes that were evident in the story from the a.m. to the p.m. What changes in the weather occurred during that time period?</p> <p style="text-align: center;">V _ * _ L _ * _ S _ * _ M _ B _ * _ P _ I _ N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p>Survey the class to determine how they feel on a rainy day. Keep a record with tally marks. How do the results from the survey affect your feelings about rainy days?</p> <p style="text-align: center;">V _ * _ L _ * _ S _ M _ B _ * _ P _ I _ * _ N _</p>
<p style="text-align: center;"><b>Understanding Learner I</b> Intuitive-Thinking</p> <p>Using pattern blocks, the children will build a picture of their choice. They will then trade pictures with a partner. Their partner will change five shapes from the picture to make a new product. What change occurred with the shapes to create the new product?</p> <p style="text-align: center;">V _ L _ * _ S _ * _ M _ B _ * _ P _ I _ N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>With the musical selection provided (music with raindrops) , create a beat or rhythm with the raindrops. Transfer that information into a written pattern. Use shapes, letters, numbers, etc. How would the pattern be different if the music was faster or slower?</p> <p style="text-align: center;">V _ L _ * _ S _ M _ * _ B _ * _ P _ I _ N _</p>



**Real World Connections With Products**

Application (identify, create, analyze, translate, plan, monitor, design)

**Real World Applications**

Architect, Meteorologist, Surveyor, Musician, Dancer

**Real World Terms**

Evaluate, Explain, Interpret, Create, Apply

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

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

- CD player
- Pattern blocks
- Paper
- Pencil
- Crayons
- Chart paper
- Raindrop CD

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

What are the effects of changes in the weather? How do these changes affect your attitude towards weather?

How can changes in the weather be helpful?

How can changes be positive or negative?

How can changes in the weather be beneficial or destructive?

#### **Intelligent Behaviors**

How did you use the Intelligent Behaviors to complete the task rotation menu?

How do you demonstrate these Intelligent Behaviors daily?

What Intelligent Behaviors do you think you would like to work on developing?

How did the Intelligent Behaviors assist you in working with a partner?

#### **Literary Perspective**

Discuss three or more words that describe the characters in the story.

What kind of thinking did studying the story cause you to do?

#### **Student/Teacher Reflections**

After the math task rotations are completed, draw a picture of yourself performing your favorite task. Write one sentence describing your feelings. Share your picture with a friend.

**Concept: Change**

**Topic: Weather**

**Generalization: Changes in weather may present conflict.**

**Essential Question(s) See Rotation Menu**

**Task Rotation Menu**

<b>Level</b>	<b>Mastery</b>	<b>Understanding</b>	<b>Self-Expressive</b>	<b>Interpersonal</b>
<b>1</b>	<b>Why is rain important? List at least 3 reasons. What are the changes that can occur with too little or too much rain?</b>	<b>Draw a picture inferring the needs and wants of the family in the story.</b>	<b>Create a map of our classroom. Be sure to include directions, map legends, and exits.</b>	<b>How would you feel if you were one of the children in the story? Draw and write about how this change would affect your feelings?</b>
<b>2</b>	<b>Determine why rain is important and sequence the reasons in order of importance. How do changes in your life help you decide?</b>	<b>What are some other ways the mother could have protected her children from the storm? Explain your answer and the change that it had on their family?</b>	<b>You are caught in a storm on the playground. Create a map from the playground to the school. How can the map help you survive the change in the weather?</b>	<b>How do your feelings change from a sunny day to a rainy day? Keep a journal of your thoughts to share with the class.</b>
<b>3</b>	<b>With your study buddy, find factual information that shows why rain is important. Report to the class with your findings. You may use a poster or an oral report to share with the class.</b>	<b>Compare and contrast the needs and wants of the family in the story with your own.</b>	<b>Create your own classroom. Design a map to include directions, a legend and an escape route in case of a storm.</b>	<b>How did the habitat change for the family in Moon's Cloud Blanket? With your partner, create a diorama of the 2 habitats displayed in the book. How does your habitat compare to theirs? How do the differences make you feel?</b>



**Real World Connections With Products**

Application (reflect, create, design, plan, construct, investigate, produce, analyze, sequence)

**Real World Applications**

Meteorologist, Geographer, Environmentalist, Pilot, Architect, Reporter, Homemaker, Construction Worker

**Real World Terms**

Evaluate, Create, Explain, Design, Report, Infer

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

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

- paper
- pencils
- crayons
- markers
- posters
- computer with internet access
- journal
- shoe boxes

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

How can changes in the weather be helpful?

How can change generate more change?

What factors bring about change?

How can change be positive or negative?

#### **Intelligent Behaviors**

What intelligent behaviors did the characters in the story demonstrate?

How did you use intelligent behaviors to complete the task rotation menu?

What intelligent behaviors do you demonstrate when you face changes?

#### **Literary Perspective**

Identify the changes that occurred in this story.

How would the story have ended if the rain continued longer?

Describe the beginning, middle, and end of the story.

Describe the setting of the story. Have you ever visited a place similar to this?

Explain how the storm put her family in danger.

How would you feel if you were one of the children in the story?

#### **Student/Teacher Reflections**

Discuss three or more words that describe Moon's Cloud Blanket.

Draw a picture about Moon's Cloud Blanket. Share your feelings about the story with a partner.

**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.**

<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>Imagine you get caught in a storm while you are on the playground. Design and write about a plan to survive the storm. How did metacognition of storms enable you to develop a plan? What intelligent behaviors did you use while designing your plan?</p> <p style="text-align: center;">V _ * _ L _ * _ S _ * _ M _ B _ * _ P _ I _ N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p>Using maps that we previously created in our groups, we will walk each group's route. Each team will present their plan/map to the class and convince us why theirs is the best. As a class, we will debate which plan is the most effective and why. How did listening with empathy help you determine your choice? What Habits of Mind did you use to help make your choice?</p> <p style="text-align: center;">V _ * _ L _ S _ * _ M _ B _ * _ P _ I _ * _ N _ * _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p>Create a double bubble about rain and snow. What changes might rain and snow present in your life? Develop a plan of action for survival in storms. Which intelligent behaviors would you use to survive?</p> <p style="text-align: center;">V _ L _ * _ S _ * _ M _ * _ B _ * _ P _ I _ N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>Imagine if it never stopped raining. How would our planet look? What steps would you take to survive in this environment? What Intelligent Behaviors do you use to decide your plan for survival?</p> <p style="text-align: center;">V _ * _ L _ S _ * _ M _ B _ P _ I _ * _ N _ * _</p>

**Real World Connections With Products**

Application ( create, design, plan, analyze, reflect)

**Real World Applications**

Engineer, Home Land Security Officer, Environmentalist, Oceanographer, Geographer, Lawyer  
Scientist

**Real World Terms**

Create, Explain, Debate, Illustrate, Report

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

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

- pencils
- paper
- markers
- crayons
- previously created map
- playground

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

- How can change be positive or negative?
- Why are changes in the weather necessary?
- Why is change necessary for growth?
- What are the conflicts that can arise with changes in the weather?

#### **Intelligent Behaviors**

- What kind of hut would you design to protect you from a rainstorm?
- What intelligent behaviors would you need to possess to accomplish this task?
- How did you use intelligent behaviors in completing the task rotation?
- How would you demonstrate these intelligent behaviors daily?
- What intelligent behaviors did you notice were your strengths in these activities?
- What about your weaknesses?
- How could you improve these behaviors for the next time?
- How did the mother exhibit the following intelligent behaviors in the story? Discuss the following:
  - Being persistent
  - Taking responsible risks
  - thinking flexibly
  - creating, imagining, and innovating

#### **Literary Perspective**

- Does this story remind you of another story you have heard?
- Would you recommend this book to someone? Why or why not?
- What connections can you make between this story and something in your life?
- How is the mother in this story like your own mother?
- What are some different ways the mother could have protected her children from the storm?
- Do you think it was a good idea for the mother to climb the tree? Why or why not?

## Student/Teacher Reflections

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

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

<p><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>Keep a log of the weather for one week making notes every few hours about the weather. Use your log to choose one day where changes occurred from the a.m. to the p.m. Write about how the weather changes through the day. What changes occurred from the a.m. to the p.m.?</p> <p>V _ * L _ * S _ M _ B _ P * _ I _ N _ _</p>	<p><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p>Given a calendar with recorded weather symbols, decide with a partner what pattern is found in the calendar? Now change the pattern to create your own calendar. What changes did you decide upon that show your feelings about the weather?</p> <p>V _ L _ * S _ * M _ B _ * P _ I _ * N _ _</p>
<p><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p>Using a variety of pattern blocks, build a model of a playhouse that would shelter you from the weather. Describe your model and tell how the changes in weather helped you decide on that structure. Describe your model and create a graph representing the shapes you used.</p> <p>V _ * L _ * S _ * M _ B _ * P _ * I _ N _ _</p>	<p><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>Using results from our graph about storm experiences, transfer that data into tally marks on your self-created math log. How did changing the data to tally marks from the graph change your perception of the data?</p> <p>V _ * L _ * S _ * M _ B _ P _ * I _ N _ _</p>

**Real World Connections With Products**

Application (create, reflect, plan, design, analyze, organize, implement)

**Real World Applications**

Meteorologist, Construction Worker, Author, Architect, Mathematician

**Real World Terms**

Evaluate, Transfer, Translate, Design, 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.**

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

- paper
- pencils
- crayons,
- markers
- pattern blocks
- teacher made calendar
- graph
- math log

## **MetaCognitive Discussion (Essential Questions)**

### **(Whole Group)**

#### **Conceptual Perspectives**

- What are the effects of changes in the weather?
- How do these changes affect your attitude towards weather?
- How can changes in the weather be helpful?
- How can change be positive or negative?
- How can changes in the weather be beneficial or destructive?

#### **Intelligent Behaviors**

- How did you use the intelligent behaviors to complete the task rotation menu?
- How do you demonstrate these intelligent behaviors daily?
- What intelligent behaviors do you think you would like to work on developing?
- How did the intelligent behaviors assist you in working with a partner?

#### **Literary Perspective**

- Discuss three or more words that describe the characters in the story.
- What kind of thinking did studying the story cause you to do?

#### **Student/Teacher Reflections**

#### **Additional Support Materials**



## **Favorite Read-Alouds**

The Night of Los Posadas by Tomie Depaola

Cloudy with a Chance of Meatballs by Judy Barrett

Weather Words and What They Mean by Gail Gibbons

Before the Storm by Jane Yolen

Me on the Map

Bringing the Rain to Kapiti Plains

Map Skills

Apple Pie Tree

What Makes it Rain?

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

### **Songs:**

Rain, Rain , Go Away

It's Raining It's Pouring

### **Rhymes:**

#### **Rain**

Rain on the rooftops,

Rain on the trees.

Rain on the green grass,

But not on me!

#### **So Long As There's Weather**

Whether it's cold or

whether it's hot,

I'd rather have weather

whether or not

it's just what I'd choose.

Summer or Spring or

Winter or Fall--

any weather is better than no weather at all.

I really like weather.

I never feel whiney

when weather is rainy.

And when it's sunshiny

I don't feel complain.

Weather sends me.

So---

Rain?

Let it SPLASH!

Thunder?

CRRRASH!

Hail?

Clitter-clatter!

What does it matter--

So long as there's weather

**Video Clips**

A clip of Water World

National Geographic Videos

(CD) Sounds of Nature: Thunderstorms and Rain

**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**

**Additional Activities:**

Using the book Cloudy with a Chance of Meatballs

Before reading, discuss and define types of weather such as, snow, fog, rain, tornado, hurricane, flood, etc. Place these terms on index cards and as the word is discussed, place it in a pocket chart. Have students illustrate the words.

After reading, relate different types of weather that we had discussed to the different food disasters in the book.

Students may write their own stories. Change the items that fall from the sky.

Students share their favorite part of the story by creating a poster. Share the poster with the class and discuss why it was their favorite part.

Students may write about if they would enjoy living in a place like Chewandswallow. List the positive and negative aspects of living in such a place.

Students may write radio, television or newspaper accounts of the strange weather occurrences in Chewandswallow. How did these changes affect the townspeople?

Students may write journal entries showing how the fear of the townspeople grew as the lives they had always known and depended on changed.