

## Bright IDEA Curriculum Units Table of Contents

### Cohort 1

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K-2	Patterns	Economics
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## **Project Bright IDEA 2: Interest Development Early Abilities**

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



**Concept: Relationships**

**Topic: Communities**

**K-2**

**By Kara Duckett (Wake County) and Melisa Barber (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 - Communities**

**Literature Selection – *The Bluebonnet Girl***

**Author – Michael Lind**

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

**Concept – Relationships**

**Topic – Communities**

**Suggested Literature Selection(s) – *The Bluebonnet Girl* by Michael Lind**

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

### **Intelligent Behaviors**

#### **Story Focus:**

Metacognition

#### **Student Activities:**

Metacognition

Posing Questions/Problems

Remaining Open to Continuous Learning

Listening with Understanding and Empathy

**Thinking Skills Focus:** *Building Thinking Skills* by Parks and Black

**Topic Focus:** Communities

**Concept Focus:** Relationships

#### **Overarching Generalizations:**

Relationships are interdependent.

#### **Additional Generalizations:**

Conflict can be internal or external.

Relationships can be unifying or dividing.

#### **More Complex Generalizations:**

Self-sacrifice is necessary for growth.

Change is necessary for growth.

Relationships change over time.

Conflict generates change.

#### **Essential Question(s)**

1. What is interdependence in a community?
2. How do citizens positively affect their community's interdependent environment?
3. How do the relationships within a single community affect broader communities such as our nation and the world?

#### **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, self-sacrifice, empathy

**Suggested Vocabulary Words for Discussion**

bluebonnet, hue, prairie, drought, maze, sacrifice, greed, bison, moccasins, vision, pyre, cinders, ember, pronghorns, boughs, awe, squall, lagoon

**Vocabulary Extension**

Give every student one of the vocabulary words. Post definitions around the classroom. The students must match their word to the definition. Share your results with the class.

**Learning Targets**Social Studies

- 1.01: Identify and describe attributes of responsible citizenship.*
- 1.02: Demonstrate responsible citizenship in the school, community, and other social environments.*
- 1.03: Analyze the effects of responsible citizenship in the school, community, and other social environments.*
- 1.04: Identify responsible courses of action in given situations and assess the consequences of irresponsible behavior.*
- 2.04: Describe the interdependence among individuals, families, and the community.*

Math

- Goal 4: The learner will understand and use data and simple probability experiments.*
  - 4.01: Students will collect, organize, and display data.*
  - 4.02: Students will conduct simple probability experiments, describe results, and make predictions.*
- Goal 2: The learner will recognize, understand, and use basic geometric properties, and standard units of metric and customary measurement.*
  - 2.06: Measure lengths in inches/centimeters; record results.*

Language Arts

- 2.02: Use text for a variety of functions including literary, informational, and practical.*
- 2.06: Recall facts and details from a text.*
- 3.01: Use personal experiences and knowledge to interpret written and oral messages.*
- 3.03: Explain and describe new concepts and information in own words.*
- 4.05: Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.*
- 4.06: Plan and make judgments about what to include in written products.*

## 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>
<ul style="list-style-type: none"><li>❖ Generalization: Conflict brings change.</li><li>❖ Essential Question: How do citizens positively affect their community's interdependent environment?</li><li>❖ Activity: <i>Think-Pair-Share</i> -- Describe a time when you had to sacrifice something you did not want to in order to better your community – home, school, community, and friends?</li></ul>
<b>Facet 2 – INTERPRETATION</b>
<ul style="list-style-type: none"><li>❖ Generalization: Conflict brings change.</li><li>❖ Essential Question: What is interdependence in a community?</li><li>❖ Activity: What if the principals and teachers came to school and did not want to do their job. Evaluate the implications of these people not contributing to the group.</li></ul>
<b>Facet 3 – APPLICATION</b>
<ul style="list-style-type: none"><li>❖ Generalization: Relationships are interdependent.</li><li>❖ Essential Question: How do citizens positively affect their community's interdependent environment?</li><li>❖ Activity: Using a flow map, design a process for decision-making that would affect the community.</li></ul>
<b>Facet 4 – PERSPECTIVE</b>
<ul style="list-style-type: none"><li>❖ Generalization: Self-sacrifice is necessary for growth.</li><li>❖ Essential Question: What is interdependence in a community?</li><li>❖ Activity: Compare and contrast the perspectives of the person asking and the person being asked to give up something using a Venn Diagram or Double-Bubble Map.</li></ul>
<b>Facet 5 – EMPATHY</b>
<ul style="list-style-type: none"><li>❖ Generalization: Self-sacrifice is necessary for growth.</li><li>❖ Essential Question: What is interdependence in a community?</li><li>❖ Activity: <i>Journal Writing</i> -- Imagine you are having people give up half their food supply and you are the one doing the asking. What would you say?</li></ul>
<b>Facet 6 – SELF-KNOWLEDGE</b>
<ul style="list-style-type: none"><li>❖ Generalization: Relationships are interdependent.</li><li>❖ Essential Question: How do the relationships within a single community affect broader communities such as our nation and the world?</li><li>❖ Activity: Illustrate in what ways do you contribute to your community – home, school, community, and friends?</li></ul>

**Read:** *The Bluebonnet Girl* by Michael Lind

## 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 style="text-align: center;">Whole Class: Question Museum (see Appendix)</p> <p>Create a flow chart retelling the major events in the story. Then identify interdependence or lack of interdependence in the community.</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-Feeling</b></p> <p style="text-align: center;">Whole Class: Question Museum (see Appendix)</p> <p>Imagine that you are the Bluebonnet girl. Create diary entries for each of the following events in the story:</p> <ol style="list-style-type: none"> <li>1. During the drought</li> <li>2. When none of the citizens would sacrifice</li> <li>3. After she threw her doll in the fire</li> <li>4. The day the bluebonnets grew</li> </ol> <p>What feelings would she have felt?</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 style="text-align: center;">Whole Class: Question Museum (see Appendix)</p> <p>Conduct a trial where the warriors are being prosecuted for not helping the tribe. Assign students to be the lawyers, the judge, the warrior, the Bluebonnet girl, and other members of the tribe to “testify”; the remainder of the class can be the jury.</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 style="text-align: center;">Whole Class: Question Museum (see Appendix)</p> <p>Rewrite the ending of the story in a way that the tribal members are portrayed as good citizens and involved members of the community. What habits of mind would be needed in order to do this?</p> <p style="text-align: center;"><b>V__L__S__M__B__P__I__N__</b></p>

## **Learning Targets**

### **Social Studies**

- 1.01: Identify and describe attributes of responsible citizenship.
- 1.02: Demonstrate responsible citizenship in the school, community, and other social environments.
- 1.03: Analyze the effects of responsible citizenship in the school, community, and other social environments.
- 1.04: Identify responsible courses of action in given situations and assess the consequences of irresponsible behavior.
- 2.04: Describe the interdependence among individuals, families, and the community

### **Language Arts**

- 2.02: Use text for a variety of functions including literary, informational, and practical.
- 2.06: Recall facts and details from a text.
- 3.01: Use personal experiences and knowledge to interpret written and oral messages.
- 3.03: Explain and describe new concepts and information in own words.
- 4.05: Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.
- 4.06: Plan and make judgments about what to include in written products.

## **Real World Connections With Products**

Create (planning, producing)  
Remember (recalling, identify)  
Evaluate (critiquing, judging)  
Apply (carrying out)

## **Real World Applications**

Lawyers, judges, authors/writers

## **Real World Terms**

Court, testimony, testify, jury, verdict, deliberate, sequence

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

### **Overarching Generalizations:**

Relationships are interdependent.

### **Additional Generalizations:**

Conflict can be internal or external. Relationships can be unifying or dividing.

### **More Complex Generalizations:**

Self-sacrifice is necessary for growth. Change is necessary for growth.  
Relationships change over time. Conflict generates change.

How do the relationships in our community and the changes in those relationships affect the careers of lawyers, judges, and writers? How do these people use the intelligent behaviors to guide their work life?

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

- Paper
- Flow chart

*Set up the classroom in a trial setting.*

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

### **(Whole Group)**

#### **Conceptual Perspectives**

1. How does the community change based on the relationships of the citizens
2. How does conflict within the community affect the community?
3. How does sacrifice within the community affect the community?

#### **Intelligent Behaviors**

1. What intelligent behaviors did the Bluebonnet girl show?
2. What intelligent behaviors did the warrior and other community members not show?
3. What intelligent behaviors did you have to exhibit to complete this task rotation on relationships?
4. How do you demonstrate these intelligent behaviors daily?
5. What intelligent behaviors did you see as your strength in these activities? Why?

#### **Literary Perspective**

1. Who do you most relate to and why – the Bluebonnet girl or the warrior?
2. What internal conflict was the Bluebonnet girl experiencing?
3. What lesson is taught through this piece of literature? What other books have you read that teach similar lessons?

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

Create an artifact from your classroom community that reflects a positive relationship.

## 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 plant seeds and hypothesize about seed sprouting and growth. Make a hypothesis about how many days it will take the seed to sprout and how tall it will be after a certain number of days (first page of the plant log).</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-Feeling</b></p> <p>Students will partner up and plan the location for each plant to grow. Students will graph growth of both plants.</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 collect data on classmates' plants and compare and contrast differing variables (lack of sunlight, freezing temperature, pour a substance on it rather than water, etc.).</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>Students will design an experiment that allows them to do something to their seed prior to planting (examples: soak in juice, microwave, refrigerate overnight). Based on what was done to the seeds, estimate how many seeds will sprout.</p> <p style="text-align: center;"><b>V__L__S__M__B__P__I__N__</b></p>

### Math

Goal 4: The learner will understand and use data and simple probability experiments.

Objective 4.01: Students will collect, organize, and display data.

Objective 4.02: Students will conduct simple probability experiments, describe results, and make predictions.

Goal 2: The learner will recognize, understand, and use basic geometric properties, and standard units of metric and customary measurement.

Objective 2.06: Measure lengths in inches/centimeters; record results.

***These activities lead into and are connected with the assessment.***

**Real World Connections With Products**

Create (hypothesize, design, plan)

Understand (compare, infer)

**Real World Applications**

Gardener, landscaper, scientist

**Real World Terms**

Sprouting, data analysis, experiment, observation, control group, experimental group, validity, research, investigate, theory

**Connect all products 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:**

Relationships are interdependent.

**Additional Generalizations:**

Conflict can be internal or external.

Relationships can be unifying or dividing.

**More Complex Generalizations:**

Self-sacrifice is necessary for growth.

Change is necessary for growth.

Relationships change over time.

Conflict generates change.

How would a gardener, landscaper, or scientist nurture their relationship with the plants they grow to insure that their plants flourish through change and growth?

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

- seeds
- potting soil
- milk cartons or pots
- plant marker
- graph paper
- Venn diagrams
- student worksheets – Plant Log

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

### **(Whole Group)**

#### **Conceptual Perspectives**

1. How does the plant change based on its relationship to the environment?
2. How does conflict within the environment affect the plant?
3. How is a plants survival dependent on relationships?
4. What relationship factors cause the plant to survive or die?

#### **Intelligent Behaviors**

1. What intelligent behaviors were needed to grow your plant?
2. What intelligent behaviors did you have to exhibit to complete this task rotation on relationships?
3. How do you demonstrate these intelligent behaviors daily?
4. What intelligent behaviors did you see as your strength in these activities? Why?

#### **Literary Perspective**

1. How did the Bluebonnet Girl's sacrifice create an opportunity for growth?
2. What lesson was taught in the book and how does that relate to our math lesson?

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

After completing the experiment, develop a plan of action to ensure the survival of various plants.

**Concept: Relationships****Topic: Communities****Overarching Generalizations:**

Relationships are interdependent.

**Additional Generalizations:**

Conflict can be internal or external.

Relationships can be unifying or dividing.

**More Complex Generalizations:**

Self-sacrifice is necessary for growth.

Change is necessary for growth.

Relationships change over time.

Conflict generates change.

**Essential Question(s)**

1. What is interdependence in a community?
2. How do citizens positively affect their community's interdependent environment?
3. How do the relationships within a single community affect broader communities such as our nation and the world?

**Task Rotation Menu**

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Develop a "How To Manual" of how to be a productive member of your community. How can relationships be unifying or dividing?	Create a Venn Diagram to compare and contrast someone in the community who produces a product and someone who provides a service. Why is it important to have both people in your community and how do they serve each other? How are members of a community interdependent?	Create a collage, visual symbol, or icon to express the idea of an interdependent community. How are communities interdependent?	Think-Pair-Share: In what ways do you contribute to your community? How do service projects bring about change in your community?
2	Brainstorm as a group/class the characteristics of an involved citizen. Survey the class to reveal the top five characteristics of an involved citizen. Using the data collected in the whole class survey, create a visual representation to organize the data (graph/chart) to display the data. Analyze the rationale for their order of importance.	In <i>The Bluebonnet Girl</i> , because the girl was willing to give up her doll, the drought was ended. What would be the effect of a community part/member not contributing such as if the Dept. of Transportation stopped doing work on the roadways? Plan a speech to convince the City Council why this department must contribute. How can conflict generate change?	Produce an advertisement (poster, commercial, song, etc) to convince citizens to become involved in their community. How are communities interdependent?	Imagine that you met someone who is homeless or in need of assistance. How could the community as a whole serve this person? Write an editorial giving your ideas and encouraging others to help as well. How are relationships interdependent? How can relationships be unifying or dividing?
3	Generate a PowerPoint presentation to review the components of interdependent communities and involved citizens. How are communities interdependent and relationships be unifying/dividing?	Consider the strengths and weaknesses of your community. Design an action plan for how the community could better work together. How will this action plan bring about change in your community?	Design and develop a World Wide Web homepage or site to convince citizens to become involved in their community. How are communities interdependent?	Evaluate the ways our class can contribute to our community with a small group. Develop an action plan for a community service project that our class/school could conduct. How are relationships interdependent? How can relationships be unifying or dividing?

**Real World Connections With Products**

Create (generate, plan, design, produce)

Analyze

Evaluate

**Real World Applications**

Advertiser, government officials, writer/author, web developer, data analyst

**Real World Terms**

Data analysis, design, variables, axis, advocate, dialogue, compromise, issue, justification, background, CD-ROM, clipart, cursor, graphics, download, host, HTML, hyperlinks, layout, navigation, online, search engine, site, webmaster, audience, column, editorial

**Connect all products 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:**

Relationships are interdependent.

**Additional Generalizations:**

Conflict can be internal or external.

Relationships can be unifying or dividing.

**More Complex Generalizations:**

Self-sacrifice is necessary for growth.

Change is necessary for growth.

Relationships change over time.

Conflict generates change.

Within the jobs of advertiser, government officials, writer/author, web developer, and data analyst, what conflict generates change in these careers to allow for an interdependent relationship? Which intelligent behaviors must these individuals exhibit in order to have an interdependent relationship?

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

- Paper for written responses
- Craft supplies
- Computer with Internet access
- Computer with Microsoft PowerPoint
- Graph paper
- Poster board
- Video camera
- Props for commercial

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

### **(Whole Group)**

#### **Conceptual Perspectives**

1. How does the community change based on the relationships of the citizens?
2. How does conflict within the community affect the community?
3. How does sacrifice within the community affect the community?
4. How do the relationships within a single community affect broader communities such as our nation and the world?

#### **Intelligent Behaviors**

1. How does your metacognition drive the activities you performed during the task rotation?
2. What intelligent behaviors did you have to exhibit to complete this task rotation on relationships and what evidence do you have to demonstrate you used these intelligent behaviors?
3. In what ways will your demonstration of the intelligent behaviors affect the relationships within your community?
4. How do you demonstrate these intelligent behaviors daily?
5. What intelligent behaviors did you see as your weakness in these activities? Why?

#### **Literary Perspective**

1. In what ways did the Bluebonnet girl show she was a good citizen?
2. How did the Bluebonnet girl's sacrifice change her community?
3. In what ways did the Bluebonnet girl unify her community?

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

Create a song that examines relationships and how they grow over time. Perform the song for the class.

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

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

<p style="text-align: center;"><b>Mastery Learner (A)</b>  <b>Sensing- Thinking</b></p> <p>The students will identify characteristics of interdependence within a community and write a letter to the editor of a newspaper explaining the importance of contributing to a community.</p> <p>Which of the intelligent behaviors do the community members demonstrate in order to work together?</p> <p>See pages 153 &amp; 155 in <i>Student Product Development and Evaluation</i> (Karnes &amp; Stephens) for Description and Product Criteria Grid.</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-Feeling</b></p> <p>Write and present a motivational speech to your small group that conveys the importance of being an active citizen in your community.</p> <p>Which of the intelligent behaviors do the community members demonstrate in order to be an active citizen?</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>Defend the characteristics of a good citizen through a debate held with other classmates.</p> <p>Suggestion: One side would take on the position of the Warrior and one side would take on the position of the Bluebonnet Girl.</p> <p>Discuss how debates and communication are necessary for an interdependent community.</p> <p>Which of the intelligent behaviors enabled you to be an effective debater? How many of these behaviors enable you to be an effective citizen in other situations?</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>Imagine that you are the leader of a community, what rules or consequences would you implement to ensure harmony in your community. What intelligent behaviors must the community members exhibit to have a harmonious community?</p> <p style="text-align: center;"><b>V * L _ S _ M _ B _ P _ I * N _</b></p>

**Real World Connections With Products**

Application (defend, implementing)

Remember (retrieving)

Understand (explain)

Create (planning)

**Real World Applications**

Political leader, lawyer, activist, judges, speech/communication teachers, forensics teacher, newscaster, journalist

**Real World Terms**

Debate, moderator, argument, cause, ethics, rebuttal, reasoning, evidence, deliberate, articulation, audience, delivery, message, controversy, criticism, persuasion, stance

**Connect all products 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:**

Relationships are interdependent.

**Additional Generalizations:**

Conflict can be internal or external.

Relationships can be unifying or dividing.

**More Complex Generalizations:**

Self-sacrifice is necessary for growth.

Change is necessary for growth.

Relationships change over time.

Conflict generates change.

How do the relationships in our community and the changes in those relationships affect the careers of political leader, lawyer, activist, judges, speech/communication teachers, forensics teacher, newscaster, and journalist? How do the conflicts these citizens encounter cause change? How do these people use the intelligent behaviors to guide their work life?

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

- Paper
- Podium for debate

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

### **(Whole Group)**

#### **Conceptual Perspectives**

1. How does the community change based on the relationships of the citizens?
2. How does conflict within the community affect the community?
3. How do rules and consequences provide a unified environment in the community?

#### **Intelligent Behaviors**

1. What intelligent behaviors did you have to exhibit to complete this task rotation on relationships?
2. How do you demonstrate these intelligent behaviors daily?
3. What intelligent behaviors did you see as your strength in these activities? Why?

#### **Literary Perspective**

1. If rules or consequences for not contributing to the community had been in place, how would the community have been more unified?
2. After interacting with *The Bluebonnet Girl*, what intelligent behaviors would you like to strengthen within yourself?

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

*Have a stack of pictures.*

Examine the picture you drew from the pile. How does your picture illustrate relationships within your life.

**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>Record plant observations (sprouting time, height, number of leaves, coloring, etc.) in a log and graph plant growth.</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-Feeling</b></p> <p>Students will use a Venn diagram to compare the growth and development of plants (sprouting time, height, number of leaves, coloring, etc.).</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 analyze the growth graphs and make inferences/draw conclusions about plant growth and make their own recommendations for future plantings to the class.</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>Students will use a graph to compare the growth and development of experimental and control plants (sprouting time, height, number of leaves, coloring, etc.).</p> <p style="text-align: center;"><b>V__L__S__M__B__P__I__N__</b></p>

***These activities follow from and are connected with the initial math task rotation.***

**Real World Connections With Products**

Create (hypothesize, design, plan)

Understand (compare, infer)

**Real World Applications**

Gardener, landscaper, scientist

**Real World Terms**

Sprouting, data analysis, experiment, observation, control group, experimental group, validity, research, investigate, theory

**Connect all products 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:**

Relationships are interdependent.

**Additional Generalizations:**

Conflict can be internal or external.

Relationships can be unifying or dividing.

**More Complex Generalizations:**

Self-sacrifice is necessary for growth.

Change is necessary for growth.

Relationships change over time.

Conflict generates change.

How would a gardener, landscaper, or scientist nurture their relationship with the plants they grow to insure that their plants flourish through change and growth? What intelligent behaviors would you need to use?

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

- seeds
- potting soil
- milk cartons or pots
- plant marker
- graph paper
- Venn diagrams
- student worksheets - Plant Log

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

### **(Whole Group)**

#### **Conceptual Perspectives**

1. How does the plant change based on its relationship to the environment?
2. How does conflict within the environment affect the plant?
3. How is a plants survival dependent on relationships?
4. What relationship factors cause the plant to survive or die?

#### **Intelligent Behaviors**

1. What intelligent behaviors were needed to grow your plant?
2. What intelligent behaviors did you have to exhibit to complete this task rotation on relationships?
3. How do you demonstrate these intelligent behaviors daily?
4. What intelligent behaviors did you see as your strength in these activities? Why?

#### **Literary Perspective**

1. How did the Bluebonnet Girl's sacrifice create an opportunity for growth?
2. What lesson was taught in the book and how does that relate to our math lesson?

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

After completing the experiment, develop a plan of action to ensure the survival of various plants.

## **Additional Support Materials**

### **Favorite Read-Alouds**

*Roxaboxen* by Alice McLerran

*A Country Far Away* by Nigel Gray

*The Keeping Quilt* by Patricia Polacco

*My New York* by Kathy Jakobsen

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

## Additional Comments

# **APPENDIX**

## **A**

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

## Question Museum

*Post questions on chart paper around the room. The students may write on the chart paper or use sticky notes to provide answers to the questions. Divide the class into small groups and rotate students around to each of the different questions.*

### Mastery

- ❖ What happened when the girl threw her doll in the fire?
- ❖ What were some of the items the people weren't willing to sacrifice?

### Understanding

- ❖ How was the Bluebonnet Girl alike and different from the warrior and other community members?
- ❖ Why should the community members be willing to sacrifice?
- ❖ How did the drought create hardship?

### Self-Expression

- ❖ How is the Bluebonnet Girl like the ocean?
- ❖ What could have happened if the girl had not sacrificed her doll?

### Interpersonal

- ❖ Imagine you lived in this community. What would you have done?
- ❖ Why do you think the other community members chose not to sacrifice?

Name: \_\_\_\_\_ Date: \_\_\_\_\_



## My Plant Log

The one thing that I will do to help my seed sprout/grow \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

Hypotheses:

- ❖ I think that my seed will sprout in \_\_\_\_\_ days.
- ❖ After \_\_\_\_\_ days, I think my sprout will be \_\_\_\_\_ centimeters tall.

My hypothesis was correct/incorrect because my plant sprouted in \_\_\_\_\_ days and it was the \_\_\_\_\_ to sprout.

My hypothesis was correct/incorrect because my plant was \_\_\_\_\_ centimeters tall after \_\_\_\_\_ days.

Date: \_\_\_\_\_ Plant Height: \_\_\_\_\_  
Observations:

~~~~~  
Date: \_\_\_\_\_ Plant Height: \_\_\_\_\_  
Observations:

~~~~~  
Date: \_\_\_\_\_ Plant Height: \_\_\_\_\_  
Observations:

~~~~~  
Date: \_\_\_\_\_ Plant Height: \_\_\_\_\_  
Observations:

~~~~~  
Date: \_\_\_\_\_ Plant Height: \_\_\_\_\_  
Observations:

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

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



**Concept: Exploration**

**Topic: Culture and Tradition  
By: Cindy Davis-Moore County  
Juanita Sutton- Lenoir 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 - Culture and Tradition**  
**Literature Selection – Molasses Man**  
**Author - Kathy L. May**

Concepts	Themes
<ul style="list-style-type: none"><li>• Traditions</li><li>• Culture</li><li>• Production</li><li>• Interdependence</li></ul>	<ul style="list-style-type: none"><li>• Value of tradition</li><li>• Family as a community</li></ul>
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"><li>• Modern technology vs. old time traditions</li></ul>	<ul style="list-style-type: none"><li>• How to carry on family/cultural traditions</li></ul>
Processes	Theories
<ul style="list-style-type: none"><li>• Inquiry</li></ul>	<ul style="list-style-type: none"><li>• Survival of the fittest/best</li><li>• Necessity is the mother of invention</li><li>• Hard work done well will have sweet rewards</li></ul>
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"><li>• Everything old is new again</li><li>• The hardest work brings simple pleasures</li></ul>	<ul style="list-style-type: none"><li>• Some pleasures from the old days are disappearing from the modern world</li></ul>

# **Concept - Exploration                      Topic – Culture & Tradition**

**Suggested Literature Selection(s) – Molasses Man By: Kathy L. May**

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

### **Intelligent Behaviors**

#### **Story Focus**

Metacognition, continuous learning, persisting, applying past knowledge to new situations

#### **Student Activities**

Remaining open to continuous learning, applying past knowledge to new situations, metacognition, responding with wonderment and awe

**Thinking Skills Focus - Building Thinking Skills by: Parks and Black**

**Topic Focus -Culture and Tradition**

**Concept Focus - Exploration**

**Overarching Generalizations - Exploration of culture and traditions confronts the unknown through new discoveries and validates prior knowledge.**

**More Complex Generalizations -**

- Exploration provides opportunities for students to value family traditions.
- Exploration requires recognizing purpose and responding to it.
- Exploration is inclusive of values and traditions.
- Community support is important in continuing traditions.

### **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**

Tradition

Community

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

**Sorghum cane, molasses, shallow, ladles, skimmers, furnace, kindling, skim,**

**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>
<p><b>Generalization:</b> Exploration requires recognizing purpose and responding to it. <b>E.Q.:</b> How can you create a product that represents a cultural tradition?</p> <p>As a class brainstorm a list of local cultural traditions. Each student will choose his/her favorite from the list. Then, given a choice of craft supplies each student will create a representation of the tradition they chose. Students will share their final product with the class.</p>
<b>Facet 2 - INTERPRETATION</b>
<p><b>Generalization:</b> Exploration provides opportunities for students to value family traditions. <b>E.Q.:</b> How can you illustrate a favorite or familiar custom?</p> <p>The students will create an illustration of a favorite or familiar custom. Example: Native American/ Pilgrims/ Thanksgiving.</p>
<b>Facet 3 - APPLICATION</b>
<p><b>Generalization:</b> Exploration is inclusive of values and traditions. <b>E.Q.:</b> What customs and traditions will be included in a yearly timeline?</p> <p>Students will work together to design a timeline that include customs / traditions that are often celebrated in our culture.</p>
<b>Facet 4 - PERSPECTIVE</b>
<p><b>Generalization:</b> Exploration provides opportunities for students to value family traditions. <b>E.Q.</b> What are some similarities and differences of your favorite tradition compared to that of your partner? <b>Think-Pair-Share</b> Students will work together with a partner to complete a Double Bubble Map that compares and contrasts their favorite tradition.</p>
<b>Facet 5 – EMPATHY</b>
<p><b>Generalization:</b> Exploration requires recognizing purpose and responding to it. <b>E.Q.:</b> How can you take on the role of an object that represents our culture and traditions?</p>

Students will draw a card from a basket with a given object written on it that represents a custom or tradition. Students will write clues about the objects. They will read their clues out loud so that their classmates can guess which object they are or which tradition they represent.  
Example: I am round. I am hidden in the grass. Sometimes I have goodies inside of me. I hope you find me. What am I?

#### **Facet 6 – SELF-KNOWLEDGE**

**Generalization:** Community support is important in continuing traditions.  
**E.Q.:** What traditions are observed/valued in your community?

Students will reflect through personal narratives their understanding of the values of traditions in their community.

**Read: Molasses Man by: Kathy L. May**

## 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><b>E.Q.: How can you convince the newspaper that your tradition of making molasses is worthwhile of being passed on?</b></p> <p>Pretend you are the grandson in the story. Write a letter to the editor of your local newspaper telling why the tradition of making molasses is important and how and why it should be carried on.</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><b>E.Q.: How can you represent the story Molasses Man through illustrations?</b></p> <p>Divide the class into three groups. Each group will create a poster representing either beginning, middle, or end of the story. How are the emotions that the grandson experiences in the story similar to any emotions that you have experienced in a similar situation?</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><b>E.Q.: How is molasses produced today?</b></p> <p>Students will use the internet to research how molasses is made today. They will write a short report on their findings. What are some differences that were noted in today's production vs. that of long ago?</p> <p>Resources: <a href="http://www.monitorsugar.com">www.monitorsugar.com</a> <a href="http://www.mtnlaurel.com">www.mtnlaurel.com</a></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>E.Q.: What product could you invent that would serve the same purpose as molasses?</b></p> <p>Imagine that there is no more molasses in the world. Create a substitute product that would be used for the same purpose. How would you market and sell your product?</p> <p style="text-align: center;">V* _L* _S* _M _B _P* _I* _N _</p>

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

Application (producer, sells, teaches, plans, draws, invents)

### **Real World Applications**

Entrepreneur, agriculturalist, supplier, grandfather, inventor, illustrator

### **Real World Terms**

Production, farmer, molasses, buyer, transportation, market, family, crops

**Connect all products 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 Generalization**

Exploration of culture and tradition confronts the unknown through new discoveries and validates prior knowledge.

#### **More Complex Generalizations**

Exploration requires recognizing purpose and responding to it.

Community support is important in continuing traditions.

How could the intelligent behaviors help inventors and entrepreneurs invent a new discovery that would assist in preserving traditions?

What part did exploration play in their new discoveries?

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

- Vocabulary words / cards, sequencing cards, research materials
- Poster board, markers, computer, internet access

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

#### **Conceptual Perspectives**

1. How can you explore your culture?
2. What makes a tradition important in your family?
3. What traditions would you like to explore and learn more about?
4. How does exploration of traditions bring about positive and negative thoughts?

#### **Intelligent Behaviors**

1. What intelligent behaviors were dominant in the characters portrayed in this book?
2. What intelligent behaviors helped you to understand the importance of tradition?
3. What intelligent behaviors did you observe in your classmates during the task rotation activities?
4. How did the grandfather demonstrate the following intelligent behaviors in the story?
  - Remaining open to continuous learning
  - Persisting
  - Taking responsible risks
  - Striving for accuracy and precision

### **Literary Perspective**

1. Choose three phrases that describe the book Molasses Man.

2. Create a mobile that represents important events from the story. Share it with someone at home.
3. Does this story remind you of any other stories or experiences that you have had?

### **Student/Teacher Reflections**

Students will be given a quilt square to design representing their favorite tradition or culture. The squares will be bound together to form a “Classroom Quilt of Traditions.” Discussion questions:

1. How are each of our squares related?
2. How are they different?
3. What new traditions have you learned about through our journey of exploration?
4. Which of the traditions represented on our quilt are supported by our community?
5. Have your family beliefs and values changed during the exploration of our unit? How?

## 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>E.Q.: How can you sequence the steps to make molasses? Students will sequence the steps to making molasses by putting picture cards in order. They will record an estimated time of how long each step will take based on information from the story. NCSOS: Math Grade 2 Goal 2: The learner will recognize and use standard units of metric and customary measurement. (time)</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>E.Q.: How can you generate a pictograph to represent which students in our class like and dislike molasses? Students will participate in a taste test of molasses. They will record results on a pictograph. (Use a molasses jar for the symbol. Each one will represent two students.) NCSOS: Math Grade 2 Goal 4 The learner will understand and use data and simple probability concepts. 4.01: Collect, organize, describe, and display data using Venn Diagrams (three sets) and pictographs where symbols represent units (2's, 5's, and 10's).</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>E.Q.: What strategies can you use to solve word problems?  Students will write a word problem about selling molasses. All answers will result in an amount of money that they will make. Students will trade papers with a partner, and each will solve the other's problem. Example: If I sold four jars of molasses for 3 dollars each how much money would I make? NCSOS: Math Grade 2 Goal 1- The learner will read, write, model, and compute with whole numbers through 999. 1.03- Create, model, and solve problems that involve addition and equal grouping.</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>E.Q.: How can you use symmetry to create an advertisement that would explore the concept of estimation, problem solving, or pictographs.  Students will design a poster exploring one of the following concepts: estimation, problem solving, or pictographs. The poster will have to be designed in a symmetrical fashion  NCSOS: Math Grade 2 Goal 3- Geometry-The learner will perform simple transformations. 3.03- Identify and make: symmetric figures, congruent figures</p> <p style="text-align: center;"><b>V _L* _S* _M* _B _P _I _N _</b></p>

## **Real World Connections With Products**

Analyze, generate, create, manages, designs

## **Real World Applications**

Data analyst, mathematician, statistician, artist, banker

## **Real World Terms**

Data, estimate, strategies, finances, numbers, survey, sequence

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

### **Overarching Generalization**

Exploration of culture and tradition confronts the unknown through new discoveries and validates prior knowledge.

### **More Complex Generalizations**

Exploration requires recognizing purpose and responding to it.  
Community support is important in continuing traditions.

Which intelligent behaviors would help the banker be successful in his job?  
How could graphing help a data analyst use the intelligent behavior of striving for accuracy keep accurate records of information?  
What intelligent behaviors would an advertiser use as he explores the strategies of marketing?

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

- Picture cards, Molasses Man, pictograph, paper, markers, pencils, paper money, poster paper

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

### **(Whole Group)**

### **Conceptual Perspectives**

1. How can estimating bring about change in exploration?
2. How does problem solving allow students exploration in math?
3. How does exploration of graphic materials provide purposeful understanding?

### **Intelligent Behaviors**

1. What intelligent behaviors will you use to effectively explore your task rotation?
2. How can questioning and posing problems be utilized within the task rotation?
3. How is Metacognition an important factor in your task rotation?

### **Literary Perspective**

1. What are three examples of estimation in the story Molasses Man?
2. How could a graph help the grandfather keep track of how many jars of molasses he had made?
3. How was problem solving observed in Molasses Man?

### **Student/Teacher Reflections**

Students will use a sentence strip to record ways that exploration is seen in math. Students will categorize these observations in a way of their choice.

## Concept: Exploration

### Topic: Culture and Tradition

**Generalization: Exploration of culture and traditions confronts the unknown through new discoveries and validates prior knowledge.**

- Exploration provides opportunities for students to value family traditions.
- Exploration requires recognizing purpose and responding to it.
- Exploration is inclusive of values and traditions.
- Community support is important in continuing traditions.

**Essential Question(s) Does exploration of culture and tradition create conflict as new discoveries occur?**

### Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Students will identify and match vocabulary words to their definitions relating to traditions and culture.	Students will visually organize picture cards to retell the story <u>The Molasses Man</u> .	Brainstorm all of the explorations that have created positive changes within a culture.	Write about a tradition that you like and one that you dislike. Explain your reasons.
2	Students will take a survey of their classmates to find out who likes, dislikes, or has not tried molasses. They will create a bar graph displaying their results.	How has the change in the production of molasses affected the economy/sales today? How has the change affected the continuation of the tradition?	Predict possible changes that may occur in the year 2025 within culture and tradition as exploration of ideas continue.	Personal Journal Writing: How would you feel if your favorite cultural tradition were taken away?
3	Students will choose a tradition. They will research and report on its origination.	Students will work in small groups to generate solutions for communities who are at risk of letting their traditions die. Example: Plan a community heritage day.	Create a futuristic city for the year 2025. Design a visual representation of how exploration has caused a change in culture and tradition.	Create and present a motivational speech about the need to develop traditions with your family

## **Real World Connections With Products**

Identify, implement, illustrate, generate, judge, organizing

## **Real World Applications**

Artist, marketing designer, journalist, author

## **Real World Terms**

Research, illustrator, producer, writer, associated press

**Connect all products 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 Generalization**

Exploration of culture and tradition confronts the unknown through new discoveries and validates prior knowledge.

### **More Complex Generalizations**

Exploration requires recognizing purpose and responding to it.

Community support is important in continuing traditions.

Exploration provides opportunities for students to value family traditions.

1. What intelligent behaviors did you use to complete the task rotation?
2. What intelligent behaviors did you observe in your classmates?
3. How did metacognition help you complete the task rotation effectively?

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

- Vocabulary word cards, molasses, spoons, reference materials, picture cards, journals, paper, pencil

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

### **(Whole Group)**

### **Conceptual Perspectives**

1. How does exploration change values and traditions?
2. Why do traditions change as exploration occurs?
3. What happens when traditions are confronted with new explorations?

### **Intelligent Behaviors**

1. What intelligent behaviors will you use to effectively explore your task rotation?

2. How can questioning and posing problems be utilized within the task rotation?
3. How is Metacognition an important factor in your task rotation?
4. Which intelligent behaviors are used to internalize tradition?

### **Literary Perspective**

1. Choose three phrases that describe the book Molasses Man.
2. Create a mobile that represents important events from the story. Share it with someone at home.
3. Does this story remind you of any other stories or experiences that you have had?

### **Student/Teacher Reflections**

Create a recipe that describes exploration and how it has changed tradition.

Example: 2 cups of a 6-foot Christmas tree vs. 1 ceramic Christmas tree

**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>E.Q. Why are traditions important and why is it important that they are passed down to future generations?</p> <p>Students will write a journal entry describing why traditions are important, and why it is important that they are continued and passed down. What habits of mind are represented by ancestors in a community who pass down traditions?</p> <p>NCSOS: Social Studies Grade 2  Goal 3: The learner will analyze how individuals, families, and communities are alike and different.  3.3 Compare similarities and differences among cultures in various communities.  3.4 Identify multiple roles performed by individuals in their families and communities.</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>E.Q. How can a puppet show be used to teach young children about the importance of culture and traditions?</p> <p>In small groups write and perform a puppet show that is designed to teach younger children about the importance of values and traditions. What habits of mind will you use when carrying out this process?</p> <p>NCSOS: Language Arts Grade 2  Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.  4.06 Plan and make judgments about what to include in written products (e.g., narratives of personal experiences, creative stories, skits based on familiar stories and/or experiences.</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>E.Q.: How can you use a Venn Diagram to compare and contrast how molasses was made during "olden days" to how it is made in modern times?</p> <p>Activity: Students will complete a Venn Diagram comparing how molasses was made during "olden days" to how molasses is made in modern times. What habits of mind did you have to use to complete this activity?</p> <p>NCSOS: Language Arts Grade 2  Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.  2.6 The learner will recall facts and details from text.  2.7 The learner will discuss similarities and differences in events and characters across stories.</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>E.Q.: How can you create a new culture and with it's own traditions and values?</p> <p>Imagine that you are a member of a new culture. Choose a tradition that your culture celebrates. This can be completely from your imagination. Tell about its value and importance in your community. What habits of mind will you use in order to invent this new culture and tradition?</p> <p>NCSOS: Language Arts Grade 2  Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.</p> <p style="text-align: center;"><b>V* _ L _ S _ M _ B _ P* _ I* _ N _</b></p>

## **Real World Connections With Products**

Creates, analyzes, edits, write, performs

## **Real World Applications**

Editor, puppeteer, author, costume designer, storyteller

## **Real World Terms**

Movement, music, voice, edit, design, revise, draft, audience, stage

**Connect all products 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 Generalization**

Exploration of culture and tradition confronts the unknown through new discoveries and validates prior knowledge.

### **More Complex Generalizations**

Exploration provides opportunities for students to value family traditions.

Exploration requires recognizing purpose and responding to it.

Community support is important in continuing traditions.

What intelligent behaviors would the author and editor have in common?

What intelligent behaviors would a costume designer exhibit as he/she creates costumes for various performances?

What intelligent behaviors did you use as you complete the task rotation? Which ones could you improve on?

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

- Journals, pencils, puppet, stage area, props, scripts, Venn Diagram

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

**(Whole Group)**

### **Conceptual Perspectives**

1. How has exploration of culture and tradition allowed you to gain a deeper understanding of its importance?
2. How has exploration of culture and tradition allowed you to become a more independent thinker and risk taker?
3. How did exploration influence the process of producing molasses now as opposed to the “olden days”?

### **Intelligent Behaviors**

1. What intelligent behaviors have you used to gain a deeper understanding of the value of culture and tradition?

2. What intelligent behaviors will you use to effectively explore your task rotation?
3. How can questioning and posing problems be utilized within the task rotation?
4. How is Metacognition an important factor in your task rotation?

### **Literary Perspective**

1. Compare how you and your family work together toward a common goal just as the family in the Molasses Man did?
2. Rewrite the story and change the ending pretending that the tradition of making molasses was not carried on. How would this effect the community?

### **Student/Teacher Reflections**

Compile a scrapbook of community traditions. Discuss the importance of each tradition and its importance in community and family life.

**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>Create a “How-To” manual exploring estimation, problem solving, pictographs, or symmetry. You will use your manual to explain the concept to a classmate.</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 all four topics (estimation, graphing, symmetry, problem solving) assess your strengths and weaknesses. How can you overcome your weaknesses using the intelligent behaviors?</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>Design a survey to determine the amount of time it takes students to explore mathematical concepts. (problem solving, estimation, graphing, symmetry) Analyze the data and represent on a chart of your choice.</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 unique step-by-step model to teach two of the following objectives to your classmates; problem solving, estimation, graphing, symmetry.</p> <p style="text-align: center;">V__L*__S*__M__B__P*__I*__N__</p>

**Essential Question:** How are problem solving, estimation, graphing, and symmetry developed through exploration?

## **Real World Connections With Products**

Assessing, analyzing, explaining

## **Real World Applications**

Author, statistician, data analyst

## **Real World Terms**

Publish, data, investigate, instrument, hypothesis, validity, theory, synthesize, observation

**Connect all products 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 Generalization**

Exploration of culture and tradition confronts the unknown through new discoveries and validates prior knowledge.

### **More Complex Generalizations**

Exploration requires recognizing purpose and responding to it.

How may exploration of ideas impact each of the following careers: author, statistician, and data analyst?

Which intelligent behaviors are needed as these careers explore ideas?

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

- paper, survey

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

### **(Whole Group)**

### **Conceptual Perspectives**

1. How can assessing your strengths/weaknesses change your perspectives toward your learning?
2. How did the activities in the task rotation allow you to explore?

### **Intelligent Behaviors**

1. Which intelligent behaviors will you use to effectively explore your rotation?
2. How can creating a step-by-step model allow you to explore the concept further?
3. How did your metacognition drive the activities you performed during the task rotation?

## **Literary Perspective**

1. How did using a step-by-step model help the grandfather teach his grandson about making molasses?
2. How can using a survey help with the exploration of new culture and traditions?

## **Student/Teacher Reflections**

Students will design a survey for the future. The survey will be given to the “adults” in their lives. These adults will predict the changes in culture and tradition that they think might occur in the next 20 years.

## **Additional Support Materials**

### **Favorite Read-Alouds**

The Night of Las Pasados by: Tomie dePaola

Whale Snow by: Debby Dahl Edwardson

Bluebonnet Girl by: Michael Lind

The Blind Hunter by: Kristina Rodanas

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

## **Video Clips**

## **Paintings & Prints**

## **Teacher Reflections**

### **Literary Selection**

**Date**

**School**

**Grade**

1. What were the strengths of the task rotations and/or other activities?
  
  
  
  
  
  
  
  
  
  
2. How did the task rotations and/or activities reveal students' Intelligent Behaviors? Please discuss how each Intelligent Behavior manifested it self.
  
  
  
  
  
  
  
  
  
  
3. What would you change or add the next time you taught this lesson?
  
  
  
  
  
  
  
  
  
  
4. What opportunities for growth does the resource unit have?
  
  
  
  
  
  
  
  
  
  
5. What were "ah ha's?" for the students? For teachers?

**"Additional Comments**

# **APPENDIX**

## **A**

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

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

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



**Concept: Exploration**

**Topic: Culture and Tradition  
By: Cindy Davis-Moore County  
Juanita Sutton- Lenoir 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 - Culture and Tradition**  
**Literature Selection – Molasses Man**  
**Author - Kathy L. May**

Concepts	Themes
<ul style="list-style-type: none"><li>• Traditions</li><li>• Culture</li><li>• Production</li><li>• Interdependence</li></ul>	<ul style="list-style-type: none"><li>• Value of tradition</li><li>• Family as a community</li></ul>
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"><li>• Modern technology vs. old time traditions</li></ul>	<ul style="list-style-type: none"><li>• How to carry on family/cultural traditions</li></ul>
Processes	Theories
<ul style="list-style-type: none"><li>• Inquiry</li></ul>	<ul style="list-style-type: none"><li>• Survival of the fittest/best</li><li>• Necessity is the mother of invention</li><li>• Hard work done well will have sweet rewards</li></ul>
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"><li>• Everything old is new again</li><li>• The hardest work brings simple pleasures</li></ul>	<ul style="list-style-type: none"><li>• Some pleasures from the old days are disappearing from the modern world</li></ul>

# **Concept - Exploration                      Topic – Culture & Tradition**

**Suggested Literature Selection(s) – Molasses Man By: Kathy L. May**

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

### **Intelligent Behaviors**

#### **Story Focus**

Metacognition, continuous learning, persisting, applying past knowledge to new situations

#### **Student Activities**

Remaining open to continuous learning, applying past knowledge to new situations, metacognition, responding with wonderment and awe

**Thinking Skills Focus - Building Thinking Skills by: Parks and Black**

**Topic Focus -Culture and Tradition**

**Concept Focus - Exploration**

**Overarching Generalizations - Exploration of culture and traditions confronts the unknown through new discoveries and validates prior knowledge.**

**More Complex Generalizations -**

- Exploration provides opportunities for students to value family traditions.
- Exploration requires recognizing purpose and responding to it.
- Exploration is inclusive of values and traditions.
- Community support is important in continuing traditions.

### **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**

Tradition

Community

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

**Sorghum cane, molasses, shallow, ladles, skimmers, furnace, kindling, skim,**

**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>
<p><b>Generalization:</b> Exploration requires recognizing purpose and responding to it. <b>E.Q.:</b> How can you create a product that represents a cultural tradition?</p> <p>As a class brainstorm a list of local cultural traditions. Each student will choose his/her favorite from the list. Then, given a choice of craft supplies each student will create a representation of the tradition they chose. Students will share their final product with the class.</p>
<b>Facet 2 - INTERPRETATION</b>
<p><b>Generalization:</b> Exploration provides opportunities for students to value family traditions. <b>E.Q.:</b> How can you illustrate a favorite or familiar custom?</p> <p>The students will create an illustration of a favorite or familiar custom. Example: Native American/ Pilgrims/ Thanksgiving.</p>
<b>Facet 3 - APPLICATION</b>
<p><b>Generalization:</b> Exploration is inclusive of values and traditions. <b>E.Q.:</b> What customs and traditions will be included in a yearly timeline?</p> <p>Students will work together to design a timeline that include customs / traditions that are often celebrated in our culture.</p>
<b>Facet 4 - PERSPECTIVE</b>
<p><b>Generalization:</b> Exploration provides opportunities for students to value family traditions. <b>E.Q.</b> What are some similarities and differences of your favorite tradition compared to that of your partner? <b>Think-Pair-Share</b> Students will work together with a partner to complete a Double Bubble Map that compares and contrasts their favorite tradition.</p>
<b>Facet 5 – EMPATHY</b>
<p><b>Generalization:</b> Exploration requires recognizing purpose and responding to it. <b>E.Q.:</b> How can you take on the role of an object that represents our culture and traditions?</p>

**Students will draw a card from a basket with a given object written on it that represents a custom or tradition. Students will write clues about the objects. They will read their clues out loud so that their classmates can guess which object they are or which tradition they represent.**  
**Example: I am round. I am hidden in the grass. Sometimes I have goodies inside of me. I hope you find me. What am I?**

#### **Facet 6 – SELF-KNOWLEDGE**

**Generalization: Community support is important in continuing traditions.**  
**E.Q.: What traditions are observed/valued in your community?**

**Students will reflect through personal narratives their understanding of the values of traditions in their community.**

**Read: Molasses Man by: Kathy L. May**

## 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><b>E.Q.: How can you convince the newspaper that your tradition of making molasses is worthwhile of being passed on?</b></p> <p>Pretend you are the grandson in the story. Write a letter to the editor of your local newspaper telling why the tradition of making molasses is important and how and why it should be carried on.</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><b>E.Q.: How can you represent the story Molasses Man through illustrations?</b></p> <p>Divide the class into three groups. Each group will create a poster representing either beginning, middle, or end of the story. How are the emotions that the grandson experiences in the story similar to any emotions that you have experienced in a similar situation?</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><b>E.Q.: How is molasses produced today?</b></p> <p>Students will use the internet to research how molasses is made today. They will write a short report on their findings. What are some differences that were noted in today's production vs. that of long ago?</p> <p>Resources: <a href="http://www.monitorsugar.com">www.monitorsugar.com</a> <a href="http://www.mtnlaurel.com">www.mtnlaurel.com</a></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>E.Q.: What product could you invent that would serve the same purpose as molasses?</b></p> <p>Imagine that there is no more molasses in the world. Create a substitute product that would be used for the same purpose. How would you market and sell your product?</p> <p style="text-align: center;">V* _L* _S* _M _B _P* _I* _N _</p>

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

Application (producer, sells, teaches, plans, draws, invents)

### **Real World Applications**

Entrepreneur, agriculturalist, supplier, grandfather, inventor, illustrator

### **Real World Terms**

Production, farmer, molasses, buyer, transportation, market, family, crops

**Connect all products 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 Generalization**

Exploration of culture and tradition confronts the unknown through new discoveries and validates prior knowledge.

#### **More Complex Generalizations**

Exploration requires recognizing purpose and responding to it.

Community support is important in continuing traditions.

How could the intelligent behaviors help inventors and entrepreneurs invent a new discovery that would assist in preserving traditions?

What part did exploration play in their new discoveries?

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

- Vocabulary words / cards, sequencing cards, research materials
- Poster board, markers, computer, internet access

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

#### **Conceptual Perspectives**

1. How can you explore your culture?
2. What makes a tradition important in your family?
3. What traditions would you like to explore and learn more about?
4. How does exploration of traditions bring about positive and negative thoughts?

#### **Intelligent Behaviors**

1. What intelligent behaviors were dominant in the characters portrayed in this book?
2. What intelligent behaviors helped you to understand the importance of tradition?
3. What intelligent behaviors did you observe in your classmates during the task rotation activities?
4. How did the grandfather demonstrate the following intelligent behaviors in the story?
  - Remaining open to continuous learning
  - Persisting
  - Taking responsible risks
  - Striving for accuracy and precision

### **Literary Perspective**

1. Choose three phrases that describe the book Molasses Man.

2. Create a mobile that represents important events from the story. Share it with someone at home.
3. Does this story remind you of any other stories or experiences that you have had?

### **Student/Teacher Reflections**

Students will be given a quilt square to design representing their favorite tradition or culture. The squares will be bound together to form a “Classroom Quilt of Traditions.” Discussion questions:

1. How are each of our squares related?
2. How are they different?
3. What new traditions have you learned about through our journey of exploration?
4. Which of the traditions represented on our quilt are supported by our community?
5. Have your family beliefs and values changed during the exploration of our unit? How?

## 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>E.Q.: How can you sequence the steps to make molasses? Students will sequence the steps to making molasses by putting picture cards in order. They will record an estimated time of how long each step will take based on information from the story. NCSOS: Math Grade 2 Goal 2: The learner will recognize and use standard units of metric and customary measurement. (time)</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>E.Q.: How can you generate a pictograph to represent which students in our class like and dislike molasses? Students will participate in a taste test of molasses. They will record results on a pictograph. (Use a molasses jar for the symbol. Each one will represent two students.) NCSOS: Math Grade 2 Goal 4 The learner will understand and use data and simple probability concepts. 4.01: Collect, organize, describe, and display data using Venn Diagrams (three sets) and pictographs where symbols represent units (2's, 5's, and 10's).</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>E.Q.: What strategies can you use to solve word problems? Students will write a word problem about selling molasses. All answers will result in an amount of money that they will make. Students will trade papers with a partner, and each will solve the other's problem. Example: If I sold four jars of molasses for 3 dollars each how much money would I make? NCSOS: Math Grade 2 Goal 1- The learner will read, write, model, and compute with whole numbers through 999. 1.03- Create, model, and solve problems that involve addition and equal grouping.</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>E.Q.: How can you use symmetry to create an advertisement that would explore the concept of estimation, problem solving, or pictographs? Students will design a poster exploring one of the following concepts: estimation, problem solving, or pictographs. The poster will have to be designed in a symmetrical fashion NCSOS: Math Grade 2 Goal 3- Geometry-The learner will perform simple transformations. 3.03- Identify and make: symmetric figures, congruent figures</p> <p style="text-align: center;"><b>V _L* _S* _M* _B _P _I _N _</b></p>

## **Real World Connections With Products**

Analyze, generate, create, manages, designs

## **Real World Applications**

Data analyst, mathematician, statistician, artist, banker

## **Real World Terms**

Data, estimate, strategies, finances, numbers, survey, sequence

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

### **Overarching Generalization**

Exploration of culture and tradition confronts the unknown through new discoveries and validates prior knowledge.

### **More Complex Generalizations**

Exploration requires recognizing purpose and responding to it.  
Community support is important in continuing traditions.

Which intelligent behaviors would help the banker be successful in his job?  
How could graphing help a data analyst use the intelligent behavior of striving for accuracy keep accurate records of information?  
What intelligent behaviors would an advertiser use as he explores the strategies of marketing?

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

- Picture cards, Molasses Man, pictograph, paper, markers, pencils, paper money, poster paper

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

### **(Whole Group)**

### **Conceptual Perspectives**

1. How can estimating bring about change in exploration?
2. How does problem solving allow students exploration in math?
3. How does exploration of graphic materials provide purposeful understanding?

### **Intelligent Behaviors**

1. What intelligent behaviors will you use to effectively explore your task rotation?
2. How can questioning and posing problems be utilized within the task rotation?
3. How is Metacognition an important factor in your task rotation?

### **Literary Perspective**

1. What are three examples of estimation in the story Molasses Man?
2. How could a graph help the grandfather keep track of how many jars of molasses he had made?
3. How was problem solving observed in Molasses Man?

### **Student/Teacher Reflections**

Students will use a sentence strip to record ways that exploration is seen in math. Students will categorize these observations in a way of their choice.

## Concept: Exploration

### Topic: Culture and Tradition

**Generalization: Exploration of culture and traditions confronts the unknown through new discoveries and validates prior knowledge.**

- Exploration provides opportunities for students to value family traditions.
- Exploration requires recognizing purpose and responding to it.
- Exploration is inclusive of values and traditions.
- Community support is important in continuing traditions.

**Essential Question(s) Does exploration of culture and tradition create conflict as new discoveries occur?**

### Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Students will identify and match vocabulary words to their definitions relating to traditions and culture.	Students will visually organize picture cards to retell the story <u>The Molasses Man</u> .	Brainstorm all of the explorations that have created positive changes within a culture.	Write about a tradition that you like and one that you dislike. Explain your reasons.
2	Students will take a survey of their classmates to find out who likes, dislikes, or has not tried molasses. They will create a bar graph displaying their results.	How has the change in the production of molasses affected the economy/sales today? How has the change affected the continuation of the tradition?	Predict possible changes that may occur in the year 2025 within culture and tradition as exploration of ideas continue.	Personal Journal Writing: How would you feel if your favorite cultural tradition were taken away?
3	Students will choose a tradition. They will research and report on its origination.	Students will work in small groups to generate solutions for communities who are at risk of letting their traditions die. Example: Plan a community heritage day.	Create a futuristic city for the year 2025. Design a visual representation of how exploration has caused a change in culture and tradition.	Create and present a motivational speech about the need to develop traditions with your family

## **Real World Connections With Products**

Identify, implement, illustrate, generate, judge, organizing

## **Real World Applications**

Artist, marketing designer, journalist, author

## **Real World Terms**

Research, illustrator, producer, writer, associated press

**Connect all products 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 Generalization**

Exploration of culture and tradition confronts the unknown through new discoveries and validates prior knowledge.

### **More Complex Generalizations**

Exploration requires recognizing purpose and responding to it.

Community support is important in continuing traditions.

Exploration provides opportunities for students to value family traditions.

1. What intelligent behaviors did you use to complete the task rotation?
2. What intelligent behaviors did you observe in your classmates?
3. How did metacognition help you complete the task rotation effectively?

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

- Vocabulary word cards, molasses, spoons, reference materials, picture cards, journals, paper, pencil

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

### **(Whole Group)**

### **Conceptual Perspectives**

1. How does exploration change values and traditions?
2. Why do traditions change as exploration occurs?
3. What happens when traditions are confronted with new explorations?

### **Intelligent Behaviors**

1. What intelligent behaviors will you use to effectively explore your task rotation?

2. How can questioning and posing problems be utilized within the task rotation?
3. How is Metacognition an important factor in your task rotation?
4. Which intelligent behaviors are used to internalize tradition?

### **Literary Perspective**

1. Choose three phrases that describe the book Molasses Man.
2. Create a mobile that represents important events from the story. Share it with someone at home.
3. Does this story remind you of any other stories or experiences that you have had?

### **Student/Teacher Reflections**

Create a recipe that describes exploration and how it has changed tradition.

Example: 2 cups of a 6-foot Christmas tree vs. 1 ceramic Christmas tree

**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>E.Q. Why are traditions important and why is it important that they are passed down to future generations?</p> <p>Students will write a journal entry describing why traditions are important, and why it is important that they are continued and passed down. What habits of mind are represented by ancestors in a community who pass down traditions?</p> <p>NCSOS: Social Studies Grade 2  Goal 3: The learner will analyze how individuals, families, and communities are alike and different.  3.3 Compare similarities and differences among cultures in various communities.  3.4 Identify multiple roles performed by individuals in their families and communities.</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>E.Q. How can a puppet show be used to teach young children about the importance of culture and traditions?</p> <p>In small groups write and perform a puppet show that is designed to teach younger children about the importance of values and traditions. What habits of mind will you use when carrying out this process?</p> <p>NCSOS: Language Arts Grade 2  Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.  4.06 Plan and make judgments about what to include in written products (e.g., narratives of personal experiences, creative stories, skits based on familiar stories and/or experiences.</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>E.Q.: How can you use a Venn Diagram to compare and contrast how molasses was made during "olden days" to how it is made in modern times?</p> <p>Activity: Students will complete a Venn Diagram comparing how molasses was made during "olden days" to how molasses is made in modern times. What habits of mind did you have to use to complete this activity?</p> <p>NCSOS: Language Arts Grade 2  Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.  2.6 The learner will recall facts and details from text.  2.7 The learner will discuss similarities and differences in events and characters across stories.</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>E.Q.: How can you create a new culture and with it's own traditions and values?</p> <p>Imagine that you are a member of a new culture. Choose a tradition that your culture celebrates. This can be completely from your imagination. Tell about its value and importance in your community. What habits of mind will you use in order to invent this new culture and tradition?</p> <p>NCSOS: Language Arts Grade 2  Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.</p> <p style="text-align: center;"><b>V* _ L _ S _ M _ B _ P* _ I* _ N _</b></p>

## **Real World Connections With Products**

Creates, analyzes, edits, write, performs

## **Real World Applications**

Editor, puppeteer, author, costume designer, storyteller

## **Real World Terms**

Movement, music, voice, edit, design, revise, draft, audience, stage

**Connect all products 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 Generalization**

Exploration of culture and tradition confronts the unknown through new discoveries and validates prior knowledge.

### **More Complex Generalizations**

Exploration provides opportunities for students to value family traditions.

Exploration requires recognizing purpose and responding to it.

Community support is important in continuing traditions.

What intelligent behaviors would the author and editor have in common?

What intelligent behaviors would a costume designer exhibit as he/she creates costumes for various performances?

What intelligent behaviors did you use as you complete the task rotation? Which ones could you improve on?

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

- Journals, pencils, puppet, stage area, props, scripts, Venn Diagram

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

**(Whole Group)**

### **Conceptual Perspectives**

1. How has exploration of culture and tradition allowed you to gain a deeper understanding of its importance?
2. How has exploration of culture and tradition allowed you to become a more independent thinker and risk taker?
3. How did exploration influence the process of producing molasses now as opposed to the “olden days”?

### **Intelligent Behaviors**

1. What intelligent behaviors have you used to gain a deeper understanding of the value of culture and tradition?

2. What intelligent behaviors will you use to effectively explore your task rotation?
3. How can questioning and posing problems be utilized within the task rotation?
4. How is Metacognition an important factor in your task rotation?

### **Literary Perspective**

1. Compare how you and your family work together toward a common goal just as the family in the Molasses Man did?
2. Rewrite the story and change the ending pretending that the tradition of making molasses was not carried on. How would this effect the community?

### **Student/Teacher Reflections**

Compile a scrapbook of community traditions. Discuss the importance of each tradition and its importance in community and family life.

**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>Create a “How-To” manual exploring estimation, problem solving, pictographs, or symmetry. You will use your manual to explain the concept to a classmate.</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 all four topics (estimation, graphing, symmetry, problem solving) assess your strengths and weaknesses. How can you overcome your weaknesses using the intelligent behaviors?</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>Design a survey to determine the amount of time it takes students to explore mathematical concepts. (problem solving, estimation, graphing, symmetry) Analyze the data and represent on a chart of your choice.</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 unique step-by-step model to teach two of the following objectives to your classmates; problem solving, estimation, graphing, symmetry.</p> <p style="text-align: center;">V__L*__S*__M__B__P*__I*__N__</p>

**Essential Question:** How are problem solving, estimation, graphing, and symmetry developed through exploration?

## **Real World Connections With Products**

Assessing, analyzing, explaining

## **Real World Applications**

Author, statistician, data analyst

## **Real World Terms**

Publish, data, investigate, instrument, hypothesis, validity, theory, synthesize, observation

**Connect all products 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 Generalization**

Exploration of culture and tradition confronts the unknown through new discoveries and validates prior knowledge.

### **More Complex Generalizations**

Exploration requires recognizing purpose and responding to it.

How may exploration of ideas impact each of the following careers: author, statistician, and data analyst?

Which intelligent behaviors are needed as these careers explore ideas?

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

- paper, survey

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

### **(Whole Group)**

### **Conceptual Perspectives**

1. How can assessing your strengths/weaknesses change your perspectives toward your learning?
2. How did the activities in the task rotation allow you to explore?

### **Intelligent Behaviors**

1. Which intelligent behaviors will you use to effectively explore your rotation?
2. How can creating a step-by-step model allow you to explore the concept further?
3. How did your metacognition drive the activities you performed during the task rotation?

## **Literary Perspective**

1. How did using a step-by-step model help the grandfather teach his grandson about making molasses?
2. How can using a survey help with the exploration of new culture and traditions?

## **Student/Teacher Reflections**

Students will design a survey for the future. The survey will be given to the “adults” in their lives. These adults will predict the changes in culture and tradition that they think might occur in the next 20 years.

## **Additional Support Materials**

### **Favorite Read-Alouds**

The Night of Las Pasados by: Tomie dePaola

Whale Snow by: Debby Dahl Edwardson

Bluebonnet Girl by: Michael Lind

The Blind Hunter by: Kristina Rodanas

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

## **Video Clips**

## **Paintings & Prints**

## **Teacher Reflections**

### **Literary Selection**

**Date**

**School**

**Grade**

1. What were the strengths of the task rotations and/or other activities?
  
  
  
  
  
  
  
  
  
  
2. How did the task rotations and/or activities reveal students' Intelligent Behaviors? Please discuss how each Intelligent Behavior manifested it self.
  
  
  
  
  
  
  
  
  
  
3. What would you change or add the next time you taught this lesson?
  
  
  
  
  
  
  
  
  
  
4. What opportunities for growth does the resource unit have?
  
  
  
  
  
  
  
  
  
  
5. What were "ah ha's?" for the students? For teachers?

**"Additional Comments**

# **APPENDIX**

## **A**

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

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

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



**Concept: Change**

**Topic: Customs  
Yvonne Reid-Guilford County  
Jackie Brunle-Wake County  
Cindy King-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 - Sacrifice**

**Literature Selection – Bluebonnet Girl**

**Author - Michael Lind**

Concepts	Themes
<ul style="list-style-type: none"> <li>• Abundance v. Scarcity</li> <li>• Change</li> <li>• Relationships</li> <li>• Communities</li> <li>• Materialism</li> </ul>	<ul style="list-style-type: none"> <li>• Survival of the Fittest</li> <li>• Saving for a Rainy Day</li> <li>• Bravery</li> </ul>
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> <li>• Greed</li> <li>• Sacrifice</li> <li>• Age does always bring wisdom</li> </ul>	<ul style="list-style-type: none"> <li>• How to maintain wealth without sacrifice</li> <li>• Surviving natural forces</li> <li>• Making personal sacrifices for the good of the people.</li> </ul>
Processes	Theories
<ul style="list-style-type: none"> <li>• Decision Making</li> <li>• Problem Solving</li> <li>• Compare and Contrast</li> </ul>	<ul style="list-style-type: none"> <li>• Big Surprises come in small packages.</li> </ul>
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> <li>• Wealth makes you happy</li> <li>• Having less can lead to feeling more personal fulfillment.</li> <li>• To have and to have not.</li> </ul>	<ul style="list-style-type: none"> <li>• To whom much is given, much is required.</li> <li>• All things affect and are affected by their relationship with their environment.</li> </ul>

### 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 – Customs**  
**Suggested Literature Selection(s) – Bluebonnet Girl**

**Look and Listen for...**

**Intelligent Behaviors (Habits of Mind)**

**Metacognition**

Posing Problems

Listening with Understanding and Empathy

Remaining open to Continuous Learning

**Story Focus: Conflict between greed and sacrifice.**

**Student Activities: Being persistent, thinking flexibly, thinking and communicating with precision and clarity.**

**Thinking Skills Focus - *Building Thinking Skills*, Sandra Parks  
pp. 171, 174, 197, 199**

**Topic Focus – Customs: The spirit talker hopes to resolve the draught by talking the gods and relays what his people need to do to solve the problem.**

**Concept Focus – Change in the young girl, the unwillingness of some of the tribe members to change.**

**Overarching Generalizations - *Change generates additional change.*  
*Change can be positive.*  
*Change is necessary for growth.***

**More Complex Generalizations - *Relationships change over time.*  
*(internal and external)*  
*All relationships are purposeful.*  
*Leadership generates change.***

**Directions for Teachers**

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

**Suggested Topics for Discussion: Greed, Possessions, Cultural Traditions, Sacrifice**

**Suggested Vocabulary Words for Discussion**

**Drought  
Bison**

**Greed  
Sacrifice**

**Famine  
Blue Bonnet**

**Vocabulary Extension**

**People  
Shame**

**Spirits  
Punishment**

**Bravery  
Ritual**

**Cursed  
Empathy**

**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>
<b>What is the key idea in Bluebonnet Girl?</b> <b>Describe the setting.</b>
<b>Facet 2 – INTERPRETATION</b>
<b>Evaluate the importance of the Bluebonnet Girl's sacrifice. (Translate)</b> <b>Has there been a time in your life when you may have given up something important to you?</b>
<b>Facet 3 – APPLICATION</b>
<b>In the story of Bluebonnet Girl, the gods will be appeased and end the drought if a sacrifice is made by the tribe.</b> <b>How can this problem be solved in a different way? Which solution would be the most reasonable?</b>
<b>Facet 4 – PERSPECTIVE</b>
<b>Compare and contrast the character traits of the Bluebonnet Girl and the members of her tribe.</b>
<b>Facet 5 – EMPATHY</b>
<b>What would it be like to walk in Bluebonnet's shoes?</b>
<b>Facet 6 – SELF-KNOWLEDGE</b>
<b>How are my views about this Comanche tribe shaped by my own experiences and prejudices?</b>

**Read: 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 style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p><b>Brainstorm a list of items you would need to survive in the woods. Using a set of criteria and a decision making chart, rank in order of importance your top five necessities. If you were to change the criteria would your choices of items change? What are the most important criteria to consider?</b></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-Feeling</p> <p>With a partner, create and perform a Native American dance. Use drums and music as your accompaniment. Demonstrate changes in mood and meaning through changes in rhythm and musical tempo and movement.</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><b>Show the relationship of the buffalo and the Native American. Create a list of various uses for the buffalo. What changes would you suggest as alternatives for buffalo?</b></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>Design and create a friendship bracelet representing you. Make a key to show the colors you chose to represent the five habits of mind that have changed and developed as you have grown older. On your key, explain what caused these habits to develop in you. Repeat the pattern at least three times.</p> <p style="text-align: center;">V _ * L _ * S _ * M _ B _ P _ * I _</p>

**Real World Connections With Products**

Application, design, perform, investigate, produce

**Real World Applications**

Geographer, choreographer, detective, historian, textile designer

**Real World Terms**

Evaluate, support, rank, criteria

**Connect all products 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**

- Drums
- Musical CDs or any other accompaniment
- Embroidery thread- various colors
- beads
- Decision making graphic organizers
- Paper, pencils

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

- **How does an individual relate and grow from changes in the environment?**
- **How does an individual grow as a person by observing changes in relationships between people?**

### **(Whole Group)**

#### **Conceptual Perspectives**

- How can change result in growth?
- Why is change necessary for growth?
- How can change generate additional change?
- How can change be positive? How can it be negative?

#### **Intelligent Behaviors**

- What Intelligent Behaviors did the characters in the story demonstrate?
- How do you demonstrate these intelligent behaviors daily?
- What intelligent behaviors did you see as your strength in these activities? Why?
- How did Blue Bonnet demonstrate the following intelligent behaviors in the story:
  1. Taking responsible risks.
  2. Being persistent.
  3. Thinking flexibly
  4. Listening to others with understanding and empathy.
  5. Thinking and communicating with precision and clarity.
  6. Remaining open to continuous learning.
  7. Thinking about Thinking.
  8. Posing Questions/problems.
- How do you demonstrate the following intelligent behaviors:
  1. Taking responsible risks.
  2. Being persistent.
  3. Thinking flexibly
  4. Listening to others with understanding and empathy.
  5. Thinking and communicating with precision and clarity.
  6. Remaining open to continuous learning.
  7. Thinking about Thinking.
  8. Posing Questions/problems.

#### **Literary Perspective**

1. Discuss three or more words that describe Bluebonnet Girl.
2. What other books have characters who gave selflessly like the Bluebonnet Girl?
3. Draw an image or picture of the Bluebonnet Girl. Explain your drawing to someone who does not know the story.
4. Discuss with a partner how the information from Bluebonnet Girl is important and can be applied to our lives.
5. Finish this sentence: "This lesson on Bluebonnet Girl is important to me because..."

6. Would you recommend this book to someone else? Why or why not?

**Student/Teacher Reflections**

As a class, what changes do we want to see in the class. Develop a plan of action to implement these changes. What intelligent behaviors will be needed to “sell” the changes to your teacher?

## 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 class will examine a list of TV weather report symbols and a chart of weather conditions from the week. They will analyze the data and provide a summary of conditions. Students will provide a written explanation of their analysis-highlighting the data that supported their conclusion.</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>Students will be given spinners with symbols of different weather conditions. (Spinners will contain more of one weather condition) With a partner, they will use the spinners and record the probability of different weather “predictions.” Are the spinners fair? How does this change the probability of spinning a raindrop versus a sun? How could we make the spinners fair?</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 the morning calendar, students will write four weather questions to survey their peers. They will analyze the survey responses and draw conclusions about their classmate’s preferences from the 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>Student will observe a television weather report. They will perform the role of weather person and give daily weather reports to the class. They will make connections between the weather and the feelings it evokes. They will make suggestions about activities that will help support or change the mood of the weather that day.</p> <p style="text-align: center;">V _ * _ L _ S _ M _ B _ P _ * _ I _ * _ N _</p>

**Real World Connections With Products**

Create, apply, compare, observe, perform, analyze, design

**Real World Applications**

Meteorologist, geographer, teacher, poet, graphic designer, clothing designer, statistician

**Real World Terms**

Predict, interpret, analyze, forecast,

**Connect all products 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**

- Bluebonnet Girl book
- Graph paper
- Television- video clip of 5 day forecast
- Internet
- Craft materials
- Pattern blocks
- Weather spinners
- Weather observation sheets

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

- How do changes in the environment (i.e. weather conditions, seasons, conservation) affect people?
- Are these changes positive or negative?
- How do I use data and simple concepts to understand probability?
- How do I use pictographs to describe the weather?
- Can I use probability to predict change? What factors affect probability and prediction?

### **(Whole Group)**

### **Conceptual Perspectives**

- How does the weather change over time?
- How does the weather change from positive to negative or negative to positive?
- How can change result in growth?
- Why is change necessary for growth?
- How can change generate additional change?

### **Intelligent Behaviors**

- How did you demonstrate these intelligent behaviors as you participated in the math rotation:
  1. Taking responsible risks.
  2. Being persistent.
  3. Thinking flexibly
  4. Listening to others with understanding and empathy.
  5. Thinking and communicating with precision and clarity.
  6. Remaining open to continuous learning.
  7. Thinking about Thinking.
  8. Posing Questions/problems.

### **Literary Perspective**

- What is the distance from North Carolina to Oklahoma?
- The Bluebonnet is the state flower of Texas. How long is the growing period of this flower?
- Is the Bluebonnet an annual or perennial?
- Consider the four seasons. What fractional parts of the year are represented by seasons? What fractional parts of the year are represented by seasons in the poem?

## **Student/Teacher Reflections**

As a class, what changes do we want to see in the class? Develop a plan of action to implement these changes. What intelligent behaviors will be needed to “sell” the changes to your teacher?

**Concept: Change**

**Topic: Customs**

**Generalization: Change can be positive or negative. Change takes place over time.**

**Essential Question(s):**

- How will the learner develop and apply the strategies and skills to comprehend text that is read, heard and viewed?
- How will the learner exhibit change in communities over time?

**Task Rotation Menu**

<b>Level</b>	<b>Mastery</b>	<b>Understanding</b>	<b>Self-Expressive</b>	<b>Interpersonal</b>
<b>1</b>	Using the artifacts, describe how you think the tribal members might use them? Decide how to sort the items.	Locate the states on the map where the Comanche lived. What patterns do you see?	From the list, complete the web to show the necessary things needed to survive. Rank the items from most important to least important for survival.	With your partner, describe how you feel as a Comanche. How do you feel about your daily activities? Explain which activities are your favorite and why?
<b>2</b>	Using a map, chart the route the Cherokee used to travel to Oklahoma. (The Trail of Tears) What geographic changes did the people encounter on their journey?	What is the cause and effect of the movement of Native Americans? Analyze the difference between migration and relocation. Why would these changes have different results?	Hypothesize that you are Bluebonnet. What is your opinion of the conflict in the story? What type of change have your actions brought about in the tribe?	Using a personal journal, write what it would be like to live with this Comanche tribe for a week. Record the changes you see in weather, daily activities, and attitude of tribe members.
<b>3</b>	Using the Trail of Tears book, crate a timeline from 1785-1846. Include 10 of the most important events for the Cherokee Tribe	Reflect on the information we have learned about Native Americans. Pick one important event evaluate the decisions made by the tribe. Draw	Design a diorama depicting the changes in a Native American village. These changes can be representative	Think of a problem facing Native Americans. Write an editorial to your class/school newsletter explaining why Native Americans

	during that period. How did these changes affect the Cherokee people? If one event were erased how might this change the outcome for the tribe?	conclusions about what might happen to Native Americans today as a result of that decision.	of the changes of characters in the book, or factual changes that have occurred on reservations over time. Explain if these changes are positive or negative.	need our help. How have changes in tribal location (migration), government policies (Trail of Tears), and economy (jobs, lack of technology) caused hardship for Native Americans?
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### **Real World Connections With Products**

Application (design, editorialize, create, produce)

### **Real World Applications**

Newspaper reporter, graphic designer, artist, historian, writer, lobbyist

### **Real World Terms**

Reservation, Cherokee, Shoshoni, stockades, ancestor, treaty, relocation, migration, policy

**Connect all products 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**

- Maps
- Markers, crayons, construction paper
- Graph paper
- Rulers
- Journals
- Shoeboxes
- Primitive tools-borrowed from Jamestown Settlement Museum Educational Outreach
- Miscellaneous art supplies

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

- How have changes in migration patterns, government policies and cultural attitudes affected the Native Americans?
- What factors need to work together for survival of an individual or group?
- How have changes in the environment shaped different cultures?
- How have changes in attitude shaped different cultures?

(Whole Group)

### **Conceptual Perspectives**

- How can change result in growth?
- Why is change necessary for growth?
- How can change generate additional change?
- How can change be positive? How can it be negative?

### **Intelligent Behaviors**

- How do you demonstrate the following intelligent behaviors:
  1. Taking responsible risks.
  2. Being persistent.
  3. Thinking flexibly.
  4. Listening to others with understanding and empathy.
  5. Thinking and communicating with precision and clarity.
  6. Remaining open to continuous learning.
  7. Thinking about Thinking.
  8. Posing Questions/problems.

### **Literary Perspective**

- Use a United States map as a reference to locate the Native American tribes.
- Use additional resources to find similar people with similar character traits to the Bluebonnet Girl.
- Finish this sentence: “It is important to learn about Native Americans because...”

### **Student/Teacher Reflections**

As a class, what changes do we want to see in the class? Develop a plan of action to implement these changes. What intelligent behaviors will be needed to “sell” the changes to your teacher?

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

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

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<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>Students will identify the changes in the main characters in the story. Using an open compare contrast graphic organizer, students will examine character traits exhibited. Which of the behaviors do you feel might be the most important to generate positive change? Why?</p> <p>SCOS- 4.03</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-Feeling</p> <p>With your partner, brainstorm the characteristics necessary for personal change. Create an action plan to present to your group that demonstrates these changes.</p> <p>SCOS 3.01</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>Defend the behaviors of the tribe versus the Blue Bonnet Girl in a debate within your class. (One side represents the tribe; the other represents Blue Bonnet Girl.) Discuss how debates have generated change in our world. What intelligent behaviors are needed to be an effective debater?</p> <p>SCOS 4.05</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>Describe the intelligent behaviors the characters exhibited that were the most important. What changes would you make to make a positive change? How are you like the Blue Bonnet Girl? Create a visual representation of the positive habits of mind you possess and how you use them to benefit others.</p> <p>SCOS 3.03</p> <p style="text-align: center;">V _ * L _ S _ * M _ B _ P _ * I _ N _</p>

**Real World Connections With Products**

Create, apply, compare, observe, perform, design, analyze

**Real World Applications**

teacher, political leader, lawyer, arbitrator, lobbyist, graphic artist, project manager

**Real World Terms**

Debate, interpret, lobby, 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.**

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

- craft materials
- Blue Bonnet Girl book
- Graphic organizer compare/contrast (Infusing Thinking Skills)
- Television
- Internet

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

- What character traits are necessary for positive change?
- How and where do we see these character traits being exhibited in our lives?

### **(Whole Group)**

### **Conceptual Perspectives**

- How can change result in growth?
- Why is change necessary for growth?
- How can change generate additional change?
- How can change be positive? How can it be negative?

### **Intelligent Behaviors**

- How do you demonstrate the following intelligent behaviors:
  1. Taking responsible risks.
  2. Being persistent.
  3. Thinking flexibly
  4. Listening to others with understanding and empathy.
  5. Thinking and communicating with precision and clarity.
  6. Remaining open to continuous learning.
  7. Thinking about Thinking.
  8. Posing Questions/problems.

### **Literary Perspective**

- What are the character traits demonstrated by the main characters in the story?
- How do the attitudes of the tribe members change at the end of the story?
- What do you feel is the most important action in the story? How does one action affect an entire group of people? Give examples from the story.
- Why was Bluebonnet's sacrifice so important? Imagine what type of sacrifice the other tribe members could have made.
- Give examples of Bluebonnet's persistence and empathy. What habits of mind should the other tribe members improve upon?

### **Student/Teacher Reflections**

As a class, what changes do we want to see in the class? Develop a plan of action to implement these changes. What intelligent behaviors will be needed to "sell" the changes to your teacher?

**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>The students will view and record the five day forecast. They will also record the actual weather conditions for the week. They will analyze the probability of different weather conditions from the five day forecast. Did the weather predictions match the actual weather conditions? How does this change the probability of the weather conditions?</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-Feeling</p> <p>With a partner, use a circle pattern to show the weather patterns depicted in the poem. How do you identify patterns and show how the patterns change? How can you represent change with only symbols?</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>Students will create two bar graphs charting the temperature and precipitation for the week. What changes occurred in the weather during the week? Can we determine a relationship between the changes in temperature and the type of precipitation? Students will compare and contrast the bar graphs with the weather conditions in the poem.</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>Student will create and design clothing and props for the weather forecaster. Students will create patterns and symbols to represent weather changes. What simple shapes can you use? What patterns did you incorporate? Why?</p> <p style="text-align: center;">V _ L _ * S _ * M _ B _ P _ I _ * N _</p>

**Real World Connections With Products**

Identify, analyze, compare/contrast, predict

**Real World Applications**

Meteorologist, statistician, artist, fashion design, set design

**Real World Terms**

Debate, analyze, props, precipitation

**Connect all products 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**

- Weather chart- symbols
- Craft materials- markers, paper, string, etc.
- Fabric
- circle

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

- **How do changes in environment affect individuals?**
- **How can symbols and patterns be used to reflect change?**
- **What can we predict from changes that we observe in the environment around us?**
- **How can we convey changes in environment through different mediums?**

### **(Whole Group)**

### **Conceptual Perspectives**

- How can change result in growth?
- Why is change necessary for growth?
- How can change generate additional change?
- How can change be positive? How can it be negative?

### **Intelligent Behaviors**

- How do you demonstrate the following intelligent behaviors:
  1. Taking responsible risks.
  2. Being persistent.
  3. Thinking flexibly
  4. Listening to others with understanding and empathy.
  5. Thinking and communicating with precision and clarity.
  6. Remaining open to continuous learning.
  7. Thinking about Thinking.
  8. Posing Questions/problems.

### **Literary Perspective**

- How did the author convey changes in the environment? Identify the vocabulary used and sort it into categories.
- How did the tribe react to changes in the weather? What solutions did they generate to solve the problem?
- Looking at the illustrations in the book, find a relationship between our environment and the environment depicted in the story.
- Who was responsible for communicating the leadership in the tribe? How do we communicate in our society? What is important to be an effective communicator?

### **Student/Teacher Reflections**

As a class, what changes do we want to see in the class? Develop a plan of action to implement these changes. What intelligent behaviors will be needed to “sell” the changes to your teacher?

## **Additional Support Materials**

### **Favorite Read-Alouds**

*The Night of Las Dosadas*, by Tomie dePaola

*Feliz Navidad*

*Trail of Tears (We the People)*, by Michael Burgan Compass Point Books, 2001

*The Cherokees First Americans Book*, by Virginia Hawk Sneve, Holiday House, NY, 1996

*Yonder Mountain*

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

### **Other Resources:**

- Greensboro Historical Museum- Lending Trunks Celebrating Diversity
- **American Indian Organization**  
Guilford Native American Association  
P.O. Box 5623  
Greensboro, NC 27403  
(910) 2733-8686
- **North Carolina Commission of Indian Affairs**  
Raleigh, NC 27699-1317  
(919) 733-5998
- **Museum of Natural History**  
Raleigh, NC
- **Indian Mounds Field Trip- near Mt. Gilead, North Carolina**
- **Check dates for local Pow-Wows**

[Http://www.guilfordnative.org](http://www.guilfordnative.org)

[Http://www.aiccnc.org/tribes](http://www.aiccnc.org/tribes)

### **Paintings & Prints**

- **Guilford Native American Association Art Gallery**  
200 North Davie Street  
Greensboro, NC 27401
- **Museum of Native American Resource Center**  
P.O. Box 1510  
Pembroke, NC 28372-1510  
(910) 521-6282

## **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: Diversity**

**2<sup>nd</sup> Grade**

Anita Rownd-Wake County  
Carol Halldorsen-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** -Diversity

**Literature Selection** – The Beautiful Blackbird

**Author** – Ashley Bryan

Concepts	Themes
Change <ul style="list-style-type: none"> <li>- can be either positive or negative</li> <li>- necessary for growth</li> </ul>	Diversity
Issues or Debates	Problems or Challenges
Is change essential for diversity? Should there diversity in the world?	Injustice Intolerance Equality
Processes	Theories
Problem solving Decision Making	Diversity evolves over time.
Paradoxes	Assumptions or Perspectives
Cultures are alike, but different.	That all cultures are valuable. One culture is better than the other.

## 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 – Diversity

**Suggested Literature Selection(s) – The Beautiful Blackbird by Ashley Bryan**

### Look and Listen for...

#### Intelligent Behaviors

**Story Focus** Listening and Understanding with Empathy  
Taking Responsible Risks  
Creating, Imagining, and Innovating

**Student Activities** - Questioning and Problem Posing  
- Remaining Open to Continuous Learning  
- Thinking About Your Thinking (Meta cognition)

**Thinking Skills Focus** - Similarities and Differences  
- Vocabulary Development

**Topic Focus** - Diversity

**Concept Focus** - Change

**Overarching Generalizations** - Change can generate diversity.  
Diversity can generate change.

**More Complex Generalization** - Change can create either positive or negatives results.

#### Directions for Teachers -

Display sentence strips with the generalizations.

Discuss topics and vocabulary words needed to gain a deeper understanding of the conceptual lessons.

#### Suggested Topics for Discussion -

Diversity, change, culture, risks, positive and negative, conflict, tolerance

#### Suggested Vocabulary Words for Discussion –

Individuality relationships creative empathy equality envy foreign  
acceptance generations nationality injustice influence

**Vocabulary Extension** – Separate the class into small groups of 2 or 4. Using vocabulary cards, lay all the cards face down in a drawing deck. Allow one student to choose one card, giving his partner two clues of the definition of the word. If the partner correctly guesses the word, he gets to keep the card. The card goes back in the pile if he does not get it right.

- Play “Mix and Match” game – adapt to suit to your vocabulary needs

**Hook Activities –**

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

## **Six Facets of Understanding**

How can change and diversity influence the other?

**Facet 1 – EXPLANATION**

Generalizations: Change can generate diversity.

Whole class

Describe the changes that happen to you as you move to a new grade level. Use post-its to list answers to questions posted around the room about the new things that are different from last year. (Question Menu Game )

**Facet 2 – INTERPRETATION**

Generalizations: Change can generate diversity.

Groups of four

Each student draws the name of a season. From the basket of seasonal clothes, each student dresses appropriately for their season. Each student should then illustrate and label the changes of seasons of the year by drawing themselves appropriately dressed Summer, Fall, Winter, and Spring.

**Facet 3 – APPLICATION**

Generalizations: Diversity can generate change.

Working in pairs

Design a map of your classroom showing how you would change the arrangement to better suit the needs of a classmate who is in a wheelchair. What changes will there need to be to accommodate this student? Vote on which arrangement the class considers the best arrangement.

**Facet 4 – PERSPECTIVE**

Generalizations: Change can generate positive and negative results.

Individual/Whole class

Lunch has been changed to another time. Use a T Chart to list the positive (+) and the negative (-) benefits of the lunch schedule change. Defend the outcome.

**Facet 5 – EMPATHY**

Generalizations: Diversity can create change.

Small Groups

You are a stranger in a foreign land. You cannot speak the language and no one can understand you! How would you change the way you communicate? Pantomime how you would obtain the necessary things needed to exist in the foreign land.

**Facet 6 – SELF-KNOWLEDGE**

Generalizations: Change can generate positive and negative results.

Individual

Reflect on how you would feel and what you would be responsible for, if you were left 'home alone'! Write about what things would make you feel scared? What things would make you feel happy and what would make you feel safe?

**Read: The Beautiful Blackbird by Ashley Bryan**

**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>Illustrate, using a storyboard, the beginning, middle, and the end of <u>The Beautiful Blackbird</u>. Describe the change(s) that produced diversity among the birds in the end of the story.</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  Think-Pair-Share</p> <p>How do you relate to the birds of color that wanted to be like the blackbird? Do you want to change something about yourself? How could you change yourself in a positive way?</p> <p>Share with your partner.</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>Role-play the part of the story when the birds of color and the blackbird meet to discuss whether blackbird can give them any black. Have a persuasive speech prepared to persuade blackbird to give each of the birds of color some of his black.</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>Predict what you imagine the birds felt after their color changes? Would they be satisfied? Write another ending to the story.</p> <p>Design and decorate your own bird of color. Explain your reason for your decorations.</p> <p style="text-align: center;">V* _ L _ S _ M _ B _ P _ I _ * _ N _</p>

- Goal: 2.06- Recall facts and details from the text.  
 3.01- Use personal experiences and knowledge to interpret written and oral messages.  
 3.03- Explain and describe new concepts and information in own words.  
 3.04- Increase oral and written vocabulary by listening, discussing and composing text when responding to literature that is read and heard.

**Real World Connections With Products**

Application: Paint, compose, illustrate, create, design, write, teach, build, dance, and cook

**Real World Applications** – artists, musicians, authors, teachers, environmental activist, politicians, commercial designers, architects, museum curator, graphic designers, dancers, and chefs

**Real World Terms** – create, design, write, teach, construct, dance, perform, debate

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

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

- Literature

Storyboard

Chart paper

Post-its

Full-length mirror

Basket filled with seasonal clothes

Season name cards

Sentence strips (vocabulary)

Scissors

Glue sticks / Elmer's glue

Washable Color Markers

Glitter

Feathers

Foam shapes for crafts

Confetti

Black fine line markers

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

**Conceptual Perspectives**

- How does diversity generate change?
- How does change generate diversity?
- How can change generate positive results?
- How can change generate negative results?
- How can diversity generate positive results?
- How can diversity generate negative results?

**Intelligent Behaviors**

- Which Intelligent Behavior(s) did the birds use to generate change?
- How did blackbird demonstrate the behavior(s)?
- What Intelligent Behavior(s) would you like to change in a positive way?

**Literary Perspective**

- Discuss the author's purpose in adapting this African folklore story?
- What did the birds of color hope to achieve by changing?
- Relate a real life changing experience to the birds' experience of change in the story?
- What lessons are learned from this story?

**Student/Teacher Reflections**

Have students view a famous work of art (ex. Monet's Water Lilies) that has a lot of color. First view it in black& white (photo copy). Have students write what they see; how the picture makes them feel, etc.

Now view the original with all color. Write how you now view the painting.  
What has changed? What can you see that you did not see before?

## Math Task Rotation Learning Activities

**K-2**

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

Change generates diversity.

<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>Use the picture on the page when the birds of color approach the blackbird. Write an addition number sentence, using the color of the birds, to tell how many birds came to the Sun-up Dance. Write additional number sentences to show how many attended the dance. Explain your number sentences.</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>Small Group: Student will pick a number card (1-9). Cut out and glue your selected number of birds into a nest. Discuss with the group to determine whether the number of birds that your nest holds is an odd or an even number. Place your nest on the appropriate branch of the Even-odd Tree.</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 pattern blocks, design a bird shape that has a line of symmetry. With the same blocks, create one or more new bird shapes that exhibit a line of symmetry. Trace each finished bird shape and draw the line of symmetry for each bird.</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>Small Groups: Students will create new dance steps for the birds' Sun-Up Dance using a repeating patterns and a chant that aids in the direction the steps for the dance.</p> <p>Whole Group: Put all of the new steps together to choreograph a 'whole' dance. What would you name the dance?</p> <p style="text-align: center;">V _ * L _ * S _ * M _ * B _ * P _ * I _ N _</p>

1.03- Create, model, solve problems that involve, addition, subtraction, equal grouping.

1.06- Define and represent odd and even numbers.

3.03- Identify and make a symmetrical figure.

5.01- Identify, describe, translate, and extend repeating and growing patterns.

**Real World Connections With Products**

Building, constructing, designing, accounting, financial planning,

**Real World Applications**

Architect, illustrator, choreographer, banker, salesclerk, accountant

**Real World Terms**

Explain, 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.**

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

- Math
  - Color construction paper
  - Bird patterns from the story
  - Washable Color Markers
  - Baskets of pattern blocks
  - Drawings of empty bird's nest
  - Drawings of empty birds' nest
  - Large wall size Even-Odd Tree
  - Glue
  - Scissors
  - Color pencils

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

**Conceptual Perspectives**

- How does diversity generate change?
- How does change generate diversity?
- How can change generate positive results?
- How can change generate negative results?
- How can diversity generate positive results?
- How can diversity generate negative results?

**Intelligent Behaviors**

- What Intelligent Behavior(s) were used to solve the problems?
- How did you use these Intelligent Behavior(s) to complete your task:
  - Creating, Imagining & Innovating
  - Persisting
  - Questioning and posing problems
  - Meta-cognition

**Literary Perspective**

- Estimate how many birds of color asked for the blackbird to change them by giving them black?

**Student/Teacher Reflections**

In small groups use the pattern blocks to create shapes that have even numbers of pattern blocks. Now create patterns with an odd number of pattern blocks. Discuss how the patterns are different because of change in the numbers. Do the patterns relate to diversity in the world? How do they relate?

**Concept:** Change

**Topic:** Diversity

**Generalization:** Change can generate diversity.  
Diversity can generate change.

**Essential Question(s)** - How do diverse need and opinions generate change?  
Is change always positive? How can change be negative?

### Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Identify and make a list of things that need change in your community park.	Write a draft of a speech to ask Blackbird to give you some of his black color so you can change.	Design a uniform as if you were blackbird using all the colors and his painting style.	Interview and record other student's opinions to determine their negative and positive feelings about wearing school uniforms.
2	Write a newspaper article describing the areas in the community park that need to be improved.	Pairs: Think- Pair-Share: Use post-its to list the positive changes that getting new color will generate.	Make a map of a new park design. Consider the needs for a diverse group of people.... the handicapped, families, pet owners, etc.	Write a letter to the principal to express your classmate's preference about negative and positive change.
3	Write a set of directions for others to follow in order to start a beautification program for the community park.	Small Group: Present a debate on these issues: 1) Blackbird has only enough brew to color half of the group of color birds. 2) Each student argues why s/he should be one of the birds to receive color. 3) After weighing the arguments, vote one off. 4) Repeat until you have a winner.	Research the effects of logging in the rainforest on the diversity of bird life. Invent a solution for any negative changes caused.	As the chairperson of the New Uniform Committee, you need to decide the guidelines for selecting the new uniform. Generate a list of the guidelines.

**Real World Connections With Products**

Write, design, debate, research, reporting

**Real World Applications**

Scientists, park designer, fashion design, news reporter, politician,

**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**

- Color pencils
- Graph paper
- Pictures samples of park maps
- Large sheets bulletin board paper for the murals
- Product Criteria Grid- Speech Rubric

Pg. 103 Student Product Development & Evaluation

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

**Conceptual Perspectives**

- How does diversity generate change?
- How does change generate diversity?
- How can change generate positive results?
- How can change generate negative results?
- How can diversity generate positive results?
- How can diversity generate negative results?

**Intelligent Behaviors**

- What Intelligent Behavior(s) were used to solve the problems?
- How did you use these Intelligent Behavior(s) to complete your task:
  - Creating, Imagining & Innovating
  - Persisting
  - Questioning and posing problems
  - Meta-cognition

**Literary Perspective**

- Choose 4 vocabulary words from our unit to describe the book and justify your choice.
- How might your school evolve to change the attitude towards diversity in a positive way?

**Student/Teacher Reflections**

Class creates a mural of the rain forest , plants and animals. Identify the diversity of animals and plants when the mural is completed. Discuss the implications of human impact on the rainforest. How would losing diversity in the rainforest change the environment ?

**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>From a storybook that you have read, describe a character that was changed by diversity. Were they changed in a negative or a positive way?</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 a letter to your best friend after you have moved from a suburban community to a rural community. Describe the diverse changes in your new 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> Intuitive-Thinking</p> <p>Compare and contrast another person's culture with your own. Choose 2 cultural differences that have impacted the other in a positive way.</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 with magazine pictures that illustrate a variety of multicultural influences of diversity in our society. Categorize the pictures. Which of the Intelligent Behaviors did you use to create your collage?</p> <p style="text-align: center;">V _ * L _ S _ * M _ B _ * P _ I _ * N _</p>

**Real World Connections With Products** – Write, create, review, report, debate

**Real World Applications-** writer, artist, news reporter, committee chairperson, politician

**Real World Terms-** creating , writing, debating

**Connect all products 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**

- Magazines containing clothing, foods, families, and homes
- Glue sticks
- Paper for collage
- Letter format for friendly letter – teacher generated

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

**Conceptual Perspectives**

- How does diversity generate change?
- How does change generate diversity?
- How can change generate positive results?
- How can change generate negative results?
- How can diversity generate positive results?
- How can diversity generate negative results?

**Intelligent Behaviors**

- What Intelligent Behavior(s) were used to solve the problems?
- How did you use these Intelligent Behavior(s) to complete your task:
  - Creating, Imagining & Innovating
  - Persisting
  - Questioning and posing problems
  - Meta-cognition

**Literary Perspective**

- Compare the change and diversity of the task rotations to the change and diversity in The Beautiful Blackbird

**Student/Teacher Reflections**

- Which Intelligent Behaviors will be needed to implement change and diversity in your community?

What changes occur in a grocery store produce section as the seasons change? Do the choices of fruits and vegetables stay the same? Draw a grocery store advertisement for winter and one for summer illustrating the diversity in fresh foods available.

**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><u>Extending the Challenge of Mathematics</u> Pg. 36 Same Sums</p> <p>Focus activity : How many ways can you find the sum? Does changing the order of the numbers create different sums?</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>Draw groups of animals in which there will be an even number of total legs. How would an animal with an odd number of legs add to the diversity in the world?</p> <p>Now draw groups of wheeled vehicles that will have an odd number of wheels. Are there vehicles with odd numbers of wheels?</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 pattern blocks, create quilt squares that contain symmetrical designs. Trace and color each quilt square to put them together to make the beginning of a quilt. Create a class quilt by combining each students' quilt square.</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 only two colors of snap cubes create, draw and color repeating patterns. Next use four colors of snap cubes to create , draw and color repeating patterns. How does having a greater number of cubes change the number and variety of patterns that can be made.</p> <p style="text-align: center;">V _ L _ S _ * M _ B _ * P _ I _ * N _</p>

## **Real World Connections With Products – Designs, computing, analyzing, generating**

### **Real World Applications**

Designers, statisticians, Mathematicians

### **Real World Terms**

Patterns, reconfiguration

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

Diversity generates change.

How do designers, statisticians, and Mathematicians use IB to complete tasks similar to those you completed.

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

- Pattern blocks
- Paper
- Color pencils
  
- Snap cubes
- Paper

(1) per student - Photo copy pg 36 Extending the Challenge in Mathematics

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

**Conceptual Perspectives**

How do patterns change in the real world?

How do changes in the numbers in population change diversity?

**Intelligent Behaviors**

What Intelligent Behavior(s) were used to solve the problems?

How did you use these Intelligent Behavior(s) to complete your task:

Creating, Imagining & Innovating

Persisting

Questioning and posing problems

Meta-cognition

**Literary Perspective**

How did patterns and symmetry in the tasks, compare to patterns in the story of Beautiful Blackbird?

**Student/Teacher Reflections**

For one week keep a journal on patterns in your environment and where you observed symmetry.

Each day discuss your journal with a partner. Together begin a list of the patterns and the symmetrical observations in the environment. Friday post lists and have the students explore commonality.

## **Additional Support Materials**

### **Favorite Read-Alouds**

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

### **Video Clips**

### **Paintings & Prints**

## **Teacher Reflections**

### **Literary Selection**

**Date**

**School**

**Grade**

1. What were the strengths of the task rotations and/or other activities?
2. How did the task rotations and/or activities reveal students' Intelligent Behaviors? Please discuss how each Intelligent Behavior manifested it self.
3. What would you change or add the next time you taught this lesson?
4. What opportunities for growth does the resource unit have?
5. What were "ah ha's?" for the students? For teachers?

## **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: Patterns**

**Topic: Economics**

**K-2**

Laurie Ferguson-Hickory City  
Trevia Sutton-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 -Economics**

**Literature Selection –Deena’s Lucky Penny**

**Author –Barbara deRubertis**

Concepts	Themes
Patterns	<ul style="list-style-type: none"> <li>• Saving for a rainy day</li> <li>• Saving the best for last</li> <li>• </li> </ul>
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> <li>• Saving vs. spending</li> <li>• Needs vs. wants</li> </ul>	How to get enough money to buy her mom a present?
Processes	Theories
<ul style="list-style-type: none"> <li>• Values of coins</li> <li>• Problem solving with money</li> <li>• Creative writing</li> <li>• Student created store</li> </ul>	
Paradoxes	Assumptions or Perspectives
Less is more!	<p>“Find a penny. Pick it up. All the day you’ll have good luck.”</p>

## Learning Targets:

### 2<sup>nd</sup>:Language Arts:

- 2.01 – Read and comprehend both narrative and expository text appropriate for grade 2.
- 2.02 – Use text for a variety of functions, including literary, informational, and practical.
- 2.04 – Poses possible how, why, and what if questions to understand and/or interpret text.
- 2.06 - Recall facts and details from text.
- 2.07 – Discuss similarities and differences in events and characters across stories.
- 3.03 – Explain and describe new concepts and information in own words.
- 3.04 – Increase oral and written vocabulary by listening, discussing and composing text when responding to literature that is read and heard.

- 4.04 – Use oral communication to identify, organize and analyze information.
- 4.05 – Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.
- 4.06 – Plan and make judgments about what to include in written products.
- 4.09 – Use media and technology to enhance the presentation of information to an audience for a specific purpose.

**Math:**

- 1.04 – Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies.
  - a) Strategies for adding and subtracting numbers.
- 4.01 – Collect, organize, describe and display data using Venn diagrams and pictographs where symbols represent multiple units.
- 5.01 – Identify, describe, translate and extend repeating and growing patterns.
- 5.02 – Write addition and subtraction number sentences to represent a problem.

**Social Studies:**

- 3.01 – Compare similarities and differences between oneself and others.
- 7.01 – Distinguish between producers and consumers and identify ways people are both producers and consumers.

**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 – Patterns

## Topic – Economics

### Suggested Literature Selection(s) – Deena's Lucky Penny

#### Look and Listen for...

##### Intelligent Behaviors

**Story Focus** Persisting  
Thinking flexibly  
Metacognition  
Remaining open to continuous learning  
Posing Questions/Problems

**Student Activities**  
Creating, imagining, innovating  
Posing Questions/Problems  
Persisting  
Thinking Flexibly

**Thinking Skills Focus** – Building Thinking Skills, Sandra Parks: (sequencing, patterns)

**Topic Focus** - Economics

**Concept Focus** - Patterns

**Overarching Generalizations** - Patterns have segments that are repeated.  
Patterns allow for prediction.

**More Complex Generalizations** – Patterns are enablers.  
Everything is related in some way.

#### Directions for Teachers

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

#### Suggested Topics for Discussion

Saving vs. Spending  
Needs vs. Wants

**Suggested Vocabulary Words for Discussion**

penny, nickel, dime, quarter, half-dollar, dollar  
twice, worth, producers, consumers, lucky,  
revenue, earning, allowance

**Vocabulary Extension**

Match pictures of coin fronts and backs with coin name and value.  
Identify examples of producers/consumers; wants/needs; saving/spending

**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>
(Task) In pairs, students will use plastic coins to design patterns, either repeating or growing patterns. (EQ) How are patterns connected to coins? (Gen.) Patterns have segments that are repeated. Patterns allow for prediction.
<b>Facet 2 - INTERPRETATION</b>
(Task) In small groups, the students will play Money Bingo to evaluate different coin combinations. As game progresses, students will notice patterns in the coin combinations and game. (EQ) What are the implications patterns in coin combinations? (Gen.) Patterns are enablers.
<b>Facet 3 - APPLICATION</b>
(Task) In small groups, students will brainstorm (record on stickies) different uses for money. Sort the uses into 2 main groups, using their own rule. Explain rule. (EQ) How are your uses of money related? (Gen.) Everything is related in some way.
<b>Facet 4 - PERSPECTIVE</b>
(Task) Imagine yourselves as teachers, plan ways you would earn money to buy supplies, books and equipment for your class. (EQ) What are the limits of a teacher's resources? (Gen.) Everything is related in some way.
<b>Facet 5 – EMPATHY</b>
(Task) In pairs, act out a discussion between a parent and a child about allowance. Repeat the discussion, changing roles. (EQ) How might a parent and child reach an understanding about allowance. (Gen.) Patterns allow for prediction. Everything is related in some way.
<b>Facet 6 – SELF-KNOWLEDGE</b>
(Task) Pretend you found some money. What would you do? Respond in pictures and/or words. (EQ) What should I do with the anything I find? (Gen.) Everything is related in some way.

**Read: *Deena's Lucky Penny* by Barbara deRubertis**

## 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> <ul style="list-style-type: none"> <li>• Draw a picture with talk bubbles to retell Mrs Green's reaction to Deena's discovery of the penny.</li> <li>• List the sequence of people with whom Deena traded money.</li> </ul> <p>V _ * L _ S _ * M _ B _ P _ * I _ N _ _</p>	<p><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <ul style="list-style-type: none"> <li>• Discuss with your partner how Deena felt when she realized she had nothing for her mother's birthday.</li> <li>• Discuss with your partner how Deena felt when she went to the store with her grandmother.</li> </ul> <p>V _ * L _ S _ M _ B _ P _ I _ * N _ _</p>
<p><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <ul style="list-style-type: none"> <li>• Use your creativity to explain in pictures, words or numbers, how Deena's penny grew in value.</li> </ul> <p>V _ * L _ * S _ M _ B _ P _ * I _ N _ _</p>	<p><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <ul style="list-style-type: none"> <li>• Create a new page for the book, <u>Deena's Lucky Penny</u>, to show her mother opening the present. What did you imagine Deena bought for her mother?</li> </ul> <p>V _ * L _ * S _ * M _ B _ P _ * I _ N _ _</p>

**Real World Connections With Products**

Applications: draw, list, discuss, create, explain, imagine

**Real World Applications**

Accountant, bookkeeper, statistician, business person, entrepreneur

**Real World Terms**

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**

- paper
- pencils
- crayons
- markers

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

### **(Whole Group)**

#### **Conceptual Perspectives**

- How did Deena's sequence of coin trading demonstrate patterns?
- What relationships are demonstrated in patterns?

#### **Intelligent Behaviors**

- What intelligent behaviors did the characters in the story demonstrate?
- What intelligent behaviors did YOU use in completing the task rotation activities?
- How do you demonstrate these intelligent behaviors daily?

#### **Literary Perspective**

- Discuss three or more words that describe Deena's Lucky Penny.
- Draw an image or picture about Deena's Lucky Penny. Explain your drawing to someone who does not know the story.

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

## Math Task Rotation Learning Activities

### K-2

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

<p><b>Mastery Learner (A)</b> Sensing- Thinking</p> <ul style="list-style-type: none"><li>Sort pre-made set of coins, make a pictograph of your results. Remember to label each part of your pictograph. (Use coin stamps and stickers!)</li></ul> <p>V _ * _ L _ * _ S _ * _ M _ B _ * _ P _ * _ I _ N _</p>	<p><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <ul style="list-style-type: none"><li>Work in pairs to create number sentences using the coins from the story, <u>Deena's Lucky Penny</u>.</li></ul> <p>V _ * _ L _ * _ S _ M _ B _ P _ I _ * _ N _</p>
<p><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <ul style="list-style-type: none"><li>Compare and order sets of coins (pre-made combinations in Ziploc bags).</li></ul> <p>V _ * _ L _ * _ S _ * _ M _ B _ * _ P _ * _ I _ N _</p>	<p><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <ul style="list-style-type: none"><li>Create a coin with a different value from one the USA already uses.</li></ul> <p>V _ * _ L _ S _ * _ M _ B _ P _ * _ I _ N _</p>

**Real World Connections With Products**

Application: sort, create, compare, order

**Real World Applications**

Mathematician, accountant, teacher, statistician, engineer

**Real World Terms**

Sorting, graphing

**Connect all products 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
- bags of coins
- coin stamps or stickers
- crayons
- markers
- graph paper

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

### **(Whole Group)**

#### **Conceptual Perspectives**

- How are patterns necessary for sorting?
- What relationships are evident in addition number sentences?
- What relationships are shown on graphs?

#### **Intelligent Behaviors**

- What intelligent behaviors did YOU use in completing the task rotation activities?
- How do you demonstrate these intelligent behaviors daily?

#### **Literary Perspective**

- Discuss the patterns you discovered in Deena's Lucky Penny.
- Draw a picture to represent one of Deena's numbers sentences.

### **Student/Teacher Reflections**

**Concept:** Patterns

**Topic:** Economics

**Generalization:**

Patterns have segments that are repeated, allow for prediction, and are enablers.

**Essential Question(s)**

What is the difference between wants/needs, producers/consumers, saving/spending?

Why do we have money? (coins, dollars)

### Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Define producers and consumers. List examples of each. Determine if Deena was a producer or consumer, and why.	Using a Venn diagram, compare and contrast producers and consumers.	Create a rap, song, or poem of coin names and values.	Identify coins and their values. Students will play “Mix and Match” with coin pictures and values. (or Money Memory, Match Me Money)
2	Diagram equivalent coin sets from \$1 to pennies, for ex.: Dollar HD + HD Q + Q + Q + Q Etc.	Create a flip book to differentiate one of the following pairs: Producer/consumer Saving/spending Needs/wants	Create a book using the following pattern: I’m a consumer when _____. I’m a producer when _____. I think I need/want _____ because _____. I save/spend when _____. (Center with pattern sentence strips for each page. Supplies for students to use to illustrate.)	Write a personal saving and spending journal for a week. Are you a saver or a spender?
3	Research and report on the design and production of a coin, for example, the state quarters.	Create a waterfall book describing a producer and consumer, needs and wants, saving and spending. Be creative and original. *You might use this to teach your Kindergarten buddy!	Using computers, (Hyperstudio, KidPix, etc.), create a presentation to persuade your audience to save or spend.	In small groups, decide on a service project. Create a plan for earning the funds for your supplies/gift. (Project examples: book donation, needed classroom items, grounds beautification, etc.)

**Real World Connections With Products**

Application: define, create, identify, decide, design, diagram

**Real World Applications**

Computer programmer, Technology specialist, graphic designer, game show host, banker, writer, researcher, software designer

**Real World Terms**

Determine, identify, decide, design, research, 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**

- Computers (appropriate software and internet access)
- Pencils
- Paper
- Crayons, markers
- Money games
- Blank flip books and blank waterfall books

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

### **(Whole Group)**

#### **Conceptual Perspectives**

- What patterns and relationships are evident in economics?

#### **Intelligent Behaviors**

- What intelligent behaviors did YOU use in completing the task rotation activities?
- How do you demonstrate these intelligent behaviors daily?

#### **Literary Perspective**

- Would you recommend this book to someone else? Why or why not?

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

- How is economics demonstrated in the story?

**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> <ul style="list-style-type: none"> <li>Following the pattern of Deena’s Lucky Penny, write a book titled “<u>name’s</u>” <u>Lucky Penny</u>. The student book should reflect the pattern development of money collection. How did the repeated patterns of the story help you structure your story? How did you apply your intelligent behaviors to complete the activity?</li> </ul> <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> <ul style="list-style-type: none"> <li>Work in collaborative pairs to compare the book, Deena’s Lucky Penny, with the poem by Shel Silverstein, “Smart”. Complete a Venn diagram to compare/contrast them. What patterns were evident?</li> </ul> <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> <ul style="list-style-type: none"> <li>Play a floor game to explore the six facets of understanding. Create game spaces to be taped to the floor; some examples are provided. Children will roll a large die and move ahead that number of spaces. After answering the question thoughtfully, children can remain on that space. If they are unable to answer the question, they must go back to their previous spot. The first person to reach the end of the game board is the winner.</li> </ul> <p><b>Explanation:</b> What is economics?  <b>Interpretation:</b> How could saving or spending affect the economy?  <b>Application:</b> How might Deena’s experience convince you to save for a special occasion?  <b>Perspective:</b> How is Deena similar to or different from you?  <b>Empathy:</b> What was the author trying to make us feel and see?  <b>Self-Knowledge-</b> How can you best decide whether to save or spend?</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> <ul style="list-style-type: none"> <li>Pretend that you are Deena. How would you feel if you were not able to buy your mother a birthday present? Create a plan of action to <b>earn</b> the money you need. What patterns do you notice in your plan?</li> </ul> <p>V _ * L _ * S _ M _ B _ P _ * I _ N _ *</p>



**Real World Connections With Products**

Application: write, follow, compare, create

**Real World Applications**

Banker, author, game show host

**Real World Terms**

Collaborate, Venn diagram, economics, earn

**Connect all products 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
- large dice
- tape
- blank Venn diagram

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

### **(Whole Group)**

#### **Conceptual Perspectives**

- What relationships are demonstrated in patterns?
- What patterns were evident in the poem, “Smart”?

#### **Intelligent Behaviors**

- Which intelligent behaviors did you need to use to complete the activities?
- How do you demonstrate these intelligent behaviors daily?
- What intelligent behaviors were evident in the “Smart” character?

#### **Literary Perspective**

- Discuss three words that describe the main character in the poem, “Smart”.

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

- Using different colored sentence strips, students write complete sentences telling what they have learned about patterns and relationships. Arrange the completed thoughts in a pattern to resemble a rug or banner.

## 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> <ul style="list-style-type: none"><li>Sort pre-made bag of buttons (candy, cereal, etc.) and make a pictograph of your results. Remember to label each part of your pictograph.</li></ul> <p>V _ * L _ * S _ * M _ B _ P _ * I _ N _</p>	<p><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <ul style="list-style-type: none"><li>Work in pairs to create number sentences using the coins from the poem, “Smart”.</li></ul> <p>V _ * L _ * S _ M _ B _ P _ I _ * N _</p>
<p><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <ul style="list-style-type: none"><li>Using the poem “Smart”, total the value of the coins the main character had at the end of each stanza of the poem.</li></ul> <p>V _ * L _ * S _ M _ B _ P _ * I _ N _</p>	<p><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <ul style="list-style-type: none"><li>Pretend you are the father of the little boy in our poem. Explain with plastic money and number sentences what really happened to the little boys’ dollar.</li></ul> <p>V _ * L _ * S _ M _ B _ P _ * I _ * N _</p>

**Real World Connections With Products**

Application: Sort, create, graph, label, explain

**Real World Applications**

Parent, banker, teacher, statistician, accountant, IRS agent

**Real World Terms**

Sort, graph, create, label, 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**

- 
-

**MetaCognitive Discussion (Essential Questions)**

**(Whole Group)**

**Conceptual Perspectives**

**Intelligent Behaviors**

**Literary Perspective**

**Student/Teacher Reflections**

## **Additional Support Materials**

### **Favorite Read-Alouds**

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

### **Video Clips**

### **Paintings & Prints**

## **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**

## “Smart”

by Shel Silverstein

My dad gave me one dollar bill  
‘Cause I’m his smartest son,  
And I swapped it for two shiny quarters  
‘Cause two is more than one!

And then I took the quarters  
And traded them to Lou  
For three dimes—I guess he don’t know  
That three is more than two!

Just then, along came old blind Bates  
And just ‘cause he can’t see  
He gave me four nickels for my three dimes,  
And four is more than three!

And I took the nickels to Hiram Coombs  
Down at the seed-feed store,  
And the fool gave me five pennies for them,  
And five is more than four!

And then I went and showed my dad,  
And he got red in the cheeks  
And closed his eyes and shook his head—  
Too proud of me to speak!

Remember!  
This Is a  
Work  
In Progress!

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

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



**Concept: Patterns**

**Topic: Economics**

**K-2**

Laurie Ferguson-Hickory City  
Trevia Sutton-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 -Economics**

**Literature Selection –Deena’s Lucky Penny**

**Author –Barbara deRubertis**

Concepts	Themes
Patterns	<ul style="list-style-type: none"> <li>• Saving for a rainy day</li> <li>• Saving the best for last</li> <li>• </li> </ul>
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> <li>• Saving vs. spending</li> <li>• Needs vs. wants</li> </ul>	How to get enough money to buy her mom a present?
Processes	Theories
<ul style="list-style-type: none"> <li>• Values of coins</li> <li>• Problem solving with money</li> <li>• Creative writing</li> <li>• Student created store</li> </ul>	
Paradoxes	Assumptions or Perspectives
Less is more!	<p>“Find a penny. Pick it up. All the day you’ll have good luck.”</p>

## Learning Targets:

### 2<sup>nd</sup>:Language Arts:

- 2.01 – Read and comprehend both narrative and expository text appropriate for grade 2.
- 2.02 – Use text for a variety of functions, including literary, informational, and practical.
- 2.04 – Poses possible how, why, and what if questions to understand and/or interpret text.
- 2.06 - Recall facts and details from text.
- 2.07 – Discuss similarities and differences in events and characters across stories.
- 3.03 – Explain and describe new concepts and information in own words.
- 3.04 – Increase oral and written vocabulary by listening, discussing and composing text when responding to literature that is read and heard.

- 4.04 – Use oral communication to identify, organize and analyze information.
- 4.05 – Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.
- 4.06 – Plan and make judgments about what to include in written products.
- 4.09 – Use media and technology to enhance the presentation of information to an audience for a specific purpose.

**Math:**

- 1.04 – Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies.
  - a) Strategies for adding and subtracting numbers.
- 4.01 – Collect, organize, describe and display data using Venn diagrams and pictographs where symbols represent multiple units.
- 5.01 – Identify, describe, translate and extend repeating and growing patterns.
- 5.02 – Write addition and subtraction number sentences to represent a problem.

**Social Studies:**

- 3.01 – Compare similarities and differences between oneself and others.
- 7.01 – Distinguish between producers and consumers and identify ways people are both producers and consumers.

**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 – Patterns

## Topic – Economics

### Suggested Literature Selection(s) – Deena's Lucky Penny

#### Look and Listen for...

##### Intelligent Behaviors

**Story Focus**    Persisting  
                         Thinking flexibly  
                         Metacognition  
                         Remaining open to continuous learning  
                         Posing Questions/Problems

##### Student Activities

                         Creating, imagining, innovating  
                         Posing Questions/Problems  
                         Persisting  
                         Thinking Flexibly

**Thinking Skills Focus** – Building Thinking Skills, Sandra Parks: (sequencing, patterns)

**Topic Focus** - Economics

**Concept Focus** - Patterns

**Overarching Generalizations** - Patterns have segments that are repeated.  
                                                 Patterns allow for prediction.

**More Complex Generalizations** – Patterns are enablers.  
                                                 Everything is related in some way.

#### Directions for Teachers

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

#### Suggested Topics for Discussion

Saving vs. Spending  
Needs vs. Wants

**Suggested Vocabulary Words for Discussion**

penny, nickel, dime, quarter, half-dollar, dollar  
twice, worth, producers, consumers, lucky,  
revenue, earning, allowance

**Vocabulary Extension**

Match pictures of coin fronts and backs with coin name and value.  
Identify examples of producers/consumers; wants/needs; saving/spending

**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>
(Task) In pairs, students will use plastic coins to design patterns, either repeating or growing patterns. (EQ) How are patterns connected to coins? (Gen.) Patterns have segments that are repeated. Patterns allow for prediction.
<b>Facet 2 - INTERPRETATION</b>
(Task) In small groups, the students will play Money Bingo to evaluate different coin combinations. As game progresses, students will notice patterns in the coin combinations and game. (EQ) What are the implications patterns in coin combinations? (Gen.) Patterns are enablers.
<b>Facet 3 - APPLICATION</b>
(Task) In small groups, students will brainstorm (record on stickies) different uses for money. Sort the uses into 2 main groups, using their own rule. Explain rule. (EQ) How are your uses of money related? (Gen.) Everything is related in some way.
<b>Facet 4 - PERSPECTIVE</b>
(Task) Imagine yourselves as teachers, plan ways you would earn money to buy supplies, books and equipment for your class. (EQ) What are the limits of a teacher's resources? (Gen.) Everything is related in some way.
<b>Facet 5 – EMPATHY</b>
(Task) In pairs, act out a discussion between a parent and a child about allowance. Repeat the discussion, changing roles. (EQ) How might a parent and child reach an understanding about allowance. (Gen.) Patterns allow for prediction. Everything is related in some way.
<b>Facet 6 – SELF-KNOWLEDGE</b>
(Task) Pretend you found some money. What would you do? Respond in pictures and/or words. (EQ) What should I do with the anything I find? (Gen.) Everything is related in some way.

**Read:** *Deena's Lucky Penny* by Barbara deRubertis

## 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> <ul style="list-style-type: none"> <li>• Draw a picture with talk bubbles to retell Mrs Green's reaction to Deena's discovery of the penny.</li> <li>• List the sequence of people with whom Deena traded money.</li> </ul> <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> <ul style="list-style-type: none"> <li>• Discuss with your partner how Deena felt when she realized she had nothing for her mother's birthday.</li> <li>• Discuss with your partner how Deena felt when she went to the store with her grandmother.</li> </ul> <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> <ul style="list-style-type: none"> <li>• Use your creativity to explain in pictures, words or numbers, how Deena's penny grew in value.</li> </ul> <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> <ul style="list-style-type: none"> <li>• Create a new page for the book, <u>Deena's Lucky Penny</u>, to show her mother opening the present. What did you imagine Deena bought for her mother?</li> </ul> <p style="text-align: center;">V _ * L _ S _ M _ B _ P _ I _ N _ _</p>

**Real World Connections With Products**

Applications: draw, list, discuss, create, explain, imagine

**Real World Applications**

Accountant, bookkeeper, statistician, businessperson, entrepreneur

**Real World Terms**

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**

- paper
- pencils
- crayons
- markers

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

### **(Whole Group)**

#### **Conceptual Perspectives**

- How did Deena's sequence of coin trading demonstrate patterns?
- What relationships are demonstrated in patterns?

#### **Intelligent Behaviors**

- What intelligent behaviors did the characters in the story demonstrate?
- What intelligent behaviors did you use in completing the task rotation activities?
- How do you demonstrate these intelligent behaviors daily?

#### **Literary Perspective**

- Discuss three or more words that describe Deena's Lucky Penny.
- Draw an image or picture about Deena's Lucky Penny. Explain your drawing to someone who does not know the story.

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

## Math Task Rotation Learning Activities

### K-2

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

<p><b>Mastery Learner (A)</b> Sensing- Thinking</p> <ul style="list-style-type: none"><li>Sort pre-made set of coins, make a pictograph of your results. Remember to label each part of your pictograph. (Use coin stamps and stickers!)</li></ul> <p>V _ * _ L _ * _ S _ * _ M _ B _ * _ P _ * _ I _ N _</p>	<p><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <ul style="list-style-type: none"><li>Work in pairs to create number sentences using the coins from the story, <u>Deena's Lucky Penny</u>.</li></ul> <p>V _ * _ L _ * _ S _ M _ B _ P _ I _ * _ N _</p>
<p><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <ul style="list-style-type: none"><li>Compare and order sets of coins (pre-made combinations in Ziploc bags).</li></ul> <p>V _ * _ L _ * _ S _ * _ M _ B _ * _ P _ * _ I _ N _</p>	<p><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <ul style="list-style-type: none"><li>Create a coin with a different value from one the USA already uses.</li></ul> <p>V _ * _ L _ S _ * _ M _ B _ P _ * _ I _ N _</p>

**Real World Connections With Products**

Application: sort, create, compare, order

**Real World Applications**

Mathematician, accountant, teacher, statistician, engineer

**Real World Terms**

Sorting, graphing

**Connect all products 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
- bags of coins
- coin stamps or stickers
- crayons
- markers
- graph paper

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

### **(Whole Group)**

#### **Conceptual Perspectives**

- How are patterns necessary for sorting?
- What relationships are evident in addition number sentences?
- What relationships are shown on graphs?

#### **Intelligent Behaviors**

- What intelligent behaviors did you use in completing the task rotation activities?
- How do you demonstrate these intelligent behaviors daily?

#### **Literary Perspective**

- Discuss the patterns you discovered in Deena's Lucky Penny.
- Draw a picture to represent one of Deena's numbers sentences.

### **Student/Teacher Reflections**

**Concept:** Patterns

**Topic:** Economics

**Generalization:**

Patterns have segments that are repeated, allow for prediction, and are enablers.

**Essential Question(s)**

What is the difference between wants/needs, producers/consumers, saving/spending?

Why do we have money? (coins, dollars)

### Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Define producers and consumers. List examples of each. Determine if Deena was a producer or consumer, and why.	Using a Venn diagram, compare and contrast producers and consumers.	Create a rap, song, or poem of coin names and values.	Identify coins and their values. Students will play “Mix and Match” with coin pictures and values. (or Money Memory, Match Me Money)
2	Diagram equivalent coin sets from \$1 to pennies, for ex.: Dollar HD + HD Q + Q + Q + Q Etc.	Create a flip book to differentiate one of the following pairs: Producer/consumer Saving/spending Needs/wants	Create a book using the following pattern: I’m a consumer when _____. I’m a producer when _____. I think I need/want _____ because _____. I save/spend when _____. (Center with pattern sentence strips for each page. Supplies for students to use to illustrate.)	Write a personal saving and spending journal for a week. Are you a saver or a spender?
3	Research and report on the design and production of a coin, for example, the state quarters.	Create a waterfall book describing a producer and consumer, needs and wants, saving and spending. Be creative and original. *You might use this to teach your Kindergarten buddy!	Using computers, (Hyperstudio, KidPix, etc.), create a presentation to persuade your audience to save or spend.	In small groups, decide on a service project. Create a plan for earning the funds for your supplies/gift. (Project examples: book donation, needed classroom items, grounds beautification, etc.)

**Real World Connections With Products**

Application: define, create, identify, decide, design, diagram

**Real World Applications**

Computer programmer, Technology specialist, graphic designer, game show host, banker, writer, researcher, software designer

**Real World Terms**

Determine, identify, decide, design, research, 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**

- Computers (appropriate software and internet access)
- Pencils
- Paper
- Crayons, markers
- Money games
- Blank flip books and blank waterfall books

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

### **(Whole Group)**

#### **Conceptual Perspectives**

- What patterns and relationships are evident in economics?

#### **Intelligent Behaviors**

- What intelligent behaviors did YOU use in completing the task rotation activities?
- How do you demonstrate these intelligent behaviors daily?

#### **Literary Perspective**

- Would you recommend this book to someone else? Why or why not?

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

- How is economics demonstrated in the story?

**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> <ul style="list-style-type: none"> <li>Following the pattern of Deena's Lucky Penny, write a book titled "<u>name's</u> Lucky Penny". The student book should reflect the pattern development of money collection. How did the repeated patterns of the story help you structure your story? How did you apply your intelligent behaviors to complete the activity?</li> </ul> <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> <ul style="list-style-type: none"> <li>Work in collaborative pairs to compare the book, Deena's Lucky Penny, with the poem by Shel Silverstein, "Smart". Complete a Venn diagram to compare/contrast them. What patterns were evident?</li> </ul> <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> <ul style="list-style-type: none"> <li>Play a floor game to explore the six facets of understanding. Create game spaces to be taped to the floor; some examples are provided. Children will roll a large die and move ahead that number of spaces. After answering the question thoughtfully, children can remain on that space. If they are unable to answer the question, they must go back to their previous spot. The first person to reach the end of the game board is the winner.</li> </ul> <p><b>Explanation:</b> What is economics?  <b>Interpretation:</b> How could saving or spending affect the economy?  <b>Application:</b> How might Deena's experience convince you to save for a special occasion?  <b>Perspective:</b> How is Deena similar to or different from you?  <b>Empathy:</b> What was the author trying to make us feel and see?  <b>Self-Knowledge-</b> How can you best decide whether to save or spend?</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> <ul style="list-style-type: none"> <li>Pretend that you are Deena. How would you feel if you were not able to buy your mother a birthday present? Create a plan of action to <b>earn</b> the money you need. What patterns do you notice in your plan?</li> </ul> <p>V _ * L _ * S _ M _ B _ P _ * I _ N _ *</p>

**Real World Connections With Products**

Application: write, follow, compare, create

**Real World Applications**

Banker, author, game show host

**Real World Terms**

Collaborate, Venn diagram, economics, earn

**Connect all products 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
- large dice
- tape
- blank Venn diagram

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

### **(Whole Group)**

#### **Conceptual Perspectives**

- What relationships are demonstrated in patterns?
- What patterns were evident in the poem, “Smart”?

#### **Intelligent Behaviors**

- Which intelligent behaviors did you need to use to complete the activities?
- How do you demonstrate these intelligent behaviors daily?
- What intelligent behaviors were evident in the “Smart” character?

#### **Literary Perspective**

- Discuss three words that describe the main character in the poem, “Smart”.

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

- Using different colored sentence strips, students write complete sentences telling what they have learned about patterns and relationships. Arrange the completed thoughts in a pattern to resemble a rug or banner.

**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> <ul style="list-style-type: none"> <li>Sort pre-made bag of buttons (candy, cereal, etc.) and make a pictograph of your results. Remember to label each part of your pictograph.</li> </ul> <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> <ul style="list-style-type: none"> <li>Work in pairs to create number sentences using the coins from the poem, “Smart”.</li> </ul> <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> <ul style="list-style-type: none"> <li>Using the poem “Smart”, total the value of the coins the main character had at the end of each stanza of the poem.</li> </ul> <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> <ul style="list-style-type: none"> <li>Pretend you are the father of the little boy in our poem. Explain with plastic money and number sentences what really happened to the little boys’ dollar.</li> </ul> <p style="text-align: center;">V _ * L _ * S _ M _ B _ P _ * I _ * N _</p>

**Real World Connections With Products**

Application: Sort, create, graph, label, explain

**Real World Applications**

Parent, banker, teacher, statistician, accountant, IRS agent

**Real World Terms**

Sort, graph, create, label, 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**

- pencils
- paper
- graph paper
- bags of buttons (candy, cereal, etc.)
- plastic coins

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

### **(Whole Group)**

#### **Conceptual Perspectives**

- What patterns are evident in the graphs?

#### **Intelligent Behaviors**

- Which intelligent behaviors did you use to complete the activities?
- How do you demonstrate these intelligent behaviors daily?

#### **Literary Perspective**

- Discuss the patterns in the poem, “Smart”.

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

## **Additional Support Materials**

### **Favorite Read-Alouds**

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

- Coin Poems
- “Money’s Funny” by Mary Ann Hoberman
- “The Dollar Song”
- “Coin Combinations”

### **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**

## **“Smart”**

by Shel Silverstein

My dad gave me one dollar bill  
‘Cause I’m his smartest son,  
And I swapped it for two shiny quarters  
‘Cause two is more than one!

And then I took the quarters  
And traded them to Lou  
For three dimes—I guess he don’t know  
That three is more than two!

Just then, along came old blind Bates  
And just ‘cause he can’t see  
He gave me four nickels for my three dimes,  
And four is more than three!

And I took the nickels to Hiram Coombs  
Down at the seed-feed store,  
And the fool gave me five pennies for them,  
And five is more than four!

And then I went and showed my dad,  
And he got red in the cheeks  
And closed his eyes and shook his head—  
Too proud of me to speak!

## **“Coin Combinations”**

5 pennies make a nickel  
2 nickels make a dime  
2 dimes and a nickel make a quarter every time.  
4 quarters make a dollar  
and that is quite a lot.  
And a dollar in my pocket  
Is exactly what I’ve got.

**“Money’s Funny”**  
by Mary Ann Hoberman

Money’s Funny  
Don’t you think?  
Nickel’s bigger than a dime;  
So’s a cent;  
But when they’re spent,  
Dime is worth more  
Every time.  
Money’s funny.

**“ The Dollar Song”**  
(sing to the tune of “Ten Little Indians”)

One little, two little, three little dimes,  
Four little, five little, six little dimes,  
Seven little, eight little, nine little dimes,  
Ten dimes make 100 cents.  
Two little, four little, six little nickels,  
Eight little, ten little, twelve little nickels,  
Fourteen little, sixteen little, eighteen little nickels,  
Twenty nickels make 100 cents.  
Ten little, twenty little, thirty little pennies,  
Forty little, fifty little, sixty little pennies,  
Seventy little, eighty little, ninety little pennies,  
100 pennies make 100 cents.

**“Coin Poem”**

Penny, penny,  
Easily spent.  
Copper brown  
And worth one cent.

Quarter, quarter,  
Big and bold.  
You’re worth twenty-five  
I am told.

Nickel, nickel,  
Thick and fat.  
You’re worth five cents,  
I know that.

Dime, dime,  
Little and thin.  
I remember,  
You’re worth ten.

Remember!  
This Is a  
Work  
In Progress!

## **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: Famous Women**

**K-2**

Mary Rose Curry-Hickory City  
Sharon Shreve-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 – Famous Women

Literature Selection – Rachel -  
The Story of Rachel Carson

Author – Amy Ehrlich

Concepts	Themes
<ul style="list-style-type: none"> <li>- Change</li> <li>- Life cycles</li> <li>- Migration</li> </ul>	<ul style="list-style-type: none"> <li>- Environmental movement</li> <li>- Courage</li> <li>- Communication</li> </ul>
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> <li>- Fighting for the environment</li> </ul>	<ul style="list-style-type: none"> <li>- Make the public aware of the dangers</li> </ul>
Processes	Theories
<ul style="list-style-type: none"> <li>- Perseverance</li> <li>- Rhythms of nature</li> </ul>	<ul style="list-style-type: none"> <li>- Everything is connected in an intricate web life of relationships</li> </ul>
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> <li>- Change is inevitable</li> </ul>	<ul style="list-style-type: none"> <li>- One person can make a difference in the world</li> <li>- Recognizing the need for change is an individual challenge</li> </ul>

**Concept – Change**

**Topic – How Women Influenced Change In Our Society:  
Rachel Carson, Harriet Tubman, Clara Barton,  
Susan B. Anthony**

**Suggested Literature Selection(s)** - **RACHEL: The Story of Rachel Carson**  
- **Lives of Extraordinary Women**  
- *Other Resources as Needed*

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

#### **Intelligent Behaviors**

**Story Focus - Persisting**

Questioning and Problem Posing

Responding with Wonderment and awe

**Student Activities - Persisting**

Thinking about your Thinking (Metacognition)

Questioning and Problem Solving

Responding with Wonderment and awe

**Thinking Skills Focus – Sequencing**

Compare and Contrast: Similarities and Differences

Descriptions

**Topic Focus - Famous Women:** Rachel Carson; Harriet Tubman; Clara Barton; Susan B. Anthony

**Concept Focus - Change**

**Overarching Generalizations** -Identifying the need for change is the first step towards change

Change is inevitable

Change generates additional Change

**More Complex Generalizations - Change** is necessary for growth in societal structures  
Change is inevitable in societal structures

*(Not on template – completed by Sharon and Mary Rose)*

**Stage 1: Desired Results**

**Established Goals and Learning Targets**

**NCSCOS**

**Math**

4.01 Collect, Organize, Describe, and Display data using Venn Diagrams and pictographs

5.01 Identify, describe, translate and extend repeating and growing patterns.

**Language Arts**

2.02 Uses texts for a variety of functions, including literacy, informational and practical

2.05 Poses possible how, why and what if questions to understand and interpret texts

2.08 Discuss similarities and differences in events and characters across stories

**Social Studies**

Goal 2 – The learner will evaluate relationships between people and their governments

Goal 4 – The learner will exhibit an understanding of change in communities over time

Goal 6 – The learner will analyze how people depend on the physical environment and use natural resources to meet basic needs

**Understandings:**

The students will understand that...

- Women have played an important role in societal changes
- Change is found in all areas of life (i.e., patterns and data
- Examining the elements of change leads to a deeper understanding of need for change

**Essential Questions:**

- How have women played an important role in societal changes?
- How is change demonstrated in all areas of life?
- Why is change necessary in order for progression in our society?

**Students will know....Students will be able to...**

-How to compare and contrast the contributions of 4 famous American women to societal change.

-How to sequence the events and actions of the women that led up to changes in our society

-Deepen their understanding of the overall concept of change through examining the need for change in a variety of content areas.

-Identify and describe a need for change in today's society and discuss how the Habits of Mind will help them make a change.

**Stage 2: Assessment Evidence**

**Performance Tasks:**

Time line or other sequential display

Creating posters and campaigns

Writing songs, raps, poems

Reflection journals

Writing editorials

Venn Diagrams

Pictographs

Debates

Role Plays

**Other Evidence:**

Pre and Post Assessment Rubrics

Habits of Mind Observations/ rubrics

Anecdotal Notes

**Stage 3: Learning Plan**

**Learning Activities**

The students will engage in tasks that hook their interest to the unit. From there each of the four women will be introduced with a piece of literature. The students will rotate through a task rotation cycle that focuses on the learning outcomes while examining the concept of change. The task rotations are designed to meet the needs of all learning styles and the multiple intelligences. Math will also be introduced with the Rachel Carson book in the form of data collection and graphing, and it will be a part of the curriculum throughout the unit. The final assessment tasks in language arts and math will focus on comparing and contrasting the four women and identifying the need for changes in society.

## **Directions for Teachers**

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

**Suggested Topics for Discussion** – environmental change, societal change; gender roles

**Suggested Vocabulary Words for Discussion** – *Background Knowledge Words*: growth; location; observation; equality; evidence; argument; time line; responsibility; prediction; patterns; estimation; inevitable.

**Specific Words Related to Topic Focus**: fossil; microscope; biology; ocean; specimen; phosphorescence; dungarees; intricate; Advisory Committee; organizing; Red Cross; nursing; suffrage; media; election; underground railroad; quilts; Quakers; slavery; freedom; networks; Civil War; disaster relief; health care; ecology.

## **Vocabulary Extension**

### **1. Word Sort**

- Sort the vocabulary words into subject groups.
- Sort the words into the following groups: words you know; words you are familiar with; and unknown words.
- Class discussion about the meanings of the words and display on word wall.

### **2. Modified Balderdash Game**

- Give each group of students four vocabulary words
- One student from each group defines the word using the dictionary or classroom resources.
- The other students in the group create their own definition for the word.
- Mix the definitions up and read aloud.
- The students figure the real definition to each word and record on the word wall.

## Hooks

Identifying the need for change is the first step towards change.  
How have women played an important role in societal change?

## Six Facets of Understanding

<b>Facet 1 – EXPLANATION</b>
After reading the Rachel Carson Literature, in your journal explain how Rachel’s interests in the environment bring about change in the ecological practices that are in effect today in the United States?
Given what you know about agencies in the community that help people, describe what might have happened if someone had not seen the need for these agencies?
<b>Facet 2 – INTERPRETATION</b>
Given what you know about the word responsibility, how would you relate it to the need for change and growth in the society?
<b>Facet 3 – APPLICATION</b>
How could we use our observation skills to help us identify a need for change?
How could we use the Habit of Mind “persistence” to help us overcome a current societal problem? Are there any other Habits of Mind that would help as well?
<b>Facet 4 – PERSPECTIVE</b>
What are some of your strengths and weaknesses that would enable or hinder you from making a change in our society?
<b>Facet 5 – EMPATHY</b>
<ul style="list-style-type: none"><li>- Read the story <u>Koji’s Mysterious Journey</u>.</li><li>- Discuss what Koji was feeling as he was swimming.</li><li>- Looking at the illustrated pictures of polluted water, if you were Koji how would you feel swimming in this environment?</li><li>- What changes would you make to the environment?</li><li>- How did you go about deciding these changes were needed?</li></ul>
<b>Facet 6 – SELF-KNOWLEDGE</b>
Given what you know about the environment, gender roles, health care and equal rights, what might be some ideas you would like to further investigate.
Given what you know about things that change, think and journal about women who have changed in your life and how their influence effected you.

- \* This task rotation will work as you work through each famous woman's contributions.
- \* Introduce each woman with literature and additional resources.

### 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>Construct a time-line that sequenced the events that lead to the change in society.</p> <p><b>Journal Reflection</b> Remembering what you know about (ex. Rachel Carson), what need for change did she identify and how was that need demonstrated?</p> <p>V_x_L_x_S_M_B_P_I_x_N__</p>	<p><b>Interpersonal Learner (B)</b> Sensing-Feeling</p> <p>Decide which intelligent behaviors of the woman studied you can identify with. Discuss with a partner how you could use these intelligent behaviors to identify and make a change. If available record discussions.</p> <p>V_x_L_S_M_B_x_P_x_I_x_N__</p>
<p><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p>Given various musical selections, choose one piece that exemplifies the characteristics of the women being studied. Explain why you made the choice.</p> <p><b>Journal Reflection</b> Convince classmate that your musical choice is the best possible selection for the woman being studied.</p> <p>V_x_L_x_S_M_x_B_P_x_I_x_N__</p>	<p><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>Picture Work Inductive Activity: Generate a list of words that would describe the woman being studied and the changes she made to society. Using the words, write a poem that articulates the woman, the need for change and the change made.</p> <p><b>Journal Reflection</b> Brainstorm words that you would use to describe yourself when making a change.</p> <p>V_x_L_S_M_B_P_I_x_N__</p>

**Real World Connections With Products**

Applications: Writing, listening, evaluating, persuading, producing.

**Real World Applications**

Teachers, authors, musicians, lawyers, producers, counselors, business people.

**Real World Terms**

- Society
- Generate
- Evaluate
- Persuade
- Record
- Beat
- Tempo
- Rhythm
- Volume
- Tone

**Connect all products 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**

- Journals
- Musical selections (African American spirituals, patriotic songs, etc.)
- Construction paper
- Pencils/crayons/markers etc...
- Tape recorder/cassette tape

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

### **Whole/Small Groups**

#### **Conceptual Perspectives**

1. How do you identify the need for change?
2. How do you initiate change?
3. Why is change inevitable?
4. Why is change necessary for growth?
5. How does change effect growth?
6. Why does change have to be necessary for growth?
7. What would happen to society if change did not take place?

#### **Intelligent Behaviors**

1. What Intelligent Behaviors did the woman demonstrate when she went about making her change?
2. How did you use these or other Intelligent Behaviors in completing the task rotation activities from the unit of study?
3. How do you demonstrate these Intelligent Behaviors daily?
4. What Intelligent Behaviors did you see as your strength in these activities?
5. Explain.
6. 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?
7. How did (insert one of four women studied) demonstrate the following intelligent behaviors?
  - Persisting
  - Thinking about your Thinking (Metacognition)
  - Questioning and Problem Solving
  - Responding with wonderment and awe
8. How do you demonstrate the following intelligent behaviors?
  - Persisting
  - Thinking about your Thinking (Metacognition)
  - Questioning and Problem Solving
  - Responding with wonderment and awe

#### **Literary Perspective**

Choose four or more of our vocabulary words that describe (each book).

What kind of thinking did studying (each book) cause you to do?

Why do you think this book is a good selection for the woman being studied (each book)?

Draw an image representing your understanding of each book? Explain your drawing to someone who does not know the story, and include what the story has to do with change.

**Student/Teacher Reflections**

After studying each woman the students will create a collage on the wall that represents each woman and the change they made to society. Complete the collage after the metacognitive discussion and have students explain why they choose their piece to add to the collage.

Access for fluency, flexibility, originality and elaboration (Use rubric.)

## 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 create a pictograph displaying at least three animals in the Rachel Carson book.</p> <p style="text-align: center;">Math Journal Prompt</p> <p>Reflect on any changed that might need to be made for a clearer graph or better data collection.</p> <p style="text-align: center;"><b>V _ L _ x _ S _ x _ M _ B _ P _ x _ I _ N _ x _</b></p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> <b>Sensing-Feeling</b></p> <p>Students will present their pictographs to the class in a group and evaluate the differences of each graph.</p> <p style="text-align: center;">Math Journal Prompt</p> <p>How does the social environment of the class change the way you present your information?</p> <p style="text-align: center;"><b>V _ x _ L _ x _ S _ _ M _ B _ x _ P _ _ I _ x _ N _ x _</b></p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>Students will compare the monarch butterfly to the hawk using a Venn diagram, adding a third circle when necessary.</p> <p style="text-align: center;">Math Journal Prompt</p> <p>Is it necessary to add a third wheel to your Venn diagram, how do you decide if this change is appropriate?</p> <p style="text-align: center;"><b>V _ x _ L _ x _ S _ _ M _ B _ P _ x _ I _ N _ x _</b></p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>Students will recreate (by a collage) their pictograph using another organizational method according to different criteria.</p> <p style="text-align: center;">Math Journal Prompt</p> <p>Reflect about why you made your choices and how it changed the original effect.</p> <p style="text-align: center;"><b>V _ _ L _ x _ S _ x _ M _ B _ x _ P _ _ I _ x _ N _ x _</b></p>

**Real World Connections With Products**

Applications, graphing, data analysis, data display, compare and contrast, evaluating data.

**Real World Applications**

Accountants, teachers, consultants, mathematicians.

**Real World Terms**

- Graphing
- Data
- Evaluation
- Collection
- Venn diagram
- Key
- Title
- Scale
- Sequencing
- Change

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

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

- Literature selection
- Examples of pictographs
- Pictograph master
- Venn diagram master
- Paper/pencils etc...

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

### **(Whole/ Small Group)**

#### **Conceptual Perspectives**

1. How is change evident in data?
2. How do you identify the need for change?
3. How do you initiate change?
4. Why is change inevitable?
5. Why is change necessary for growth?
6. How does change effect growth?
7. Why does change have to be necessary for growth?
7. What would happen to society if change did not take place?

#### **Intelligent Behaviors**

1. What Intelligent Behaviors did the woman we studied have to use to identify and make the change to society?
2. How did you use these or other Intelligent Behaviors in completing the task rotation activities from the unit of study?
3. How do you demonstrate these Intelligent Behaviors daily?
4. What Intelligent Behaviors did you see as your strength in these activities?
5. Explain.
6. 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?
7. How did (insert one of four women studied) demonstrate the following intelligent behaviors?
  - a. Persisting
  - b. Thinking about your Thinking (Metacognition)
  - c. Questioning and Problem Solving
  - d. Responding with wonderment and awe
8. How do you demonstrate the following intelligent behaviors?
  - Persisting
  - Thinking about your Thinking (Metacognition)
  - Questioning and Problem Solving
  - Responding with wonderment and awe

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

Reread your answers to your math journal. Reflect on how you would add to or change your entries based on the discussion we have had about concepts and intelligent behaviors. Share your revised entries 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.**

*\*For Full Explanation of Tasks and Products See the Task Rotation Menu.*

<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>The students will read resources on famous women and present a report to the class that demonstrates how a woman helped change a societal problem.</p> <p style="text-align: center;"><b>V_x_L_x_S_M_B_P_x_I_N__</b></p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> Sensing-Feeling</p> <p>Write a letter to the editor of your local newspaper outlining the changes that this woman has made and how the changes affect your life.</p> <p style="text-align: center;"><b>V_x_L__S__M__B__P_x_I_x_N__</b></p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p>Using a Venn Diagram, the students will compare and contrast the differences between two women that have influenced a change in society.</p> <p style="text-align: center;"><b>V_x_L_x_S_M_B_P_x_I_x_N__</b></p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>Write a poem and illustrate it. The poem will compare your famous woman to an object.</p> <p style="text-align: center;"><b>V_x_L__S_x_M_x_B__P_x_I__N__</b></p>

**Concept:** Change

**Topic:** Famous Women: Rachel Carson, Clara Barton, Susan B. Anthony, and Harriet Tubman

**Generalization:** Change is Necessary for Growth, Change is Inevitable

**Essential Question(s):** How have women played a role in important society changes?

## **Task Rotation Menu**

<b>Level</b>	<b>Mastery</b>	<b>Understanding</b>	<b>Self-Expressive</b>	<b>Interpersonal</b>
<b>1</b>	Use resources available to write a report answering the following questions: - How did my famous woman identify the need for change? -How did she go about making that change? - What changes took place in society after she took action?	Using a Venn Diagram or other compare/contrast organizer, compare and contrast the differences between two women whose actions have influenced a change in our society.	Write a poem and illustrate it. The poem will compare your famous woman to an object (i.e. rain, shadows, butterflies, band-aids) and through the use of descriptive language illustrate your knowledge of the changes she made to the greater society.	Imagine you are living in the time period of one of the women we have studied. Write a letter to the editor of your local newspaper outlining the changes that this woman has made and how the changes affect your life. Trade letters with someone and respond to your partner's letter with an illustration that shows how his/ her letter made you feel.
<b>2</b>	Classify the vocabulary words according to the woman they best represent. Construct a graphic organizer that shows each woman, the vocabulary words, and how the words help to clarify the concept of the changes she helped bring about.	Using the resources available, design a poster illustrating 2 or more of the women studied. Your poster needs to address the following questions either with words or images. - How did my famous woman identify the need for change? -How did she go about making that change? - What changes took place in society after she took action? Was it worth it? (Present your poster to the class)	Writing in your reflective journal, answer the following question. In the time period of each woman, the need for change was unique. Distinguish how she made her choices according to the societal need. How would the change be different if each woman lived in our time? The future?	Detect a change that is needed in our society. Decide which woman would be the most helpful if she could come and help you with your change. Role- play with a partner: one of you be the "student" and one the famous woman. Make your request for her help making sure you distinguish why you need her help especially.
<b>3</b>	Organizing the accomplishments of the women studied, design and display a product that demonstrates each woman's impact on society in a sequential manner.	Working in pairs, each student will choose a famous woman from our unit. The student will do research and then argue/ debate with his/ her partner that "my" choice had a greater influence on society.	Thinking about what you know about society now. Identify what changes need to take place. Write a song, rap, or picture book about how you could make the change and what Habits of Mind that the unit women used that would help you with your task.	Politicians are the main people in our society that effect change. In your group, imagine that each woman we have studied is running a political campaign. Brainstorm ideas that will be illustrated. Design a political banner for each woman. The poster must describe the change the woman will make to help improve our society.

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

Applications (produce, research, write, design, illustrate, compare, contrast, evaluate, create, analyze)

## **Real World Applications**

Teachers, authors, politicians, scientists, anthropologists, sociologists, designers, illustrators, artists.

## **Real World Terms**

- Communication
- Display
- Clarity
- Grammar
- Information
- Research
- Resources
- Data collection
- Campaign
- Debate

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

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

- Literature and Resources relating to key famous women
- Poster paper
- Chart paper
- Journal
- Pencils/markers
- Graphic Organizers
- Cassette Tapes/Recorder

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

**(Whole Group/Small Group)**

## **Conceptual Perspectives**

How do you identify the need for change?  
How do you initiate change?  
Why is change inevitable?  
How does change generate additional change?  
Why is change necessary for growth?  
Why is change necessary for growth in society?  
Why is change inevitable?  
Why is change inevitable in society?  
How does change effect growth?  
Why does change have to be necessary for growth?  
What would happen to society if change did not take place?

### **Intelligent Behaviors**

What Intelligent Behaviors did the women we studied 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?  
Explain.  
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 the famous women we are studying demonstrate the following behaviors:

- Persisting
- Thinking about your Thinking (Metacognition)
- Questioning and Problem Solving
- Responding with wonderment and awe

How do you demonstrate the following intelligent behaviors?

- Persisting
- Thinking about your Thinking (Metacognition)
- Questioning and Problem Solving
- Responding with wonderment and awe

### **Literary Perspective**

Choose four or more of our vocabulary words that describe (each book).  
What kind of thinking did studying (each book) cause you to do?  
Why do you think this book is a good selection for the woman being studied (each book)?  
Draw an image representing your understanding of each book? Explain your drawing to someone who does not know the story, and include what the story has to do with change.

### **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 data from a class election on influential women graph the data in a pictograph.</p> <p style="text-align: center;">Math Journal</p> <p>Reflect on any changes that might need to be made in order to have a clearer graph or data collection.</p> <p style="text-align: center;">V _ L _ x _ S _ x _ M _ B _ P _ x _ I _ x _ N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> <b>Sensing-Feeling</b></p> <p>Interview members of your family and friends about which women was most influential to them and why. Graph data and explain why you think one woman may have been favored. How would societal change affect your interview?</p> <p style="text-align: center;">V _ x _ L _ x _ S _ x _ M _ B _ x _ P _ x _ I _ x _ N _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>Interpret data from a chart that compares the four women and compare two using a Venn Diagram. How would your diagram change if you added a third woman to your comparison? Is the change necessary?</p> <p style="text-align: center;">V _ x _ L _ x _ S _ x _ M _ B _ P _ x _ I _ x _ N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>Using data from either your interview or class election, design another clear and effective way to show the data. Reflect about why you made your choices and how it might have changed the original effect of the data.</p> <p style="text-align: center;">V _ x _ L _ x _ S _ x _ M _ B _ P _ x _ I _ x _ N _</p>

**Real World Connections With Products**

Applications, graphing, data analysis, data display, compare and contrast, evaluating data.

**Real World Applications**

Accountants, teachers, consultants, mathematicians.

**Real World Terms**

- Graphing
- Data
- Evaluation
- Collection
- Venn diagram
- Key
- Title
- Scale
- Sequencing
- Change

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

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

- Data collection sheets
- Class voting ballots
- Examples of pictographs
- Pictograph master
- Venn diagram master
- Paper/pencils etc...

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

### **(Whole/ Small Group)**

#### **Conceptual Perspectives**

1. How is change evident in data?
2. How do you identify the need for change?
3. How do you initiate change?
4. Why is change inevitable?
5. Why is change necessary for growth?
6. How does change effect growth?
7. Why does change have to be necessary for growth?
8. What would happen to society if change did not take place?

#### **Intelligent Behaviors**

1. What Intelligent Behaviors did the woman we studied have to use to identify and make the change to society?
2. How did you use these or other Intelligent Behaviors in completing the task rotation activities from the unit of study?
3. How do you demonstrate these Intelligent Behaviors daily?
4. What Intelligent Behaviors did you see as your strength in these activities?
5. Explain.
6. 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?
7. How did (insert one of four women studied) demonstrate the following intelligent behaviors?
  - a. Persisting
  - b. Thinking about your Thinking (Metacognition)
  - c. Questioning and Problem Solving
  - d. Responding with wonderment and awe
8. How do you demonstrate the following intelligent behaviors?
  - Persisting
  - Thinking about your Thinking (Metacognition)
  - Questioning and Problem Solving
  - Responding with wonderment and awe

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

Reread your answers to your math journal. Reflect on how you would add to or change your entries based on the discussion we have had about concepts and intelligent behaviors. Share your revised entries with a partner.

Assess the journal entries and final products using a teacher created rubric.

## **Additional Support Materials**

### **Possible Books to introduce the other 3 women:**

- Hopkinson, Deborah. (2002) Under the Quilt of Night.
- Krull, Kathleen. (2000) Lives of Extraordinary Women: Rulers, Rebels, and What the Neighbors Thought.

### **Internet Sites**

*Famous Women website*

<http://www.aboutfamouspeople.com/article1137.html>

*Harriet Tubman and the Underground Railroad*

[www2.lhric.org/pocantico/tubman/tubman.html](http://www2.lhric.org/pocantico/tubman/tubman.html)

*America's Story: Harriet Tubman*

[www.americaslibrary.gov/cgi-bin/page.cgi/aa/tubman](http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/tubman)

*Rachel Carson.org*

[www.rachelcarson.org](http://www.rachelcarson.org)

*Rachel Carson National Wildlife Refuge*

[www.fws.gov/rachelcarson/](http://www.fws.gov/rachelcarson/)

*Clara Barton: Angel of the Battlefield*

[www.nps.gov/anti/clara.htm](http://www.nps.gov/anti/clara.htm)

*Clara Barton's House*

[www.cr.nps.gov/nr/twhp/wwwlps/lessons/27barton/27barton.htm](http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/27barton/27barton.htm)

*Susan B. Anthony*

[www.susanbanthonyhouse.org/biography.html](http://www.susanbanthonyhouse.org/biography.html)

*Freedom Heroes: Susan B. Anthony*

[www.myhero.com/myhero/hero.asp?hero=susanbanthony](http://www.myhero.com/myhero/hero.asp?hero=susanbanthony)

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

**Topic: Famous Women/People**

**K-2**

**Linda Hemingway- Moore County –2<sup>nd</sup> grade  
Deanna Ingram- Thomasville City – 1<sup>st</sup> grade**

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

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

Big Ideas Manifested

**Topic – Famous People/Women**

**Literature Selection – Rachel- The Story of  
Rachel Carson**

**Author – Amy Ehrlich**

<b>Concepts</b>	<b>Themes</b>
Exploration Change Conflicts Systems	Nature Overcoming adversities Biology Famous women Environments Lifetime learning Wonderment of the world Power of the word Power of the individual Importance of following your heart
<b>Issues or Debates</b>	<b>Problems or Challenges</b>
Natural vs. poisons Work vs. family loyalty Limitations	Overcoming obstacles Overcoming adversity Change can be negative
<b>Processes</b>	<b>Theories</b>
Problem solving Life Cycles Research Scientific inquiry	Pesticides are harmful to everything/everyone Growth/Change can be positive or negative
<b>Paradoxes</b>	<b>Assumptions or Perspectives</b>
Pesticides that kill insects are beneficial to humans Being truthful can harm the object one is trying to protect	Poisons help people by killing the insects Life circumstances determine path Development is always a good thing

**Concept – Exploration and Change**

**Topic – Famous People/Women**

**Suggested Literature Selection(s) – Rachel- The Story of Rachel Carson**

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

### **Intelligent Behaviors-**

**Story Focus** - persisting, thinking flexibly, metacognition, questioning and problem posing, applying past knowledge to novel situations, gathering data through all senses, respond with wonderment and awe, taking responsible risks, remain open to continuous learning, thinking and communicating with clarity and precision

**Student Activities-** persisting, listening with understanding and empathy, metacognition, managing impulsivity, thinking flexibly, striving for accuracy and precision, questioning and problem solving, applying past knowledge to novel situations, gathering data through all senses, creating, imaging and innovating, responding with wonderment and awe, taking responsible risks, thinking interdependently, remaining open to continuous learning

**Thinking Skills Focus** – Building Thinking Skills by Parks and Black (Beginning and Level 1)  
Describing Animals page 166

**Topic Focus** – Famous Women/ People

**Concept Focus** – Exploration, Change

### **Overarching Generalizations –**

Exploration requires recognizing purpose and responding to it.  
Change can be either positive or negative.

### **More Complex Generalizations –**

Exploration can bring about change.  
Change made after exploration can be either positive or negative.

### **Directions for Teachers**

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

Explore a real world place. Depending on limitations of class, this exploration may be a field trip (i.e., to a museum, zoo, aquarium, a bog) or exploration of the school's playground, etc.)

**Suggested Topics for Discussion-** balance of nature, persistence, conservation, importance of following your heart, power of the individual

**Suggested Vocabulary Words for Discussion-** persistence, conservation, fossil, biology (biologists), paramecium, organism, tide, microscope (microscopic), ocean, estuary, phosphorescence, cancer, pesticides

**Vocabulary Extension-** guest speaker from local college biology department to give hands on example of above vocabulary

### **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>
<b>EQ-</b> What are the physical characteristics of what a scientist looks like to you? <b>Activity-</b> The student will design a picture depicting what a scientist looks like.
<b>Facet 2 - INTERPRETATION</b>
<b>EQ-</b> How is exploration like Christmas morning (or a trip to a new store)? <b>Activity-</b> Students will participate in a class think-pair-share.
<b>Facet 3 - APPLICATION</b>
<b>EQ-</b> How does the balance of nature affect to me? <b>Activity-</b> The students will tell a story by writing about what their world would be like if there were no animals.
<b>Facet 4 - PERSPECTIVE</b>
<b>EQ-</b> How is a scientist similar or different from a student? <b>Activity-</b> The students will create a word splash/circle map. One group will brainstorm how a scientist is similar to a student and the other will discuss differences. Each group will share with the class.
<b>Facet 5 – EMPATHY</b>
<b>EQ-</b> As you reflect on this story, what emotions did you feel? <b>Activity-</b> The students will design a greeting card based on these feelings.
<b>Facet 6 – SELF-KNOWLEDGE</b>
<b>EQ-</b> What would you like to change about our classroom? <b>Activity-</b> The students will write a journal entry addressing this question.

### **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>Make a timeline of the life of Rachel Carson showing the major milestones in her private and professional life.</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>Role-play with a partner how you would feel if you had to quit doing something that you loved doing in order to take care of a family member.</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 explore (texts, Internet) an endangered species they are interested in and identify questions that puzzles them about this animal. They develop a hypothesis, research their topic further and report their findings.</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>Create a cartoon version of the life and work of Rachel Carson. Include at least five events and show the major achievements. Create and perform a rap or poem citing the importance of her exploration, discovery and/or changes that she brought about.</p> <p style="text-align: center;"><b>V_*L_*S_*M_*B_*P_*I_*N_*</b></p>

**Real World Connections With Products-** Building Thinking Skills (Beginning and Level 1) by Parks and Black (Figural Sequences, Describing People and Things, Verbal Classification)

**Real World Applications-** Researcher, scientist, composer, cartoonist, actor, historian, newspaper columnist

**Real World Terms-** caption, illustration, hypothesis, inquiry, perform, dialogue, sequence

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

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

- paper
- pencil
- ruler
- craft materials for optional student made props
- trade books about animals
- computers with Internet access
- tape recorder- optional

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

### **(Whole Group)**

#### **Conceptual Perspectives**

How does change generate additional changes?  
Can change be both positive and negative? How?  
What factors bring about change?  
Why is exploration important to a society?  
How does exploring confront the unknown?  
How can showing intelligent behaviors generate positive change?

#### **Intelligent Behaviors**

What Intelligent Behaviors did Rachel Carson demonstrate in the book?  
How did persistence help her accomplish her goals?  
What IB did you use to complete the task rotations?  
What IB do you see as your strengths? Why?

#### **Literary Perspective**

Describe Rachel Carson in five words or less.  
How did exploration change Rachel's life?  
Discuss with a partner how the information in this story is important and can be applied today.  
Finish this sentence: "This lesson on Rachel Carson is important to me because....."  
Would you recommend this book to someone else? Why or why not?

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

As a class, what changes would you like to see happen to our playground? Develop an action plan to make these changes possible? What habits of mind will we use to develop and implement this plan? Now set this plan into motion.

## 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>Find the total number of legs of the animals in the picture. Show your work using pictures, number or words.</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>Small Group I: Identify R. Carson’s feelings when she went to Hawk Mountain in 1945. If she were still alive, predict the trend with regard to her feelings.</p> <p>Small Group II: Dramatize key events with a focus on changes in Rachel Carson’s feelings.</p> <p>Small Group III: Interview classmates about how they felt before, during and after the exploration of ____.</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>Small Group I: Analyze and sequence story events. Look for changes.</p> <p>Small Group II: Compare and contrast using a Venn Diagram Carson’s actions vs. what you would have done.</p> <p>Small Group III: Collect and analyze data, before during and after exploring the ____ environment. Chart the changes you documented.</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>Task I: In small groups, create a visual display of events of the exploration (timeline, picture, chart, graph, etc.)</p> <p>Task II: In small groups, design a method sharing data collected from the exploration.</p> <p>Small Group III: In small groups, determine the best format to display information from the previous two tasks.</p> <p style="text-align: center;">V_*L_*S_*M_*B_*P_*I_*N_*</p>

Goal 4: The learner will demonstrate an understanding of data collection, display, and interpretation.

Objective:

4.02 Summarize and interpret important information in charts, graphs, tables and make predictions.

4.03 Collect and display data over a period of time.

**Real World Connections With Products-** Building Thinks Skills (Beginning and Level 1) By Parks and Black (Figural Classifications and Describing Similarities and Differences)

**Real World Applications-** mathematician, statistician, interviewers

**Real World Terms-**data, plot, relationship, bias, open-ended questions, point of view

**Connect all products 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**

- worksheet for Mastery Learner task
- book Rachel- The Story of Rachel Carson
- Venn Diagram
- Markers
- Containers for data collection
- Notepad for interviews
- Craft materials for visual display

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

### **(Whole Group)**

#### **Conceptual Perspectives**

How does change generate additional changes?

Can change be both positive and negative? How?

What factors bring about change?

Why is exploration important to a society?

How does exploring confront the unknown?

How can showing intelligent behaviors generate positive change?

#### **Intelligent Behaviors**

What Intelligent Behaviors did Rachel Carson demonstrate in the book?

How did persistence help her accomplish her goals?

What IB did you use to complete the task rotations?

What IB do you see as your strengths? Why?

How did the following IBs help you accomplish these tasks?

- Striving for accuracy
- Taking responsible risks
- Applying past knowledge to novel situations
- Persisting
- Meta-cognition
- Questions and problem posing

#### **Literary Perspective**

How did Rachel Carson experiences help you solve these tasks?

Why was the ability to change helpful in completing these tasks?

Compare your data collection techniques with Rachel Carson's.

How is math like exploration?

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

Students will analyze teacher made line plot/graph. Changes will be secretly made to line plot/graph. Students will do a Think, Pair, Share identifying changes and how they knew what changes were made.

## Concept: Exploration and Change

### Topic: Famous Women and People

**Generalization:** Exploration requires recognizing purpose and responding to it.  
Change can either be positive or negative

**Essential Question(s)-** How can exploration bring about change?

### Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Students will be given a timeline chain made of 3 links entitled “Beginning, Middle and End” links. They will cut out, make and connect other strips that contain the accomplishments in Rachel Carson’s Life to the correct Beginning, Middle and End links	Students read (choral or in listening centers) 2 nonfiction texts about 2 different animal’s life cycles. They will cut out pictures depicting a stage of the life cycle and place the picture on a graphic organizer. The students will discuss the similarities and differences in the life cycles	Write a journal entry telling how it feels when someone makes changes you disagree with. What intelligent behaviors would you use to talk with this person after the change(s) were made?	Imagine that you are the son or daughter of Rachel Carson. How would her work affect you family/life? Discuss in your small group (or think-pair-share).
2	Students will be given strips with significant dates and accomplishments and organize data into a time line chain.	Students read/explore leveled nonfiction text about the life cycle of an animal of interest. In small groups they will rotate around the room to poster paper and write the various changes the effect of the change listed at the top of the poster paper (Weather, Health, Geographic Location, Food) would have on their animal and indicate whether the change would be positive or negative. Whole group share.	Create a cartoon version of Rachel Carson’s life. Include at least 5 events and show major achievements. Create and perform a rap or poem citing the importance of her exploration, discovery and/or changes that she brought about.	Role-play with a partner how you would feel if you had to quit doing something that you loved doing in order to take care of a family member.
3	Students will gather information on another famous	Students explore (texts, Internet) an endangered animal	Create a cartoon version of your exploration of ____.	Pretend you are an environmentalist about to address a group of

	woman scientist and create a time line chain of lifetime accomplishments.	they are interested in and identify questions that puzzle them about this animal. They develop a hypothesis, research their topic further and report their findings.	Include at least 5 events and show discoveries and/or changes you would make. Create and perform a rap or poem citing the importance or purpose of your exploration, discovery and/or changes you observed while exploring.	young child about the decline of the local forest. Describe the 5 key points that you think are needed to help preserve the forest. Be prepared to address the negative responses that may arise from your speech.
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**Real World Connections With Products-** Building Thinking Skills (Beginning and Level 1) by Parks and Black (Figural Sequences and Verbal)

**Real World Applications-** Cartoonist, newspaper editor, naturalist, actor/actress, performer, veterinarian, poet

**Real World Terms-** life cycle, endangered species, rhythm

**Connect all products 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**

- Teacher made sheet for Mastery Task 1 and 2
- Multi-level Non-fiction texts about animals
- Chart paper
- Writing journal
- Pencil
- Paper
- Computer with Internet Access
- Tape recorder/CD player
- Non-fiction CD/ books-on-tape about animals
- Non-fiction books about other famous women scientists

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

## **(Whole Group)**

### **Conceptual Perspectives**

How does change generate additional changes?  
Can change be both positive and negative? How?  
What factors bring about change?  
Why is exploration important to a society?  
How does exploring confront the unknown?  
How can showing intelligent behaviors generate positive change?

### **Intelligent Behaviors**

What Intelligent Behaviors did Rachel Carson demonstrate in the book?  
How did persistence help her accomplish her goals?  
What IB did you use to complete the task rotations?  
What IB do you see as your strengths? Why?

### **Literary Perspective**

Describe Rachel Carson in five words or less.  
How did exploration change Rachel's life?  
Discuss with a partner how the information in this story is important and can be applied today.  
Finish this sentence: "This lesson on Rachel Carson is important to me because....."  
Would you recommend this book to someone else? Why or why not?

### **Student/Teacher Reflections**

As a class, what changes would you like to see happen to our playground? Develop an action plan to make these changes possible? What habits of mind will we use to develop and implement this plan? Now set this plan into motion.

## **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>Write a postcard to a friend telling them factual information about a discovery or observation you made while exploring _____. Elaborate on how this information connects to your life. (LA 3.01 1<sup>st</sup> grade, LA 3.03 2<sup>nd</sup> 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>Discuss in small groups, a time that you or your family helped to change the environment. Discuss what changes could be made to improve our school's environment. Make a plan on how your group will bring about this positive change. (S 1.04 1<sup>st</sup>)</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>Congress has passed a new law allowing any pesticide to be used widespread. Through a debate between two small groups (one group is Congress and the other is a committee to protect the Earth) argue the positive and negative effects of the change in this law. (LA 4.04 2<sup>nd</sup>)</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 that you are exploring a new environment, create a visual display to represent the Intelligent behaviors you would use to explore this new environment (SS 3.01 2<sup>nd</sup>)</p> <p style="text-align: center;">V__L__S*_M__B__P__I__N__*</p>

**Real World Connections With Products**-describing characteristics, describing places Building Thinking Skills (Beginning and Level 1) by Parks and Black (application- construct, develop, discuss, debate, perform, plan, use)

**Real World Applications**- debater, politician, judge, video game designer, lawyer, activist, journalist, reporter

**Real World Terms**- explore, observe, discover

**Connect all products 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 3x5 cards
- markers
- pencils
- crayons
- stamps
- craft materials

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

### **(Whole Group)**

#### **Conceptual Perspectives**

How does change generate additional changes?  
Can change be both positive and negative? How?  
What factors bring about change?  
Why is exploration important to a society?  
How does exploring confront the unknown?  
How can showing intelligent behaviors generate positive change?  
Why is there a purpose to change?  
How do you respond to negative change? Positive change?  
How has exploration brought about change?

#### **Intelligent Behaviors**

What IB did you use to complete the task rotations?  
What IB do you see as your strengths? Why?  
How was the IB of persistence helpful in completing these tasks today?  
What IB do you use daily?  
What IB do you need to work on during our next unit of study?

#### **Literary Perspective**

In what ways did you apply your knowledge about Rachel Carson into the tasks?  
How were her findings helpful to you?  
Discuss with a partner how the information about Rachel Carson was relevant and was applied today?

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

Make a class collage (postcards, pictures of debate, action plan, display) of the tasks completed today. Write a summary on each task. Post this summative/ reflective information in the hall for others to learn from.

**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>Complete the following math problems:</p> <ul style="list-style-type: none"> <li>• Rachel Carson saw 12 paramecium on one slide and 20 on another. How many did she see is all?</li> <li>• Thirty-five butterflies migrated to Mexico. Thirteen butterflies came back to Maine. How many did not return?</li> </ul> <p>Solve your problem using pictures, numbers or words to show your work.</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>Predict what is the favorite lunchtime menu of our class. Why do you think that?</p> <p>With a partner, collect data by interviewing classmates. Record your data.</p> <p>Display your data in a line plot or pictograph.</p> <p>Based on your evidence from our class, predict the favorite lunch of the entire first/second grade. What makes you think that?</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>Construct a map to show the migration of the Monarch butterfly from Maine to Mexico. Now plot your trip to Walt Disney World. Compare and contrast both trips. How are they different? How are they the same? Consider land features, modes of travel, time etc...</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 craft materials, construct a new animal. Your project must be done 3-Dimensional. How would changing your animal to 2-dimension change its appearance?</p> <p style="text-align: center;">V _ L _ * S _ M _ B _ P _ * I _ N _ *</p>

**Real World Connections With Products-** Building Thinking Skills by Parks and Black (Beginning and Level 1) Describing People and Animals, Describing Similarities and Differences, and Verbal Sequence

**Real World Applications-** mathematician, statistician, artist, surveyor, scientist, map maker, consensus taker

**Real World Terms** atlas, plot, consensus, data, dimension, migrate

**Connect all products 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**

- Teacher-made worksheets for Mastery Learner task
- Craft materials
- Globes, maps, atlas
- Rulers or yard sticks
- Paper
- Pencil
- Clipboard - optional



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

### **(Whole Group)**

#### **Conceptual Perspectives**

How does exploring (interviewing) confront the unknown?

What factors bring about change?

How does change bring about additional change?

#### **Intelligent Behaviors**

What intelligent behaviors did you use to complete these tasks?

What intelligent behaviors do you see as your strengths? Weaknesses?

How did you use persistence when you completed your tasks?

#### **Literary Perspective**

Discuss with a partner how the information in our story is important for today's tasks?

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

Write a self reflection on your favorite activity. Identify your strongest & weakest intelligent behavior you demonstrated during this activity. State one way you can strengthen your weakest intelligence.

## **Additional Support Materials**

### **Favorite Read-Alouds**

**Finger Plays, Nursery Rhymes and Songs**

**Video Clips**

**Paintings & Prints**

## **Teacher Reflections**

### **Literary Selection**

**Date**

**School**

**Grade**

1. What were the strengths of the task rotations and/or other activities?
2. How did the task rotations and/or activities reveal students' Intelligent Behaviors? Please discuss how each Intelligent Behavior manifested it self.
3. What would you change or add the next time you taught this lesson?
4. What opportunities for growth does the resource unit have?
5. What were "ah ha's?" for the students? For teachers?

### **"Additional Comments**

# **APPENDIX**

## **A**

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

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

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



**Concept: Conflict**

**Topic: Friendship**

**K-2**

**Beverly DePrez-Guilford County  
Sara Gane-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 -Friendship**

**Literature Selection – Danita Brown Leaves Town**  
**By : Nikki Grimes**

Concepts	Themes
<ul style="list-style-type: none"><li>• Friendship</li><li>• Family</li><li>• Forgiveness</li></ul>	<ul style="list-style-type: none"><li>• Friends</li></ul>
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"><li>• New vs. old</li><li>• Stay vs. go</li></ul>	<b>Danita and Zuri are parted for the summer and both have to make new friends.</b>
Processes	Theories
<ul style="list-style-type: none"><li>• Writing</li><li>• Acceptance</li></ul>	<ul style="list-style-type: none"><li>• Friendship can last a lifetime</li></ul>
Paradoxes	Assumptions or Perspectives
<b>Distance makes the heart grow fonder.</b>	<b>Love can build a bridge.</b>

## Big Ideas Manifested

**Topic -Friendship**

**Literature Selection –The Gold Threaded Dress**

**Author –Carolyn Marsden**

Concepts	Themes
<ul style="list-style-type: none"><li>• <b>Friendship</b></li><li>• <b>Family</b></li><li>• <b>Relationships</b></li><li>• <b>Honesty</b></li><li>• <b>Community</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Acceptance of different cultures and values</b></li></ul>
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"><li>• <b>New vs. old</b></li><li>• <b>Priorities</b></li><li>• </li></ul>	<ul style="list-style-type: none"><li>• <b>Owning up to mistakes</b></li><li>• <b>Fitting in with others</b></li></ul>
Processes	Theories
<ul style="list-style-type: none"><li>• <b>Problem solving</b></li><li>• <b>Decision making</b></li></ul>	
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"><li>• <b>What doesn't kill us makes us stronger</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Honesty is the best policy</b></li></ul>

## Big Ideas Manifested

**Topic –Friendship**

**Literature Selection – The Honest-to-Goodness Truth**

**Author – Patricia C. McKissack**

Concepts	Themes
<ul style="list-style-type: none"> <li>• Friendship</li> <li>• Honesty</li> <li>• Feelings</li> </ul>	<ul style="list-style-type: none"> <li>• School friendships</li> <li>• Character traits</li> <li>• Feelings</li> </ul>
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> <li>• Truth vs. Lie</li> <li>• Black vs. White</li> </ul>	<ul style="list-style-type: none"> <li>• Telling the truth may sometimes hurt the feelings of others</li> </ul>
Processes	Theories
<ul style="list-style-type: none"> <li>• Decision making</li> <li>• Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Truth</li> </ul>
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> <li>• The truth hurts</li> <li>• If you don't have something nice to say don't say anything at all.</li> </ul>	<ul style="list-style-type: none"> <li>• Lying is bad, you always tell the truth</li> <li>• Honesty is the best policy</li> </ul>

## Concept – Conflict

## Topic – Friendship

**Suggested Literature Selection(s) – Danitra Brown Leaves Town by Nikki Grimes  
The Gold-Threaded Dress by Carloyn Marsden  
The Honest-to-Goodness Truth by Patricia McKissack**

### Look and Listen for...

#### Intelligent Behaviors

##### Story Focus – Persisting

Listening w/Understanding and Empathy

Metacognition

Thinking Flexibly

Questioning and Posing Problems

##### Student Activities-Persisting

Listening w/Understanding and Empathy

Metacognition

Thinking Flexibly

Questioning and Posing Problems

Remaining Open to Continuous Learning

**Thinking Skills Focus –Building Thinking Skills by Parks and Black  
Ch. 7 Verbal Similarities and Differences**

**Topic Focus-Friendship**

**Concept Focus -Conflict**

**Overarching Generalizations** – Conflict is a part of life that teaches.  
Conflict is uncomfortable and unavoidable.

**More Complex Generalizations** – Conflict brings about change.  
Conflict and change can be internal or external.  
Conflict may be intentional or unintentional and bring about intentional or unintentional change.

#### Directions for Teachers

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

#### Suggested Topics for Discussion

Friendship, conflict, problem solving, relationships, respecting other points of view, changes in relationships

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

Embarrassment, struggle, acceptance, values, resolution, forgiveness, truth, honest

### **Vocabulary Extension**

Students will pair up to role-play a scenario using 1 vocabulary word and present it to the class.

### **Learning Targets-NCSCOS Grade 2**

#### Language Arts

- 2.01 Read and comprehend both narrative and expository text appropriate for grade 2.
- 2.04 Pose possible *how*, *why*, and *what if* questions to understand and/or interpret text.
- 2.06 Recall facts and details from a text.
- 2.07 Discuss similarities and differences in events and characters across stories.
- 3.03 Explain and describe new concepts and information in own words.
- 4.04 Use oral communication to identify, organize, and analyze information.
- 4.05 Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.
- 4.08 Write structured, informative presentations and narratives, when given help with organization.

#### Math

- 1.02 Use area or region models and set models of fractions to explore part-whole relationships in contexts.
  - a) Represent fractions (halves, thirds, fourths) concretely and symbolically.
  - b) Compare fractions (halves, thirds, fourths) using models.
  - c) Make different representations of the same fraction.
  - d) Combine fractions to describe parts of a whole.
- 1.03 Create, model, and solve problems that involve addition, subtraction, equal grouping, and division into halves, thirds, and fourths (record in fraction form).

#### Social Studies

- 1.01 Identify and describe attributes of responsible citizenship.
- 1.04 Identify responsible courses of action in given situations and assess the consequences of irresponsible behavior.
- 3.01 Compare similarities and differences between oneself and others.

## Hooks

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

### Six Facets of Understanding

**EQ's:** What can we learn from conflict? What are possible outcomes of conflicts? How does conflict bring about change?

<b>Facet 1 – EXPLANATION</b>
Describe a time when you had a conflict with a friend. How did that conflict make you feel? What did you learn? Write or draw a picture to explain your situation.
<b>Facet 2 – INTERPRETATION</b>
Give students an example of a role-play or story of a conflict between friends. Have students critique how each friend's behavior created this conflict. What other ways could they have handled the situation?
<b>Facet 3 – APPLICATION</b>
Have 2 students role play a conflict situation while 2 other students are their coaches telling them positive ways to resolve their conflict.
<b>Facet 4 – PERSPECTIVE</b>
Students will analyze which qualities make a good friend. Then students will create either an "order a friend" list of qualities and call in an order for their desired qualities in a best friend or a wanted poster for someone who is not being a good friend. Then they will discuss which friend you would have less conflict with and why.
<b>Facet 5 – EMPATHY</b>
Students will write a Dear Abby advice letter to give advice to someone who is the friend that is being left behind and how to cope with the change of losing their friend.
<b>Facet 6 – SELF-KNOWLEDGE</b>
Create a T-chart to show what your strengths and weaknesses are in a conflict. Discuss how weaknesses can be changed to positive behavior.

**Read:** The Gold-Threaded Dress by Carloyn Marsden  
The Honest-to-Goodness Truth by Patricia McKissack  
Danitra Brown Leaves Town by Nikki Grimes

## 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 identify ways to solve a problem and rank their top 3 choices. Then they will discuss what intelligent behaviors help them to solve problems and 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>Interpersonal Learner (B)</b> <b>Sensing-Feeling</b></p> <p>Students will work with a partner or a small group to create a comic strip where one character does not show listening with understanding and empathy. Discuss why the character should have used this intelligent behavior to help him solve his conflict.</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>After reading a story students will create a T-chart showing ways that the characters tried successfully and unsuccessfully to solve their problems. What intelligent behaviors did the characters use or should have used to help them?</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>Read a story such as <u><a href="#">The Honest-to-Goodness Truth</a></u> and write or act out a new ending where the character uses 1 or more intelligent behaviors to solve their problems more effectively.</p> <p style="text-align: center;">V _ * L _ S _ M _ B _ * P _ * I _ N _</p>

NCSCOS 2<sup>nd</sup> grade

Lang. Arts 2.01, 2.04, 2.06, 3.03, 4.04, 4.05

Social St. 1.01, 1.04, 3.01

**Real World Connections With Products**

Develop, analyze, create, describe, predict, discuss, compose

**Real World Applications**

Counselor, coach, judge, teacher, mentor, mediator, cartoonist

**Real World Terms**

Investigate, Research

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

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

- Paper
- Markers
- The Honest-to-Goodness Truth by Patricia C. McKissack

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

### **(Whole Group)**

#### **Conceptual Perspectives**

1. What can we learn from conflict?
2. What are possible outcomes of conflict?
3. How does conflict bring about change?
4. How can intelligent behaviors help solve conflicts?
5. How conflict and change be internal and/or external?
6. Why is conflict uncomfortable and unavoidable?
7. How can conflict be intentional or unintentional?
8. How can conflict bring about intentional or unintentional change?

#### **Intelligent Behaviors**

1. How did you use Intelligent Behaviors in completing the task rotation activities from the unit of study?
2. How do you demonstrate these Intelligent Behaviors daily?
3. How did the main character in The Honest-to-Goodness Truth demonstrate or fail to demonstrate the following Intelligent Behaviors in the story?
  - Listening with Empathy and Understanding
  - Metacognition
  - Questioning and Posing Problems
  - Finding Humor
  - Taking Responsible Risks
4. What Intelligent Behaviors do you think you would like to work on developing in the next unit of study?
5. What Intelligent Behaviors did you see as your strength in these activities? Why?

#### **Literary Perspective**

1. How can you relate to any of the characters in The Honest-to-Goodness Truth?
2. What lesson is taught through this piece of literature?
3. What other books have you read that teach similar lessons?

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

As a class how can we become better at solving conflicts that occur in our classroom, on the playground, in our school and our homes? What intelligent behaviors will we emphasize to create a positive change in our school and home? What will we need to do to be sure everyone is using these behaviors?

## 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 use manipulatives, paper, makers, pencils, etc to demonstrate multiple ways to share items equally between 2, 3, or 4 friends. Students will show their fractions in both picture and number form. How did you use intelligent behaviors to help complete this activity?</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>Students will create friendship charms with and without equal parts. Then they will tell why one is a better way to split the charm between their friend(s) and themselves. Explain what intelligent behaviors help you solve this problem.</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 make predetermined fractions and compare their values. They will draw their comparisons and use the terms greater than, less than and equal to, to compare and order the fractions. Then they will discuss which intelligent behaviors helped them 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> <b>Intuitive-Feeling</b></p> <p>Design and create a charm to share with your best (1 or 2) friends and yourself to share. What kind of charm will it be and how will it be divided equally? Which intelligent behaviors help you complete this activity?</p> <p style="text-align: center;">V _ * L _ * S _ * M _ B _ * P _ I _ N _</p>

Math NCSCOS Obj. 1.02 a,b,c,d from 2005

**Real World Connections With Products**

Create, construct, plan, design, discuss, produce

**Real World Applications**

Chef, construction worker, scientist, engineer, musician

**Real World Terms**

Representing, comparing

**Connect all products 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**

- papers
- scissors
- notecards
- markers

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

### **(Whole Group)**

#### **Conceptual Perspectives**

1. What can we learn from conflict?
2. What are possible outcomes of conflict?
3. How does conflict bring about change?
4. How can intelligent behaviors help solve conflicts?
5. How conflict and change be internal and/or external?
6. Why is conflict uncomfortable and unavoidable?
7. How can conflict be intentional or unintentional?
8. How can conflict bring about intentional or unintentional change?

#### **Intelligent Behaviors**

1. How did you use Intelligent Behaviors in completing the task rotation activities from the unit of study?
2. How do you demonstrate these Intelligent Behaviors daily?
3. What Intelligent Behaviors do you think you would like to work on developing in the next unit of study?
4. What Intelligent Behaviors did you see as your strength in these activities? Why?

#### **Literary Perspective**

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

Students will think about how fractions are a part of everyday life. They will do a think, pair, share to generate ideas. Then students will meet up with another pair to share ideas. After ideas have been shared, they will then record their responses on chart paper.

**Concept:** Conflict

**Topic:** Friendship

**Generalization:** Conflict is a part of life that teaches.

**More Complex Generalizations** – Conflict brings about change.

**Essential Question(s)** What does conflict teach you? How does conflict bring about change?

### Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Students will identify ways to solve a problem and rank their top 3 choices. Then they will discuss what intelligent behaviors help them to solve problems and to complete this task.	After reading a story students will create a T-chart showing ways that the characters tried successfully and unsuccessfully to solve their problems. What intelligent behaviors did the characters use or should have used to help them?	Think about a time when you had an argument with a friend. How did it make you feel? Brainstorm what other ways could you and your friend have solved your conflict? Which intelligent behaviors did you use while trying to solve this problem? Which ones do you need to improve?	Students will work with a partner or a small group to create list of things that they like and dislike to happen during a conflict. They will rate their list in order of best things that could happen to the worst things that could happen. What intelligent behaviors do you notice on this list?
2	Students will chart the ways they have observed classmates using intelligent behaviors to solve conflicts effectively. Which intelligent behaviors are observed most often? Why do you think these behaviors are being used more than others are?	Students will read a story and create a Cause and Effect chart showing the cause and effect of the character's conflict in the story. What intelligent behaviors were seen in the story? How could you use your intelligent behaviors to help you complete this task?	After taking a picture walk of <u>Danitra Brown Leaves Town</u> students will predict what conflicts and ways to solve conflict are going to be used in the story. Discuss what intelligent behaviors you used while doing this activity?	Students will work with a partner or a small group to create a comic strip where one character does not show listening with understanding and empathy. Discuss why the character should have used this intelligent behavior to help him solve his conflict.
3	Students will list 3 to 5 ways to solve a conflict. Then they will survey classmates to find out what ways they think are most effective in solving conflict. Then they will graph their results. What intelligent behaviors were on your list? How did using your intelligent behaviors help you complete this task?	After reading informational articles and fictional text with conflicts such as bullying, students will create a brochure or pamphlet proposing ways to solve these problems. What intelligent behaviors would be included? Why are some more helpful than others?	Read a story such as <u>The Honest-to-Goodness Truth</u> and critique the character's way of solving her conflict. Then write a new ending where the character uses 1 or more intelligent behaviors to solve the problem more effectively.	Students will write a letter to the editor or to the president expressing their feelings about why everyone should listen with empathy and understanding and how that would change some of the major conflicts occurring in our world. What intelligent behavior did you use to complete this task?

NCSCOS 2<sup>nd</sup> grade

Lang. Arts 2.01, 2.04, 2.06, 3.03, 4.04, 4.05

Social St. 1.01, 1.04, 3.01

**Real World Connections With Products**

Develop, analyze, create, describe, predict, discuss, compose, research, critique

**Real World Applications**

Counselor, coach, judge, teacher, mentor, mediator, cartoonist, scientist, research assistant, advertiser, editor, food critic

**Real World Terms**

Investigate, Research, Analyze

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

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

- Paper
- Markers
- Honest-to-Goodness Truth by Patricia C. McKissack
- Danitra Brown Leaves Town by Nikki Grimes

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

### **(Whole Group)**

#### **Conceptual Perspectives**

1. What can we learn from conflict?
2. What are possible outcomes of conflict?
3. How does conflict bring about change?
4. How can intelligent behaviors help solve conflicts?
5. How conflict and change be internal and/or external?
6. Why is conflict uncomfortable and unavoidable?
7. How can conflict be intentional or unintentional?
8. How can conflict bring about intentional or unintentional change?

#### **Intelligent Behaviors**

1. How did you use Intelligent Behaviors in completing the task rotation activities from the unit of study?
2. How do you demonstrate these Intelligent Behaviors daily?
3. How did the main character in The Honest-to-Goodness Truth or Danitra Brown Leaves Town demonstrate or fail to demonstrate the following Intelligent Behaviors in the story?
  - Listening with Empathy and Understanding
  - Metacognition
  - Questioning and Posing Problems
  - Finding Humor
  - Taking Responsible Risks
4. What Intelligent Behaviors do you think you would like to work on developing in the next unit of study?
5. What Intelligent Behaviors did you see as your strength in these activities? Why?
6. Why do you think some Intelligent Behaviors are easier to observe both in real life and stories? What makes them easier to do?

#### **Literary Perspective**

1. How can you relate to any of the characters in The Honest-to-Goodness Truth or Danitra Brown Leaves Town?
2. What lesson is taught through this piece of literature?
3. What other books have you read that teach similar lessons?

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

As a class how can we become better at solving conflicts that occur in our classroom, on the playground, in our school and our homes? What intelligent behaviors will we emphasize to create a positive change in our school and home? What will we need to do to be sure everyone is using these behaviors? Students will find a way to show how they will use this information to help them when they have a conflict.

**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 work with a partner to identify the steps needed to develop a plan for conflict resolution. They will come up with a way to present or display this information to the class. How do the intelligent behaviors fit into the plan to resolve conflict? What behaviors did you use 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>Interpersonal Learner (B)</b> Sensing-Feeling</p> <p>Create a motivational speech to give to a small group or the class about why everyone should listen with empathy and understanding. Why does this intelligent behavior help solve conflicts?</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>Students will debate reasons for or against the main character's decision about how to tell the honest-to-goodness truth after reading the story <u>The Honest-to-Goodness Truth</u>. They will use reasoning relating to the intelligent behaviors to support their arguments. Which intelligent behaviors did you use to argue your point?</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 game with situation cards about a conflict. Students will create several conflicts without the resolution to include in the game. Then they will play the game, by deciding on a way to solve the conflict to move forward on the game board on the floor. What intelligent behaviors did you hear used most often in solving the conflicts? How did you use your intelligent behaviors to help you play this game?</p> <p style="text-align: center;">V _ * L _ S _ M _ B _ * P _ * I _ N _</p>

NCSCOS 2<sup>nd</sup> grade  
 Lang. Arts 2.01, 2.04, 2.06, 3.03, 4.04, 4.05  
 Social St. 1.01, 1.04, 3.01

**Real World Connections With Products**

Debate, describe, motivate, develop, analyze

**Real World Applications**

Motivational speaker, judge, counselor, coach

**Real World Terms**

Resolve, motivate, understand, empathy

**Connect all products 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
- Markers
- Poster board
- Notecards
- Notebook paper
- Pencils
- Honest-to-Goodness Truth by Patricia C. McKissack

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

### **(Whole Group)**

#### **Conceptual Perspectives**

1. What can we learn from conflict?
2. What are possible outcomes of conflict?
3. How does conflict bring about change?
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#### **Literary Perspective**

1. How can you relate to any of the characters in The Honest-to-Goodness Truth?
2. What lesson is taught through this piece of literature?
3. What other books have you read that teach similar lessons?

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

As a class how can we become better at solving conflicts that occur in our classroom, on the playground, in our school and our homes? What intelligent behaviors will we emphasize to create a positive change in our school and home? What will we need to do to be sure everyone is using these behaviors? Students will find a way to show how they will use this information to help them when they have a conflict.

**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 describe how to make a fraction. Then they will model different equal pieces in a fraction. What intelligent behaviors helped you accomplish this task?</p> <p>Students will create with a partner a pattern with 2 of the following: snaps, claps, stomps, or pats. Then they will identify what fractional part of the pattern each movement represents.</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-Feeling</p> <p>Suppose you were in charge of ordering pizza for your birthday party. You have 7 friends and you to order for. Each person gets 2 pieces of pizza. How would you order equal amounts of their favorite kind for everyone? How do your intelligent behaviors help solve this problem?</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>Students will create two pizzas, one that will be cut into thirds and one in fourths, then explain why it would be hard to share these pizzas equally with 7 people. Why would conflict arise? What intelligent behaviors would help solve this conflict?</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>Each student will be responsible for creating 5 to 10 game cards representing different fractions that are divided into halves, thirds, and fourths and coloring in a different number of pieces for each. They will then play “WAR” where the player with the biggest fractional piece wins each hand. Then they will discuss what intelligent behaviors were used in this activity.</p> <p style="text-align: center;">V _ _ L _ _ S _ _ M _ _ B _ _ P _ _ I _ _ N _ _</p>

Math NCSCOS Obj. 1.02 a,b,c,d from 2005

**Real World Connections With Products**

Create, construct, plan, design, discuss, produce

**Real World Applications**

Chef, construction worker, scientist, engineer, musician

**Real World Terms**

Representing, comparing

**Connect all products 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**

- papers
- scissors
- notecards
- markers
- manipulatives

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

### **(Whole Group)**

#### **Conceptual Perspectives**

1. What can we learn from conflict?
2. What are possible outcomes of conflict?
3. How does conflict bring about change?
4. How can intelligent behaviors help solve conflicts?
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1. How did you use Intelligent Behaviors in completing the task rotation activities from the unit of study?
2. How do you demonstrate these Intelligent Behaviors daily?
3. What Intelligent Behaviors do you think you would like to work on developing in the next unit of study?
4. What Intelligent Behaviors did you see as your strength in these activities? Why?

#### **Literary Perspective**

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

Students will think about what intelligent behaviors they exhibit well. Then they will use a large piece of construction paper to divide into equal parts to show their make-up of intelligent behaviors. Students will need to see an example showing how 1 behavior may be larger by having 2 or 3 parts of the whole instead of just 1 part.

Persisting	Metacognition	Thinking Flexibly
Persisting	Continuous Learning	Thinking Flexibly
Responsible Risks	Posing Questions	Thinking Flexibly
Listening w/E & U	Creating, Innov, Imag	Creating, Innov, Imag

## **Additional Support Materials**

### **Favorite Read-Alouds**

Just For You! The Two Tyrones by [Wade Hudson](#)

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

Songs found online at:

<http://www.cmnonline.org/PeaceCat.asp?Category=Conflict%20Resolution>

<http://www.lessonsongs.com/pages/content/lyrics.html>

There Is Always Something You Can Do (see Appendix A)

### **Video Clips**

[www.goodcharacter.com/GROARK/Conflicts.html](http://www.goodcharacter.com/GROARK/Conflicts.html)

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

## **Additional Comments**

# **APPENDIX**

## **A**

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



## **There Is Always Something You Can Do**

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Discovery Center Music

63 Main Street

Shelburne Falls MA 01370

(413) 625-2355

There is always something you can do.

When you're getting in a stew;

You can go out for a walk,

You can try to sit and talk.

There's always something you can do.

Whether in a school or family argument,

When you feel you'd really like to throw a fit.

Don't be trapped by fights and fists and angry threats,

Reach out for this ordinary plan.

There is always something you can do.

Yes, it's difficult but true.

See it from each others' eyes,

Find a way to compromise.

There's always something you can do.

You can use your smarts and not your fist;

You can give that problem a new twist.

You can see it 'round about and upside down,

Give yourself the time to find a way.

There is always something you can do,

When you're getting in a stew.

When you want to yell and scream,

Find the words for what you mean.

There's always something you can do.

**Conflict Role-Plays** *Copy and cut into strips.*

**Two friends are at chorus and one teases the other about his or her singing.**

---

**Two children are playing a game of checkers. One child keeps telling the other child what moves to make. The child is getting angry.**

---

**A child asks his or her friend to go for an ice cream and the friend says he or she cannot go because he or she has a dentist appointment. Later the child sees the friend having ice cream with someone else.**

---

**A child has his or her science project on his desk. Another child knocks it over by mistake.**

---

**During a soccer game a child misses while trying to score a goal. Another child begins making fun of the way he or she plays.**

---

**A child is sitting by a friend during lunch. When he or she gets up to get milk, someone takes his or her seat.**

---

**Your friend takes the pencil you just dropped on the floor. He or she starts using it and you have no pencil now.**

---

**The student behind you on line bumps into you and doesn't say, "Excuse me."**

---

**Your mother yells at you because you haven't cleaned your room in a week.**

---

**Someone you know is sarcastic to you in front of the class. You feel embarrassed.**

---

**The person you're working with rips your paper by mistake.**

---

**Your friend says he or she will return your book in the morning, and he or she forgets it. You're mad because you really need this book.**

---

**Someone you know doesn't invite you to a party that he or she is having, but invites all the other kids.**

---

**A kid makes fun of you in the lunchroom. You want to say something to him or her about it without getting angry or defensive.**

---

## **Glossary**

**Acceptance:** an appreciation and understanding of self and others

**Active Listening:** using nonverbal behaviors such as tone of voice, eye contact and gestures to indicate understanding

**Appreciation:** valuing a person or concept

**Avoidance:** keeping away; staying clear

**Bias:** prejudiced outlook

**Brainstorming:** a process for helping disputants create options without judgment

**Choice:** option or selection; power of deciding

**Clarification:** making clearer or easier to understand

**Communication:** expressing thoughts, feelings and actions so they are understandable

**Compassion:** attending to the concerns of others

**Compromise:** a settlement of differences in which each side makes concessions

**Confidential:** private; not communicated to others

**Conflict:** controversy or disagreement

**Confrontation:** to challenge or oppose openly

**Consequence:** that which logically or naturally follows an action

**Cooperation:** working toward a common end or purpose

**Culture:** the totality of characteristics that make members of a particular group similar to one another

**Difference:** dissimilar or diverse

**Disagreement:** a difference of opinion

**Discrimination:** an act based on prejudice

**Disputant:** one engaged in a disagreement or conflict

**Diversity:** differences among people

**Emotion:** a feeling (for example: joy, sorrow, reverence, hate, love)

**Empathy:** sensitivity to the feelings, thoughts and actions of others; compassion

**Escalation:** increasing or intensifying

**Ethnic:** relating to large groups of people classed according to common racial, national or cultural identity

**Fairness:** behaving in an appropriate and equitable manner under given circumstances

**Honesty:** telling the truth; acting in a truthful manner

**Honor:** showing respect and esteem toward others

**Mediation:** a process in which a neutral third person (mediator) facilitates communication between or among conflicting parties

**Peer mediation:** a process used in schools where trained student mediators help other students resolve their conflicts

**Perseverance:** continuously working toward a goal even in the face of opposition

**Reconciliation:** re-establishing a relationship

**Resolution:** a course of action taken to solve a conflict

**Respect:** to feel or show esteem for; to honor

**Responsibility:** personal accountability or the ability to act without guidance

**Self-discipline:** managing one's actions and emotions

**Summary:** a brief restatement

**Trustworthiness:** worthy of the confidence of others; being dependable

**Value:** a principle, standard or quality

**Violence:** the abusive or unjust exercise of power; physical force exerted for the purpose of violating, damaging or abusing

# **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  
Grade 2**

**Valerie Henley and Ruth Dennis  
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 –**  
Global Connections  
**Literature Selection –**  
It's Back to School We Go!

**Author –**Ellen Jackson

Concepts	Themes
Systems Relationships	Respect Values Traditions
Issues or Debates	Problems or Challenges
Value of investigating other country's educational systems	Understanding the differences Respecting/Tolerance
Processes	Theories
Class discussion Research Compare and contrast	Values and tradition affect systems in communities.
Paradoxes	Assumptions or Perspectives
We are all different, yet all the same.	Education is valued in all communities

## Big Ideas Manifested

**Topic -**

**Literature Selection –**

**Author -**

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

## Big Ideas Manifested

**Topic -**

**Literature Selection –**

**Author -**

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

## Concept –Relationships

## Topic –Global Connections

### **Learning targets from the NCSCoS- Social Studies**

**Objective 3.1-** Compare similarities and differences between oneself and others.

**Objective 3.3-** Describe similarities and differences among cultures in different communities

### **Math**

**Objective 4.01:**Collect, organize, describe and display data using Venn diagrams and pictographs.

### **Language Arts**

**Objective 3.01-**Use personal experiences and knowledge to interpret written and oral messages.

**Objective 3.02-**Connect and compare information across expository selections to experience and knowledge.

**Objective 3.03-**Explain and define new concepts in own words.

**Objective 3.04-**Increase oral and written vocabulary by listening, discussing and composing texts when responding to literature that is read and heard.

**Objective 4.04-**Use oral communication to identify, organize, and analyze information.

**Objective 4.05-**Respond appropriately when Participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.

**Objective 4.08-**Write structured informative presentations when given help with organization.

## **Suggested Literature Selection(s) – It’s Back to School We Go!**

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

#### **Intelligent Behaviors**

**Story Focus**     Listening with understanding and empathy  
                         Remaining open to continuous learning

**Student Activities**   Questioning and posing problems  
                         Persisting  
                         Listening with understanding and empathy

**Thinking Skills Focus – Building Thinking Skills** by Parks and Black  
Verbal Similarities and Differences

**Topic Focus** – Global Connections

**Concept Focus** - Relationships

### **Overarching Generalizations -**

Everything is related in some way.

Relationships are unifying.

### **More Complex Generalizations -**

Recognizing relationships among the systems of different communities helps man understand the global nature of humanity.

### **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**

Communities, families, schools, diversity, global connections

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

Before beginning the book discuss the words school, country, diversity, compare, and contrast. As each country is introduced add the vocabulary for that country.

**Kenya:** chores, machetes, cassava

**Kazakhstan:** bouquet, bazaar, celebration

**Canada:** Inuit, territory, parka, caribou

**Australia:** debating, bushland, popper, canteen

**Japan:** origami, kanji

**China:** neckerchief, calligraphy

**Peru:** stilts, canoe, bail, papaya

**Germany:** schultute, tram, assembly

**India:** holiday, accountant, elders

**Russia:** porridge, pinafore, metro, blinis

### **Vocabulary Extension:**

Teach students to say hello in each country:

**Kenya:** Jambo

**Kazakhstan:** Salam Aleikum

**Canada:** Asujutilli

**Australia:** G'day

**Japan:** Konichiwa

**China:** Ni-hao

**Peru:** Hola

**Germany:** Guten Tag

**India:** Namaste

**Russia:** privyet

For advanced language learners provide a chance to learn some of the other foreign language vocabulary included in the text.

## 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>
<ul style="list-style-type: none"><li>• Pretend a student from another country is coming to our school. Make a list of things you will need to explain to him/her. Create a flyer to help him/her better adjust to the new surroundings.</li><li>• Everything is related in some way.</li><li>• How are our schools related? What things will the new student recognize and what things will be new to him/her?</li></ul>
<b>Facet 2 – INTERPRETATION</b>
<ul style="list-style-type: none"><li>• Read and interpret the poem <i>Friends Around the World</i> to infer similarities and differences in children in the USA and those in other countries.</li><li>• Everything is related in some way. Recognizing relationships among the systems of different communities helps us better understand the global nature of humanity.</li><li>• How are children everywhere related? How can knowing about others help us better understand ourselves?</li></ul>
<b>Facet 3 – APPLICATION</b>
<ul style="list-style-type: none"><li>• Design a symbol for school that people all over the world would recognize.</li><li>• Everything is related in some way.</li><li>• How might a symbol be used to represent commonalities in educational systems of different communities around the world?</li></ul>
<b>Facet 4 – PERSPECTIVE</b>
<ul style="list-style-type: none"><li>• You are a student from another country who has traveled to our school. Write a letter back to your family telling them what school is like in the United States.</li><li>• Everything is related in some way.</li><li>• Recognizing relationships among the systems of different communities helps man understand the global nature of humanity.</li><li>• How might our school look to someone from another community?</li></ul>
<b>Facet 5 – EMPATHY</b>
<ul style="list-style-type: none"><li>• Imagine today is the first day of school. Write a journal entry to tell how you feel as you come to meet your teacher and see your class for the very first time. You will share your entry with a partner or small group and compare your feelings. (After students share explain to them you will be reading about how boys and girls around the world feel on the first day of school and they will be able to see how the feelings they wrote about are similar to or different than these children, too).</li><li>• Relationships can be unifying.</li><li>• How can relating your feelings to another person's feelings help you understand how you are like them?</li></ul>
<b>Facet 6 – SELF-KNOWLEDGE</b>
<ul style="list-style-type: none"><li>• Have students brainstorm a list of ways they think our school would be like schools in other countries and ways they think our schools would be different from schools in other countries.</li><li>• Everything is related in some way. Recognizing relationships among the systems of different communities helps man better understand the global nature of humanity.</li><li>• How are my views about schools around the world shaped by how I view my own school?</li></ul>

**Read: It's Back to School We Go! by Ellen Jackson**

# 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>Whole Group/Small Group</p> <p>After the passage about each country is read aloud students will list facts about the passage on sticky notes (one fact per note). Students will then get in groups of four and sort their facts into categories. Each group will present to the class and explain their sorting rules. After the presentations the class will create one chart to include the facts. During subsequent lessons, students will add facts and/or categories to the chart.</p> <p>What relationships does our chart show? How can recognizing these relationships help us better understand the global nature of humanity? Which intelligent behaviors did you use to complete this task?</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>Partners</p> <p>With a partner discuss what it would be like to go to one of the schools in the text. Write a diary entry about a typical school day in the country you choose and compare and contrast it to your school day.</p> <p>What relationships does your diary entry show? How can recognizing these relationships help us better understand the global nature of humanity? Which intelligent behaviors did you use to complete this task?</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>Small Group</p> <p>Create a page for <u>Back to School We Go!</u> about our school. Your page should include the categories listed on class chart as well as any information you think children in other countries would find interesting.</p> <p>How does your page show relationships between our school and other schools in the book? How can recognizing these relationships help us better understand the global nature of humanity? Which intelligent behaviors did you use to complete this task?</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>Small Group</p> <p>Compose a poem, song, or infomercial about the ideal school. Use characteristics from our class chart and your own ideas about what the school would look like and what things you would do there.</p> <p>How was your ideal school related to the schools in the text? How was it related to our school? How can recognizing these relationships help us better understand the global nature of humanity? Which intelligent behaviors did you use to complete this task?</p> <p><b>V*L*S*M*B*P*I*N__</b></p>

**NCSCoS: Social Studies 3.01,3.02**

**Language Arts 3.01, 3.02, 3.03, 3.04, 4.04, 4.05, 4.08**

## **Real World Connections With Products**

Identify, Describe, Compare and Contrast, Interpret, Analyze, and Explain

## **Real World Applications**

Statistician, Journalist, Sociologist, School Boards

## **Real World Terms**

Education, community, curriculum, calendar time, geography, newcomer, lifestyle, travel, role, responsibility

**Connect all products 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:** Everything is related in some way.  
Relationships are unifying.

**More Complex Generalizations:** Recognizing relationships among the systems of different communities help man understand the global nature of humanity.

As a Statistician, Journalist, Sociologist, or a School Board Member how would recognizing relationships between diverse cultures lead you to better understanding of the commonalities of educational systems around the world?

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

- It's Back to School We Go!
- Sticky notes
- Large chart paper
- Paper, pencils, markers, crayons,
- Tape recorder or Video Camera

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

**(Whole Group/Small Group)**

### **Conceptual Perspectives**

Are all things related in some way?

How can recognizing relationships be unifying?

How can recognizing relationships to other cultures help you better understand your own?

### **Intelligent Behaviors**

What Intelligent Behaviors were required to complete the learning rotation activities?

Listening with understanding and empathy

Remaining open to continuous learning

Questioning and posing problems

Metacognition

What Intelligent Behaviors did you see as your strength in these activities?

How do you demonstrate these Intelligent Behaviors daily?

### **Literary Perspective**

1. With which of the children in It's Back to School We Go did you find you have the most in common with?
2. Which of the children in It's Back to School We Go did you find you have the least in common with?
3. What lessons are taught in this piece of literature?
4. Does it remind you of any other books you have read or heard?

### **Student/Teacher Reflections**

What relationships did you find in all the schools represented in the text and what can this teach us about our own school?

## 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><b>Small Group</b> Pick a variable such as, starting month, number of days per week, or number of hours per school day and create a pictograph for the schools described in text.</p> <p>What relationships does your data show? How can recognizing these relationships help us better understand the global nature of humanity? Which intelligent behaviors did you use to complete this task?</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><b>Partners</b> Survey classmates to find out what country's school they would most like to visit. Plan a way to organize your results and share it with others.</p> <p>What relationships does your data show? How can recognizing these relationships help us better understand the global nature of humanity? Which intelligent behaviors did you use to complete this task?</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><b>Small Group</b> Use a Venn diagram to compare/contrast two or more schools in text. Draw conclusions about relationships in the systems.</p> <p>What relationships does your data show? How can recognizing these relationships help us better understand the global nature of humanity? Which intelligent behaviors did you use to complete this task?</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><b>Individual or Partners</b> Create your own representation of one or more interesting variables, which show similarities and differences in the schools/countries.</p> <p>What relationships does your data show? How can recognizing these relationships help us better understand the global nature of humanity? Which intelligent behaviors did you use to complete this task?</p> <p style="text-align: center;"><b>V*L*S*M*B*P*I*N*</b></p>

**NCSCoS: Math Objective 4.01**

**Real World Connections With Products**

Identify, Describe, Compare and Contrast, Interpret, and Explain

**Real World Applications**

Mathematician, Statistician, Graphic Artist

**Real World Terms**

Data, variables, key, symbol

**Connect all products 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:** Everything is related in some way.  
Relationships are unifying.

**More Complex Generalizations:** Recognizing relationships among the systems of different communities help man understand the global nature of humanity.

As a mathematician, statistician, or graphic artist how might your presentation and interpretation of data comparing and contrasting diverse cultures help people see relationships between their communities and others across the world.

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

- Back to School We Go!
- Paper, pencils, markers, crayons, rulers
- Graph paper and Venn diagram graphic organizers

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

### **Whole Group/Small Group**

#### **Conceptual Perspectives**

1. Are all things related in some way?
2. How can recognizing relationships be unifying?
3. How can recognizing relationships to other cultures help you better understand your own?

#### **Intelligent Behaviors**

1. What Intelligent Behaviors were required to complete the math learning rotation activities?
  - Listening with understanding and empathy
  - Remaining open to continuous learning
  - Questioning and posing problems
  - Metacognition
2. What Intelligent Behaviors did you see as your strength in these activities?
3. How do you demonstrate these Intelligent Behaviors daily?

#### **Literary Perspective**

1. How did the organization of the text help you collect the data you needed to create your graphs?
2. How were your graphs useful in finding relationships among the schools discussed in the text?

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

What relationships did you find in all the schools represented by your data and what can this teach us about our own school?

## Concept: Relationships

### Topic: Global connections

**Generalization: Recognizing relationships among the systems of different communities helps man understand the global nature of humanity.**

**Essential Question(s): What can we learn about our own school and culture from studying how it is related to others?**

#### Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Examine a variable from our class chart and find and record information in the text for each country related to that variable. Share your data with a partner and point out similarities and differences that you notice.	Compare 2 schools from the text. Fill in a comparison map (Building Thinking Skills). Show the comparison map to a partner and point out similarities and differences that you noted.	Find some other variables described in the text that interest you (music, wildlife, etc.) and that we can use to compare the schools or communities in the text. Record information and share it with a partner.	Survey your classmates to find out which school/country they would most like to visit. Record results and share the findings with another classmate.
2	Examine a variable from our class chart and find information in the text for each country related to that variable. Create a pictograph to show your data. Share your data with a partner and describe relationships that you observe.	Compare 2 schools from text by creating a Venn diagram. Share your diagram with a partner, describing the similarities and differences it shows.	Find some other variables described in the text that interest you (music, wildlife, etc.) that we can use to compare the schools or communities in the text. Choose one and decide how it could be displayed. Show your display to a partner and discuss relationships that it depicts.	Survey your classmates to find out which school/country they would most like to visit. Record results and share with another classmate. With your partner make a graphic representation of your results.
3	Examine a variable from our class chart and find information in the text for each country related to the variable. Describe our school using the same variable. Create a pictograph including the schools from the text as well as our school. Present your graph to the class, showing how our school is related to others around the world.	Compare 2 schools from the text along with our school by creating a triple Venn diagram. Present your graph to the class, showing how our school is related to others around the world.	Find some other variables described in the text that interest you (music, wildlife, etc.) that we can use to compare the schools or communities in the text. Collect data about each school in the text as well as our school and decide how it could be displayed. Present your display to the class, showing any relationships you found between our school and the others.	Survey your classmates to find out which school/country they would most like to visit. Record results and share with another classmate. With your partner make a graphic representation of your results. Did your classmates choose schools that were similar to or different than ours? Were some countries chosen much more often than others or was there a more even distribution of preferences? Reflecting on your data, what can you infer about the global nature of humanity.

**NCSCoS: Math Goal 4.01**

**Real World Connections With Products**

Identify, Describe, Compare and Contrast, Interpret, and Explain

**Real World Applications**

Mathematicians, Statistician, Graphic Arts

**Real World Terms**

Data, variables, key, symbol

**Connect all products 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:** Everything is related in some way.

Relationships are unifying.

**More Complex Generalizations:** Recognizing relationships among the systems of different communities help man understand the global nature of humanity.

As a mathematician, statistician, or graphic artist how might your presentation and interpretation of data comparing and contrasting diverse cultures help people see relationships between their communities and others across the world.

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

- Back to School We Go!
- Paper, pencils, markers, crayons, rulers
- Graph paper and Venn diagram graphic organizers

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

### **Whole Group/Small Group**

#### **Conceptual Perspectives**

1. Are all things related in some way?
2. How can recognizing relationships be unifying?
3. How can recognizing relationships to other cultures help you better understand your own culture?

#### **Intelligent Behaviors**

1. What Intelligent Behaviors were required to complete the math learning rotation activities?  
Listening with understanding and empathy  
Remaining open to continuous learning  
Questioning and posing problems  
Metacognition
2. What Intelligent Behavior(s) did you see as your strength in these activities?
3. How do you demonstrate these Intelligent Behaviors daily?

#### **Literary Perspective**

1. How did the organization of the text help you collect the data you needed to create your graphs?
2. How were your graphs useful in finding relationships among the schools discussed in the text?

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

What relationships did you find in all the schools represented by your data and what can this teach us about our own school?

**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>Categorize the schools from the text into 3-4 groups. Label the groups and develop a product to present to the class.</p> <p>What relationships did you base your categories on?  How can recognizing these relationships help us better understand the global nature of humanity?  What intelligent behaviors did you use to complete this task?</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>With a partner role-play a segment of your day at 3 different schools, showing ways the schools are alike and different. After your role play the class will try to identify the similarities and differences that were depicted by your performance.</p> <p>What relationships did you base your role play on?  How can recognizing these relationships help us better understand the global nature of humanity?  What intelligent behaviors did you use to complete this task?</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>Review data collected about schools around the world. Evaluate relationships between our school and those in the text. Write a letter to the principal sharing your analysis of where our school stands in relation to schools around the world.</p> <p>What relationships between our school and the others did you find?  How do those relationships help you better understand our school?  What intelligent behaviors did you use in completing this task?</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>Using the relationships among schools you learned about in the unit create a brochure for an international school where students from any of the countries we read about could attend. Include information about the characteristics of school from our class chart as well as other characteristics that you think would also be important.</p> <p>What relationships between schools around the world did you base your school on?  What can these relationships show us about the global nature of mankind?  What intelligent behaviors did you use to complete this task?</p> <p style="text-align: center;"><b>V*L*S*M__B__P__I*N__</b></p>

**NCSCoS: Social Studies 3.01,3.02**  
**Language Arts 3.01, 3.02, 3.03, 3.04, 4.04, 4.05,4.08**

## **Real World Connections With Products**

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As a Statistician, Journalist, Sociologist, or a School Board Member how would recognizing relationships between diverse cultures lead you to better understanding of the commonalities of educational systems around the world?

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

- It's Back to School We Go!
- Sticky notes
- Large chart paper
- Paper, pencils, markers, crayons,
- Tape recorder or Video Camera

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

### **(Whole Group/Small Group)**

#### **Conceptual Perspectives**

Are all things related in some way?

How can recognizing relationships be unifying?

How can recognizing relationships to other cultures help you better understand your own?

#### **Intelligent Behaviors**

What Intelligent Behaviors were required to complete the learning rotation activities?

Listening with understanding and empathy

Remaining open to continuous learning

Questioning and posing problems

Metacognition

What Intelligent Behaviors did you see as your strength in these activities?

How do you demonstrate these Intelligent Behaviors daily?

#### **Literary Perspective**

4. With which of the children in It's Back to School We Go did you find you have the most in common with?
5. Which of the children in It's Back to School We Go did you find you have the least in common with?
6. What lessons are taught in this piece of literature?
4. Does it remind you of any other books you have read or heard?

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

What relationships did you find in all the schools represented in the text and what can this teach us about our own school?

**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>Given a set of data construct a pictograph. Describe relationships depicted by the graph and determine how these relationships exemplify the global nature of humanity.</p> <p>What relationships did you find?  How can recognizing these relationships help us better understand the global nature of humanity?  Which intelligent behaviors did you use to complete this task?</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>Given results of a survey, work with a partner to decide how you will display the data. Discuss the results with your partner and come up with a statement about how the relationships shown reflect the similarities and differences in people around the world.</p> <p>What relationships did you find?  How can recognizing these relationships help us better understand the global nature of humanity?  Which intelligent behaviors did you use to complete this task?</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>Given a set of data create a Venn diagram. Interpret the data to determine if there are more similarities or differences between the 2 or 3 cultures being compared. Formulate a statement about how these results reflect relationships between different cultures.</p> <p>What relationships did you find?  How can recognizing these relationships help us better understand the global nature of humanity?  Which intelligent behaviors did you use to complete this task?</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>Design a graphic representation of a given set of data about schools around the world. Analyze the data and create a symbol , motto or jingle for each school represented.</p> <p>What relationships did you find?  How can recognizing these relationships help us better understand the global nature of humanity?  Which intelligent behaviors did you use to complete this task?</p> <p style="text-align: center;"><b>V*L*S*M*B__P__I*N__</b></p>

**NCSCoS: Math Goal 4.01**

**Real World Connections With Products**

Identify, Describe, Compare and Contrast, Interpret, and Explain

**Real World Applications**

Mathematician, Statistician, Graphic Artist

**Real World Terms**

Data, variables, key, symbol

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

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**More Complex Generalizations:** Recognizing relationships among the systems of different communities help man understand the global nature of humanity.

As a mathematician, statistician, or graphic artist how might your presentation and interpretation of data comparing and contrasting diverse cultures help people see relationships between their communities and others across the world.

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

- It's Back to School We Go!
- Paper, pencils, markers, crayons, rulers
- Graph paper and Venn diagram graphic organizers
- Tape recorder

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

### **Whole Group/Small Group**

#### **Conceptual Perspectives**

4. Are all things related in some way?
5. How can recognizing relationships be unifying?
6. How can recognizing relationships to other cultures help you better understand your own?

#### **Intelligent Behaviors**

4. What Intelligent Behaviors were required to complete the math learning rotation activities?
  - Listening with understanding and empathy
  - Remaining open to continuous learning
  - Questioning and posing problems
  - Metacognition
5. What Intelligent Behaviors did you see as your strength in these activities?
6. How do you demonstrate these Intelligent Behaviors daily?

#### **Literary Perspective**

3. How did the organization of the text help you collect the data you needed to create your graphs?
4. How were your graphs useful in finding relationships among the schools discussed in the text?

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

What relationships did you find in all the schools represented by your data and what can this teach us about our own school?

## **Additional Support Materials**

### **Favorite Read-Alouds**

**Houses** (Big book describing houses around the world)

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

**Poems of the Week:** “First Day of School” and “Friends Around the World”

**Songs:** “The World is a Rainbow”  
“We All Live Together”

### **Video Clips**

### **Paintings & Prints**

## **Teacher Reflections**

### **Literary Selection**

**Date**

**School**

**Grade**

1. What were the strengths of the task rotations and/or other activities?
  
  
  
  
  
  
  
  
  
  
2. How did the task rotations and/or activities reveal students' Intelligent Behaviors? Please discuss how each Intelligent Behavior manifested it self.
  
  
  
  
  
  
  
  
  
  
3. What would you change or add the next time you taught this lesson?
  
  
  
  
  
  
  
  
  
  
4. What opportunities for growth does the resource unit have?
  
  
  
  
  
  
  
  
  
  
5. What were "ah ha's?" for the students? For teachers?

### **Additional Comments**

# **APPENDIX**

## **A**

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

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

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



**Concept: Change**

**Topic: Leadership**

**K-2**

**Thomasville Primary...2<sup>nd</sup> grade  
Joanne Ellis-Thomasville City  
Millie Inscoe-Thomasville City**

**Second Grade / Thomasville Primary School  
Thomasville City Schools**

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

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

## Big Ideas Manifested

**Topic** -Leadership  
**Literature Selection** –Harvesting Hope, the Story of Cesar Chavez  
**Author** –Kathleen Krull

Concepts	Themes
Change Conflict Power	Human rights (civil rights) Agriculture / farmers Family
Issues or Debates	Problems or Challenges
Hero / trouble maker Employee / Employer Limitations (human, etc.) Fair wage, decent working conditions Violence vs. nonviolence	Weather Poverty Overcoming obstacles (had to move to continue livelihood) Overcoming oppression
Processes	Theories
Forming of an organization Man's journey – took him from home to the political arena (everyone has a journey)	All men are created equal.
Paradoxes	Assumptions or Perspectives
Man's accomplishment does not always guarantee fame, notoriety, or respect.  Standing up for your beliefs if it is for the good of man – doesn't make you popular or famous.  Sometimes great deeds can be controversial.	Landowners perspective – different (rich)  Minorities perspective in 1937

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### Big Ideas Manifested

<b>Topic -</b>  <b>Literature Selection –</b> <b>Author -</b>
------------------------------------------------------------------------

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** – Leadership

**Suggested Literature Selection(s)** – Harvesting Hope, The Story of Cesar Chavez

**Look and Listen for...**

**Intelligent Behaviors** - posing questions, listen with understanding and empathy

**Story Focus** – persisting, thinking flexibly, taking responsible risks

**Student Activities** - persisting, thinking flexibly, taking responsible risks

**Thinking Skills Focus** – Section on following directions, Building Thinking Skills by Sandra Parks. (in Chapter 1)

**Topic Focus** - Leadership

**Concept Focus** - Change

**Overarching Generalizations** –Change is necessary for growth. Power may be used or abused. Power is always present in some form. Change is inevitable.

**More Complex Generalizations** – Power can be influenced by change.

**Directions for Teachers**

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

**Suggested Topics for Discussion** – leadership, agriculture, families, civil rights

**Suggested Vocabulary Words for Discussion** –Concept Words: leadership, global vision, transition, justice, protest, conflicts

Vocabulary from the book: migrant, fiesta, stubborn, crisscrossing, ramshackle, adobe, wilt, coaxing, drought, trade (business), single-minded, strike, government, obstacle, pilgrimage, contract, humility, National Farm Workers Association

**Vocabulary Extension**– Vocabulary Match-Up: one half of class has the vocabulary and the other half has the definitions. The children have to find their match.

Activity #2: Acting out definitions – children have list of words to choose from – pass out definitions for some to act out. The children with words have to match the definition.

## 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>
What are some examples of change in our classroom this year? List these changes.
<b>Facet 2 - INTERPRETATION</b>
What are the implications of power? Tell a story about a time when you felt you had power.
<b>Facet 3 - APPLICATION</b>
How might power help us to change? Write a short story or play about this issue and perform it for the class.
<b>Facet 4 - PERSPECTIVE</b>
What are the limits of power? Think/pair/share and discuss/argue about such limits.
<b>Facet 5 – EMPATHY</b>
What would it be like to walk in Cesar's shoes? Imagine you are Cesar Chavez. Draw a picture from your life experiences as Cesar.
<b>Facet 6 – SELF-KNOWLEDGE</b>
How are your views about civil rights shaped by studying <u>Harvesting Hope, the Story of Cesar Chavez</u> ? Reflect on your own feelings upon reading the story.

## 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>Create a graphic organizer to display the Intelligent Behaviors shown through Cesar Chavez's leadership. In identifying these Intelligent Behaviors, how have your perceptions changed about strong leadership?</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>Work with partners to write paragraphs and/or draw pictures to evaluate other leaders (local or national) like Cesar Chavez. How have these leaders brought about change over time?</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>Brainstorm the importance of leaders in our world. How has your perception of leaders changed during this study? What Intelligent Behaviors do they possess in your opinion? Support your answer.</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>Create and perform a song or poem to share with the class to tell how Cesar's leadership created positive changes. How do positive changes affect the world for the good? Give examples.</p> <p style="text-align: center;"><b>V* L*_M*_B*_P_*I* N*_ __</b></p>

SCOS: Language: 1.04, 2.04, 2.06, 2.07, 2.08    S.S.: 1.04

**Real World Connections With Products - Application** : perform, evaluate, display, retell, brainstorm

**Real World Applications :** Political leader, other leaders (national, local)

**Real World Terms :** Create, explain, perception

**Connect all products 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**

- Graphic organizer of choice, paper, pencils, crayons, markers, Harvesting Hope, the Story of Cesar Chavez

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

### **(Whole Group)**

#### **Conceptual Perspectives**

Is change necessary in order to have growth?  
How does change create more change?  
Can change be both positive/negative – how?  
How can leadership affect relationships in both positive and negative ways?  
How can power affect leadership?

#### **Intelligent Behaviors**

What Intelligent Behaviors did Cesar demonstrate?  
How did you use Intelligent Behaviors to complete rotation tasks?  
In what ways did Cesar demonstrate the following behaviors - persisting, listening with empathy and understanding?

#### **Literary Perspective**

How were you able to relate to Cesar's life story?  
What lessons does this story teach?  
Does this story about Cesar remind you of any other books? Share ideas with partners in a think/pair/share activity.

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

After reading and studying Harvesting Hope, the Story of Cesar Chavez, what changes could you make in our classroom to foster empathy? What Intelligent Behaviors and leadership skills would we need to exhibit to accomplish this?

## 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>Small Group I : Students will describe and/or show different ways to represent the quantity of 80. What Intelligent Behaviors did you use while solving the problem?</p> <p>Small Group II: Students will create number sentences using the information at the beginning of the book. The farmers planted 5 different vegetable crops in a total of 80 acres. How many different ways can you show a total of 80 acres using 5 vegetable crops? (Example: 5 acres of corn, 20 acres of beets, 30 acres of beans, and 25 acres of potatoes. <math>5+20+30+25=80</math>.) What Intelligent Behaviors did the farmers possess in planting and growing their crops?</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>Small Group I: Students will use decision making skills by working together to create and combine shapes to make a flag for the classroom representing themselves. What leadership qualities were evident in working together?</p> <p>Small Group II: Students will exhibit community service by sharing, explaining, and displaying their flag within the classroom. Give examples of Intelligent Behaviors used while creating this project. What changes were necessary to complete the project?</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>Small Group I: Draw a Venn Diagram comparing/contrasting Cesar's actions vs. what you would have done. Was power evident in these comparisons?</p> <p>Small Group II: With a partner, argue/defend your choices. What Intelligent Behaviors were evident in your partner?</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>Small Group I: Create a symmetrical eagle (similar to the one in the book) using a folded piece of paper and scissors. What limitations did you have to overcome to create this project?</p> <p>Small Group II: Design a symmetrical eagle using a geoboard. What limitations did you have to overcome to create this project?</p> <p style="text-align: center;"><b>V__L*_S*___M__B__P__I__N__</b></p>

SCOS: 1.03, 1.04a, 3.01, 3.03a, 4.01

**Real World Connections With Products** – describe, compare/contrast, arguing a stand, community service, decision making, design, create

**Real World Applications** – Attorney, Graphic Designer, Artist, Accountant

**Real World Terms** – create, 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**

- paper, crayons, pencil, glue, markers, scissors, geoboards
- Harvesting Hope, the Story of Cesar Chavez

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

### **(Whole Group)**

#### **Conceptual Perspectives**

How are math operational relationships important?

By changing the way you think, how is problem solving more useful?

How can solving math problems in a variety of ways increase understanding? (Example – there is no one way to solve a problem. The process is just as important as the answer itself.)

#### **Intelligent Behaviors**

What Intelligent Behaviors did you exhibit while problem solving?

What Intelligent Behaviors did your partner exhibit while problem solving?

What are your strengths in doing these problem solving activities?

What are your partner's strengths in doing these problem solving activities?

#### **Literary Perspective**

How were you able to use math skills relating to the story of Cesar Chavez?

What math lessons does this story teach?

Can you think of any other math concepts we could pull from this story? Think/pair/share

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

After reading Harvesting Hope, the Story of Cesar Chavez, and applying Intelligent Behaviors to problem solving, what changes could you make in our classroom to foster empathy for other's ways of problem solving? What Intelligent Behaviors and leadership skills would we need to exhibit to accomplish this?

How can we use Intelligent Behaviors in other subject areas tying into the story of Cesar?

**Concept:** Change

**Topic:** Leadership

**Generalization:** Change is necessary for growth. Power is always present in some form. Power can be influenced by change.

**Essential Question(s)** - How can change affect power in a positive or negative way?

### Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Create a graphic organizer that identifies IBs* demonstrated by leadership. Give examples of each from the story.	Compare and contrast Cesar Chavez to Martin Luther King. How have their contributions changed our world?	Use a circle map to brainstorm how weather conditions create changes in nature in your state.	Write about a time when you used your power or control to have a positive outcome.
2	Create a chart listing 4 IBs* that a leader should possess. Under each IB, place names of people you know that demonstrate these IBs*.	Choose two crops that are grown in NC. If only one could be grown in our state, which would be the better crop to raise and why?	Using a current weather forecast, predict how these weather conditions will affect your week in a negative or positive way.	You go back in time, and are marching along with Cesar Chavez. Create a journal of possible events you will encounter. Discuss.
3	Write a report about the IBs* necessary to have in order to be a strong leader of a school.	One child is portraying MLK, and another is CC. Let them debate as to which was a more powerful leader.	Create a poem about the power of weather in our world.	If you were the principal of the school, how would you use your power to create change in our school? Decide if those changes are positive or negative.

SCOS: Language: 1.04, 2.01, 2.04, 2.06, 2.07, 2.08, 3.01, 3.02, 3.03, 3.04, 4.03, 4.04, 4.06, 4.07, 4.08, 4.09, 5.01, 5.02, 5.03, 5.04, 5.05, 5.06    S.S.: 1.04, 2.03, 4.01, 4.02, 5.03, 5.06, 7.02, 7.03, 7.04    Science: 2.03, 2.06

\* IBs = Intelligent Behaviors

**Real World Connections With Products - Applications** : create, demonstrate, produce (write), compare/contrast, choose, brainstorm

**Real World Applications** — Farmer, consumer, weather forecaster, politicians, school administrators, journalists

**Real World Terms** — 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**

- Graphic organizer of choice, pencils, papers, journals, access to weather forecasts (Newspapers, internet, television, etc.)
- additional books (self-selected books on Martin Luther King)

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

### **(Whole Group)**

#### **Conceptual Perspectives**

How can power be helpful?  
How is weather related to our lives?  
How does change affect power?  
How does conflict affect change?

#### **Intelligent Behaviors**

What Intelligent Behaviors did Cesar demonstrate?  
How did you use your Intelligent Behaviors to complete the activities?  
What Intelligent Behaviors did you see as your strengths, and why?  
What Intelligent Behaviors would you like to work on and develop in the next unit of study?

#### **Literary Perspective**

Describe the relationship between Cesar and the landowners?  
Would you recommend the book to someone? Explain.  
How did the National Farm Workers Association change the lifestyle of the migrant farm worker?

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

Create, in pictures or words, what you have learned from this unit. Share with a small 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.**

<p style="text-align: center;"><b>Mastery Learner (A)</b>  <b>Sensing- Thinking</b></p> <p>Using a current events piece (either newspaper or magazine) about leadership, highlight indications of Intelligent Behaviors that helped to create changes that are positive. Retell important events from your selection. How are these qualities important for strong leadership? Was there any evidence of conflict that created these positive 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-Thinking</b></p> <p>Role-play a leader (showing empathy) interacting with other people as he/she works to change people's perspectives. What other Intelligent Behaviors were necessary to complete this assignment?</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 someone who has a job that enables them to help change people's lives in a positive way. Illustrate some examples of these positive changes, and explain your choices. (Examples – minister, counselor, nurse, doctor, teacher, etc.) Which Intelligent Behavior do you feel is most evident in this person? Support your answer through examples.</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>On a classroom poster, display post-it notes of positive and negative changes that have occurred in your life. Were these changes created through conflict and power? Give examples.</p> <p style="text-align: center;">V*_L__S__M__B*_P*_I*_N__</p>

**Real World Connections With Products** - Application: display, role-play, retell, explain

**Real World Applications** – journalist, actor, activist, minister, counselor, nurse, doctor, teacher, analyst, public speaker, political leader

**Real World Terms** – interpret, empathy, indicate

**Connect all products 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**

- newspapers, magazines
- highlighters, post-its, chart paper, drawing paper, crayons, pencils

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

### **(Whole Group)**

#### **Conceptual Perspectives**

How can leaders generate change?  
How can these changes be positive/negative?  
How can power help leaders make changes?  
What qualities do great leaders exhibit?  
How can positive/negative changes affect people's lives?

#### **Intelligent Behaviors**

What Intelligent Behaviors help leaders make changes?  
What Intelligent Behaviors are strengths in helping make positive changes?  
What Intelligent Behaviors would you like to see in other people?  
How do you exhibit Intelligent Behaviors in your life?

#### **Literary Perspective**

How did you relate to Cesar Chavez and why?  
In Harvesting Hope, the Story of Cesar Chavez, what life lessons are taught?

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

In our classroom, how can we use empathy to help make positive changes in the lives of others? Make a list.

**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 create number sentences using the information provided from the following word problem:</p> <p>President Bush visited 24 cities in 8 days. How many cities did he visit each day? (Answers will vary.)</p> <p>Show your work in numbers and words.</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>Working in a small group, look at the United States flag. List the different shapes you can find (rectangles, stars) and count how many of each. How do you feel about how the flag looks? If you could change the look of the flag using other geometrical shapes (plane figures), what would it look like?</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>Create a Venn Diagram. Compare/contrast your principal and your teacher. Are they more alike or different?</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>Using construction paper and glue, construct a symmetrical field of crops. What Intelligent Behaviors are used in completing this project?</p> <p style="text-align: center;"><b>V__L*_S*_M_B_P__I*_N*___</b></p>

**Real World Connections With Products** – Applications: create, compare/contrast

**Real World Applications** – artist, farmer, political leader

**Real World Terms** - construct

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

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

- paper, pencils, crayons, glue, construction paper
- Venn Diagram, United States flag

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

### **(Whole Group)**

#### **Conceptual Perspectives**

Is change necessary in order to have growth?

How does change create more change as you explore a variety of possible solutions?

#### **Intelligent Behaviors**

What Intelligent Behaviors did you demonstrate as you solved the math tasks?

Explain your behaviors.

How can you exhibit empathy as you work with a partner on a mathematical problem solving task?

Give an example of how this could relate to your everyday life.

#### **Literary Perspective**

How could you relate each task to the book Harvesting Hope, the Story of Cesar Chavez?

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

After completing the math rotations, explain which Intelligent Behaviors you will need to work on to become a better problem solving?

## **Additional Support Materials**

### **Favorite Read-Alouds**

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

### **Video Clips**

### **Paintings & Prints**

## **Teacher Reflections**

### **Literary Selection**

**Date**

**School**

**Grade**

1. What were the strengths of the task rotations and/or other activities?
  
  
  
  
  
  
  
  
  
  
2. How did the task rotations and/or activities reveal students' Intelligent Behaviors? Please discuss how each Intelligent Behavior manifested it self.
  
  
  
  
  
  
  
  
  
  
3. What would you change or add the next time you taught this lesson?
  
  
  
  
  
  
  
  
  
  
4. What opportunities for growth does the resource unit have?
  
  
  
  
  
  
  
  
  
  
5. What were "ah ha's?" for the students? For teachers?

### **"Additional Comments**

# **APPENDIX**

## **A**

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

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

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



**Concept: Change**

**Topic: Nature**

**Second Grade**

Dana Edwards, RRGSD

Helen Lewis, Lenoir 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** – Nature  
**Literature Selection** – Moon Cloud's Blanket  
**Author** – Rose Anne St. Romain

Concepts	Themes
<ul style="list-style-type: none"> <li>Survival, Defense/Protection, Change, Adaptation, Courage, Interdependence, Interactions</li> </ul>	<ul style="list-style-type: none"> <li>Dependency on the natural world</li> <li>Perserverence</li> <li>Change is inevitable.</li> <li>Change can be either positive/negative.</li> <li>Change can be caused by many factors.</li> </ul>
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> <li>Nature vs Man</li> </ul>	<ul style="list-style-type: none"> <li>Perserverence</li> <li>Survival against nature</li> </ul>
Processes	Theories
<ul style="list-style-type: none"> <li>Problem Solving</li> <li>Decision Making</li> </ul>	<ul style="list-style-type: none"> <li>Explanation of why things are the way they are in nature (folklore/legends)</li> </ul>
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> <li>Protection through destruction</li> </ul>	<ul style="list-style-type: none"> <li>When one's back is against the wall the only thing left is to ask for help. Help will come even if in a strange or unusual way.</li> <li>Spanish Moss originated by the moon's gift to a family in need.</li> </ul>

## Big Ideas Manifested

**Topic** - Nature

**Literature Selection** – Bluebonnet Girl

**Author** – Kate Kiesler

Concepts	Themes
<ul style="list-style-type: none"> <li>Survival, Interdependence, Balance, Change, Scarcity, Sacrifice, Adaptation</li> </ul>	<ul style="list-style-type: none"> <li>Pride goeth before the fall</li> <li>Change can be either positive/negative.</li> <li>Change is inevitable.</li> <li>Change can be caused by many factors.</li> </ul>
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> <li>Scarcity vs. Abundance</li> <li>Generous vs. Selfishness</li> <li>Rigidity vs. flexibility</li> <li>Nature vs. Man</li> </ul>	<ul style="list-style-type: none"> <li>Surviving the drought</li> <li>Giving up prized possessions</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>Explanation of why things are the way thing are in nature (folklore/legends)</li> </ul>
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> <li>Sacrifice provides fulfilling rewards.</li> <li>A little child will lead you.</li> </ul>	<ul style="list-style-type: none"> <li>Bluebonnet flower originated by an Indian girl's gift</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Sacrifice are not always negative</li> </ul>
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### Big Ideas Manifested

<b>Topic -</b>  <b>Literature Selection –</b> <b>Author -</b>
------------------------------------------------------------------------

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

## Concept – Change

## Topic –Nature

### Suggested Literature Selection(s) – Moon’s Cloud Blanket Bluebonnet Girl

#### Look and Listen for...

**Intelligent Behaviors** Metacognition, Posing Questions/problems, Remaining open to Continuous learning, Listening with understanding and empathy

**Story Focus** Persistence

**Student Activities** Taking Responsible Risks, Creating, Imagining, Innovating

#### NCSCS Objectives:

##### Language Arts:

Objectives 2.01, 2.02, 2.04, 2.08, 3.01, 3.03, 4.05, 4.06, 4.07, 5.01, 5.02, 5.03, 5.04, 5.05

##### Social Studies:

Objectives 5.01, 5.06, 6.02, 6.03

##### Math:

Objectives: 2.01 a, 4.01, 4.02

##### Science:

Objectives: 2.03, 2.04 (rain gauge, thermometer)

**Thinking Skills Focus -** Describing Things pgs. 158-174  
Building Thinking Skills

**Topic Focus -** Nature

**Concept Focus -** Change

**Overarching Generalizations -** Change can be either positive/negative.  
Change is inevitable.  
Change can be caused by many factors.

**More Complex Generalizations -** Force influences change.  
Conflict can cause change.

#### Directions for Teachers

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

#### Suggested Topics for Discussion

Nature (Weather), Louisiana geography (Bayous), Legends (Spanish moss), Survival, Measurement

#### Suggested Vocabulary Words for Discussion

shelter, palmetto hut, bayous, pelted, protection, floodwaters, cypress, perch, sunset, shrieked, wailed, moaned, renewed, pale, fear, exhausted, plea, tattered, woven, receded, fragile, tore, Spanish Moss

#### Vocabulary Extension

Play a matching game with vocabulary words. Two sets of cards will be distributed. One set will contain the vocabulary words. The other set will show the definitions to the words. In pairs, students will go around the room to find the partner that has the match to his/her card.

## 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>
<ul style="list-style-type: none"><li>▪ Play a Nature CD and have students listen to the weather sounds. Students will paint/draw a picture of what sounds of nature they hear. How did the sound change as you listened to the CD?</li><li>▪ Change is inevitable.</li><li>▪ How is change inevitable in nature?</li></ul>
<b>Facet 2 – INTERPRETATION</b>
<ul style="list-style-type: none"><li>▪ Discuss with students the different kinds of “wild” weather. Have them get into pairs to talk about if they have ever seen or experienced “wild weather” before. Once their discussions are complete, students will need to draw/illustrate a picture of one kind of “wild weather.” They will need to label their picture. How did you feel after the weather calmed down?</li><li>▪ Change can be caused by many factors.</li><li>▪ What factors in nature causes change?</li></ul>
<b>Facet 3 – APPLICATION</b>
<ul style="list-style-type: none"><li>▪ Perform a nature walk on the school grounds. Students will become “observers of nature.” Observe what kinds of things they see in nature that can change or have changed. What are the changes in nature that you have observed?</li><li>▪ Change is inevitable.</li><li>▪ How is change inevitable in nature?</li></ul>
<b>Facet 4 – PERSPECTIVE</b>
<ul style="list-style-type: none"><li>▪ Show students a video or pictures of destruction caused by nature. Students analyze what they see and how they would feel after the disaster. Student responses will be listed on chart paper. How can forces of nature cause conflict in human lives?</li><li>▪ Force influences change.</li><li>▪ What forces of nature causes conflict?</li></ul>
<b>Facet 5 – EMPATHY</b>
<ul style="list-style-type: none"><li>▪ Students will get into pairs. With a tape recorder/ microphone, interview your partner to see how he or she felt during an important time in his or her life. Was your experience positive or negative? How did your feelings change from the beginning to the end? If you could change something about your experience what would it be?</li><li>▪ Change can be positive or negative.</li><li>▪ How are changes in your life can be positive or negative?</li></ul>
<b>Facet 6 – SELF-KNOWLEDGE</b>
<ul style="list-style-type: none"><li>▪ Students will play the game, “Just Like Me,” in response to statements the teacher makes about experiencing changes in life. For example, the teacher may say something like “I enjoy learning new things.”, “My favorite season is fall.”, “I have made good/bad choices”, etc.... Would you change any of your responses if you could? If so, which ones?</li><li>▪ Change is caused by many factors.</li><li>▪ What factors in our life can influence change?</li></ul>

## 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>Create a flow map outlining the sequence of events for the story. What changes took place in nature? How did the characters' Intelligent Behaviors help them make changes according to the weather and conflicting circumstances?</p> <p>NCSCS LA Objectives: 2.01, 2.02, 3.03</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>After reading <u>Moon's Cloud Blanket</u>, evaluate the family's experience with the weather changes. Retell the experience in sequence from beginning to end. Students should write complete sentences and illustrate the changes in floodwaters.</p> <p>NCSCS LA Objectives: 2.01, 2.02, 3.03, 4.05, 4.06</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 whole group, students will have a debate on nature and mankind. Take a position on whether nature changes more than mankind. Students will then make a Venn Diagram and label: nature, man, or both. After labeling the diagram, students should compare and contrast nature vs. man. What does nature have in common with man? How does it affect man? What is different about nature than man? Does nature and man go hand-in-hand and work together? What changes more, nature or man?</p> <p>NCSCS LA: 2.02, 2.03, 2.04, 4.05 NCSCS SS: 6.02, 6.03</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>Interpret how a conflict/disaster in nature can cause people to change in order to survive. Use a sheet of paper to write down possible how, why, and what if questions to prove your interpretation. Have students answer the following question: What Habit of Mind would be most beneficial in time of disaster in order to survive?</p> <p>NCSCS LA: 2.04, 4.06, 4.07 NCSCS SS: 6.02, 6.03</p> <p style="text-align: center;">V* _L _* _S _* _M _B _P _I* _N _</p>

**Real World Connections With Products**

Application: create, produce, design

**Real World Applications**

debater, graphic artist

**Real World Terms**

argument, cause, affirmament, layout, evidence

**Connect all products 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 paper
- markers
- pencils, crayons,
- ruler
- journals

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

- How can change be either positive or negative?
- How can change be inevitable?

### **(Whole Group)**

### **Conceptual Perspectives**

- What are positive and negative effects of change in nature?
- Given what you know about forces of nature, how does it influence change?
- As you think about change, what conclusions can you draw?
- Why is change important?
- What are some changes in nature that you've observed?
- How can scientist use rainfall measurements to determine problems with flooding?

### **Intelligent Behavior**

- What intelligent behaviors can you use in completing your tasks for this unit?
- How do you demonstrate these intelligent behaviors in your daily life?

### **Literary Perspective**

- Describe in order the major events of the story.
- Describe the conflict that the woman experiences in nature?
- What do you think would have happened to the family if the woman had not persisted through the floodwaters?
- How did the woman take a bad situation and turn it into something good?

### **Student/Teacher Reflections**

Students will reflect in their math/science learning journals. Reflections will occur with each lesson. Students and teacher will create a rubric for students to be held accountable for daily lesson reflections.

## Math 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>In our story, <u>Moon Cloud's Blanket</u>, students will estimate the amounts of rain that fell in the story. Describe rain amounts with body measurements, (e.g. to the knee and to the waist, mid-way of the cypress trees.) Then students will make rainfall estimates in inches on the activity sheet provided.</p> <p>In what ways was change positive or negative?</p> <p>NCSCS Math Objective: 2.01a</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>Students will evaluate their estimations and actual measurements of the rain that fell in the story. Students will create a graph using the data collected on their rain measurements. Students will look at their graph and try to empathize with the family in the story. Look for ways that the flood has changed from just rain to a natural disaster.</p> <p>How did you see change in your rain graph?</p> <p>NCSCS Math Objectives: 2.01a, 4.01, 4.02</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 small groups, students will take their rain graph and analyze them. Students will compare the daily amount of rainfall in the story to Louisiana Rainfall Totals. Students will use the internet to assess Louisiana's daily rainfall totals. Students will discuss what tools are used to measure rain? How is rain produced?</p> <p>How is change reflected in the daily rainfall totals?</p> <p>NCSCS Math Objectives: 2.01a, 4.01, 4.02</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 use their bodies to perform where they would go if they were to experience a flood in their school. Teacher will read aloud different experiences and students will move to an area for safety from the flood. Tell if it rained for weeks and the school building flooded... to your knees, where would higher ground be? ..flooded to your waist, where would higher ground be?</p> <p>How has changing your body position enabled you to find safety during a flood?</p> <p>NCSCS Math Objective: 2.01a</p> <p style="text-align: center;">V * _ L _ S _ M _ B _ P _ I _ N _</p>

Application: describe, evaluate, perform, analyze

**Real World Applications**

Meteorologist, Scientist, Mathematician

**Real World Terms**

meteorology, results, scientific procedure, data, evidence

**Connect all products 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**

- recording sheets
- paper
- markers
- pencils
- internet access
- graph paper
- rulers

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

- How can change be either positive or negative?
- How can change be inevitable?

### **(Whole Group)**

### **Conceptual Perspectives**

- What are positive and negative effects of change in nature?
- Given what you know about forces of nature, how does it influence change?
- As you think about change, what conclusions can you draw?
- Why is change important?
- What are some changes in nature that you've observed?
- How can scientist use rainfall measurements to determine problems with flooding?

### **Intelligent Behavior**

- What intelligent behaviors can you use in completing your tasks for this unit?
- How do you demonstrate these intelligent behaviors in your daily life?

### **Literary Perspective**

### **Student/Teacher Reflections**

Students will reflect in their math/science learning journals. Reflections will occur with each lesson. Students and teacher will create a rubric for students to be held accountable for daily lesson reflections.

**Concept:** Change

**Topic:** Nature

**Generalization:** Change is inevitable.

**Essential Question(s)** How can change be caused by different factors? Can change be positive or negative?

### Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Create a story map on <u>Moon Cloud's Blanket</u> . Include the 4 story elements: setting, characters, problem, and solution. Illustrate each element while providing a description of it under each illustration.	Students will decide what necessary steps should be taken when bad weather is forecasted. Make a list for a family to do in order to prepare in the event of harmful weather. What HOM would be used to help prepare for this kind of a situation?	Determine goals that would be helpful in a crisis. Students must write at least 4 goals. Think: What are some HOM that would help in any given situation?	With a partner, look at a map of Louisiana and identify a bayou/swamp like in our story. Draw a picture using what you think will a bayou/swamp be like? How does nature's weather effect the make-up of the bayou? Use resources about Louisiana and bayous to help discover its makeup and how it changes from day to day.
2	Students will explain how the change in the floodwaters caused the family to evacuate their home. Students will use what they know about natural disasters to make a connection with the book. Using sticky notes, students will write three connections to give an explanation.	Students will create a poster to persuade the community to always be prepared for natural disasters/conflict. Draw pictures of the HOM that would be used in order to handle a conflict in a positive way.	Opinion Poll: Why is it important to have an escape plan during an emergency? What courses of action would help when faced with danger? What HOM would be used in an emergency situation? How can changes in nature cause human to be in danger? Will the outcome always be negative? Answer these questions in your journal using complete sentences/paragraph.	After reading, <u>Moon's Cloud Blanket</u> and <u>Bluebonnet Girl</u> , compare and contrast the two plant legends. With a partner, fill out the Venn Diagram provided by the teacher. Questions to consider: "How are the two plants alike?", "How are the two plants different?" Answer at bottom of your sheet, "What significance does each plant have in the story and in the real world?"
3	Create a flow chart outlining the sequence of events for the story. What changes took place in nature? How did the characters' Intelligent Behaviors help make changes due to the conflict happening in nature?	Write a letter to the editor defending weather safety and how it is important to be aware of wild/bad weather situations. Convince the editor to publish your letter because it would help the community in recognizing the need to take action if a natural disaster occurred.	Pose possible how, why, and what questions while inventing a tool/device the woman in our story could have used to help better her situation.  *What was the tool used to help her in her time of need? *How could the woman have used a _____ to get to higher ground? *Why would the woman use _____ to help get out of danger?	Students will create a diorama to display the effects of a natural disaster. Students will use materials provided. Students will then compose a paragraph explaining the natural disaster, its effects, and how they made their diorama. Students will think about how a community could come together to turn the negative experience into a positive one. Will outcomes always be a negative experience? Why or why not?

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

Application: Sequence, Explain, Create, Produce, Retell, Design

### **Real World Applications**

Mathematician, Scientist, Debater, Graphic Artist, Politician

### **Real World Terms**

Argument, affirmament, cause, deductive reasoning, rebuttal, evidence, opinion, layout, proportion, Lithograph, graphics, meteorologist, results, procedure, data,

**Connect all products 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**

- literature books
- markers, crayons, pencils
- paper of various kinds
- research resources
- maps
- sticky notes
- flow charts
- art supplies

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

- How can change be either positive or negative?
- How can change be inevitable?

### **(Whole Group)**

### **Conceptual Perspectives**

- What are positive and negative effects of change in nature?
- Given what you know about forces of nature, how does it influence change?
- As you think about change, what conclusions can you draw?
- Why is change important?
- What are some changes in nature that you've observed?
- How can nature cause conflict for mankind?

### **Intelligent Behaviors**

- What intelligent behaviors did the characters in the story demonstrate?
- What intelligent behaviors can you use in completing your tasks for this unit?
- How do you demonstrate these intelligent behaviors in your daily life?

### **Literary Perspective**

- Describe in order the major events in the story.
- Describe the conflict that the woman experiences in nature?
- What do you think would have happened to the mother and her family if she had not persisted through the flood waters?
- How did the woman take a bad situation and turn it into something good?

### **Student/Teacher Reflections**

Students will reflect in their learning journals. Reflections will occur with each lesson. Students and teacher will create a rubric for students to be held accountable for daily lesson 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>  <b>Sensing- Thinking</b></p> <p>In <u>Moon Clouds' Blanket</u>, create a chart that will identify the major events of the story in sequential order. Describe the events using illustrations and complete sentences. Answer on the back of the chart, "What changes took place in the story and why?" "How did you use Intelligent Behaviors to complete this task? What Intelligent Behaviors did the Author used to publish this story?</p> <p>NCSCS L.A. 2.01, 2.06, 3.03, 3.04, 3.05, 5.01, 5.02, 5.03, 5.04, 5.05, 5.06</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>Produce a flood awareness brochure to make citizens of the community better prepared to handle bad weather/natural disasters. Students will illustrate signs/changes in weather to be prepared to handle an emergency situation.</p> <p>NCSCS L.A. 2.08, 3.01, 4.06</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 have a debate on whether or not they would live in a flood prone area. Students will reflect in their learning journal their perspective about their decision. Reflect on what Intelligent Behavior(s) were used to complete this task.  How did changes in a flood prone area and a non-flood prone area effect your decision? What kinds of HOM would you use to help in making your decision?</p> <p>NCSCS LA 3.01, 4.04, 4.05,  NCSCS SS 6.02, 6.03</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 family survival plan in the event of a natural disaster. Students will create important information to include in their plan. Questions for them to consider: "What kinds of conflicts/disasters effect mankind?" "How do the forces of nature change the environment in which we live?" Include goals for the family to do in case of a natural disaster.</p> <p>NCSCS LA 2.02,2.04, 4.06, 4.07, 4.08  NCSCS S.S. 6.02, 6.03</p> <p style="text-align: center;">V _ * L _ * S _ * M _ B _ P _ I _ * N _</p>

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

(Application) Sequence, Explain, Create, Produce, Design

### **Real World Applications**

Debater, Mathematician, Draftsman, Graphic Artist, Lithographer

### **Real World Terms**

Layout, graphic, proportion, lithograph, deductive reasoning, rebuttal, evidence, argument, affirmament, cause

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

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

- chart paper
- markers
- pencils
- crayons
- drawing paper
- rulers
- journals

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

- How can change be either positive or negative?
- How can change be inevitable?

### **(Whole Group)**

#### **Conceptual Perspectives**

- What are positive and negative effects of change in nature?
- Given what you know about forces of nature, how does it influence change?
- As you think about change, what conclusions can you draw?
- Why is change important?
- What are some changes in nature that you've observed?
- How can nature cause conflict for mankind?

#### **Intelligent Behaviors**

- What intelligent behaviors did the characters in the story demonstrate?
- What intelligent behaviors can you use in completing your tasks for this unit?
- How do you demonstrate these intelligent behaviors in your daily life?

#### **Literary Perspective**

- Describe in order the major events in the story.
- Describe the conflict that the woman experiences in nature?
- What do you think would have happened to the mother and her family if she had not persisted through the flood waters?
- How did the woman take a bad situation and turn it into something good?

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

Students will reflect in their learning journals. Reflections will occur with each lesson. Students and teacher will create a rubric for students to be held accountable for daily lesson 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 style="text-align: center;"><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>Students will collect data for weather conditions for a period of one week. Students will be looking for temperature and rainfall each day. Use tools to help read temperature and rain fall. Students will be given an activity sheet to record their data.</p> <p>How does change in the weather exist over a period of time?</p> <p>NCSCS Science Objectives: 2.03, 2.04 NCSCS Math Objectives: 4.01</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>Evaluate your weather graph results and connect to rainfall results from <u>Moon Cloud's Blanket</u>. Write a letter to a meteorologist about the factors that change weather over time and how the geographic location can be a factor. Decide if you would like to live in a Southern Louisiana bayou or where you are now. Tell your decision in the letter to the meteorologist.</p> <p>How can change in weather and geography can effect your decision on where to live?</p> <p>NCSCS Math Objective: 4.01 NCSCS L.A. Objective: 4.06, 5.01, 5.02, 5.03, 5.04, 5.05</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>Students will develop their own assessment using math vocabulary that will reflect their knowledge on Measurement and Graphs. Students must explain what tools are used in measuring rain amounts, temperature, and height/width of trees. Students must explain, "What are graphs used for in math?" "How does graphing and measurement help you in everyday life?"</p> <p>NCSCS Math Objective 2.01, 4.01, 4.02</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></p> <p>Students will be asked to imagine they were flood victims. Students will interview 10 people. People will have to choose from the given list of refugees. Students will use the data created and organize into a pictograph. After designing the graph, students are to look at the results and compose a paragraph about the results. Answer in the paragraph, "What did you discover with the results?" "How did you use your intelligent behaviors to complete this task?"</p> <p>NCSCS Math Objective: 4.01</p> <p style="text-align: center;">V _ * _ L _ * _ S _ M _ B * _ P _ * _ I _ * _ N _</p>

**Real World Connections With Products**

Discussion, Explain, Create, Design

**Real World Applications**

Discusser, Debater, Mathematician

**Real World Terms**

Natural Disaster, conversation

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

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

- paper
- markers
- paint
- poster board

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

- How can change be either positive or negative?
- How can change be inevitable?

### **(Whole Group)**

### **Conceptual Perspectives**

- What are positive and negative effects of change in nature?
- Given what you know about forces of nature, how does it influence change?
- As you think about change, what conclusions can you draw?
- Why is change important?
- What are some changes in nature that you've observed?
- How can nature cause conflict for mankind?

### **Intelligent Behaviors**

- What intelligent behaviors did the characters in the story demonstrate?
- What intelligent behaviors can you use in completing your tasks for this unit?
- How do you demonstrate these intelligent behaviors in your daily life?

### **Literary Perspective**

### **Student/Teacher Reflections**

Students will reflect in their learning journals. Reflections will occur with each lesson. Students and teacher will create a rubric for students to be held accountable for daily lesson reflections.

## **Additional Support Materials**

### **Favorite Read-Alouds**

Cloudy With a Chance of Meatballs

Wild Weather

What a Wonderful World

Come a Tide

The Sun, Wind, and Rain

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

Song: “What a Wonderful World”

Nature Relaxation CD’s

### **Video Clips**

Come a Tide (Reading Rainbow)

Wild, Wacky Weather

Habitat of a Bayou

### **Paintings & Prints**

Prints of natural disasters and wild weather

Prints of bayous, maps of Louisiana

## **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. In what ways did we meet the needs of diverse learners?

7. How did it impact student achievement?

## 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: Nature**

**Second Grade**

Dana Edwards, RRGSD  
Helen Lewis, Lenoir County Public Schools

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

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

## Big Ideas Manifested

**Topic** – Nature  
**Literature Selection** – Moon Cloud’s Blanket  
**Author** – Rose Anne St. Romain

Concepts	Themes
<ul style="list-style-type: none"> <li>Survival, Defense/Protection, Change, Adaptation, Courage, Interdependence, Interactions</li> </ul>	<ul style="list-style-type: none"> <li>Dependency on the natural world</li> <li>Perseverance</li> <li>Change is inevitable.</li> <li>Change can be either positive/negative.</li> <li>Change can be caused by many factors.</li> </ul>
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> <li>Nature vs. Man</li> </ul>	<ul style="list-style-type: none"> <li>Perseverance</li> <li>Survival against nature</li> </ul>
Processes	Theories
<ul style="list-style-type: none"> <li>Problem Solving</li> <li>Decision Making</li> </ul>	<ul style="list-style-type: none"> <li>Explanation of why things are the way they are in nature (folklore/legends)</li> </ul>
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> <li>Protection through destruction</li> </ul>	<ul style="list-style-type: none"> <li>When one’s back is against the wall the only thing left is to ask for help. Help will come even if in a strange or unusual way.</li> <li>Spanish moss originated by the moon’s gift to a family in need.</li> </ul>

## Big Ideas Manifested

**Topic** - Nature

**Literature Selection** – Bluebonnet Girl

**Author** – Kate Kiesler

Concepts	Themes
<ul style="list-style-type: none"> <li>Survival, Interdependence, Balance, Change, Scarcity, Sacrifice, Adaptation</li> </ul>	<ul style="list-style-type: none"> <li>Pride goeth before the fall</li> <li>Change can be either positive/negative.</li> <li>Change is inevitable.</li> <li>Change can be caused by many factors.</li> </ul>
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> <li>Scarcity vs. Abundance</li> <li>Generous vs. Selfishness</li> <li>Rigidity vs. flexibility</li> <li>Nature vs. Man</li> </ul>	<ul style="list-style-type: none"> <li>Surviving the drought</li> <li>Giving up prized possessions</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>Explanation of why things are the way thing are in nature (folklore/legends)</li> </ul>
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> <li>Sacrifice provides fulfilling rewards.</li> <li>A little child will lead you.</li> </ul>	<ul style="list-style-type: none"> <li>Bluebonnet flower originated by an Indian girl's gift</li> <li>Sacrifices are not always negative.</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 –Nature

### Suggested Literature Selection(s) – Moon’s Cloud Blanket Bluebonnet Girl

#### Look and Listen for...

**Intelligent Behaviors** Metacognition, Posing Questions/problems, Remaining open to Continuous learning, Listening with understanding and empathy

**Story Focus** Persistence

**Student Activities** Taking Responsible Risks, Creating, Imagining, Innovating

#### NCSCS Objectives:

##### Language Arts:

Objectives 2.01, 2.02, 2.04, 2.08, 3.01, 3.03, 4.05, 4.06, 4.07, 5.01, 5.02, 5.03, 5.04, 5.05

##### Social Studies:

Objectives 5.01, 5.06, 6.02, 6.03

##### Math:

Objectives: 2.01 a, 4.01, 4.02

##### Science:

Objectives: 2.03, 2.04 (rain gauge, thermometer)

**Thinking Skills Focus -** Describing Things pgs. 158-174  
Building Thinking Skills

**Topic Focus -** Nature

**Concept Focus -** Change

**Overarching Generalizations -** Change can be either positive/negative.  
Change is inevitable.  
Change can be caused by many factors.

**More Complex Generalizations -** Force influences change.  
Conflict can cause change.

#### Directions for Teachers

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

#### Suggested Topics for Discussion

Nature (Weather), Louisiana geography (Bayous), Legends (Spanish moss), Survival, Measurement

#### Suggested Vocabulary Words for Discussion

shelter, palmetto hut, bayous, pelted, protection, floodwaters, cypress, perch, sunset, shrieked, wailed, moaned, renewed, pale, fear, exhausted, plea, tattered, woven, receded, fragile, tore, Spanish moss

#### Vocabulary Extension

Play a matching game with vocabulary words. Two sets of cards will be distributed. One set will contain the vocabulary words. The other set will show the definitions to the words. In pairs, students will go around the room to find the partner that has the match to his/her card.

## 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>
<ul style="list-style-type: none"><li>▪ Play a nature CD and have students listen to the weather sounds. Students will paint/draw a picture of what sounds in nature they hear. How did the sounds change as you listened to the CD?</li><li>▪ Change is inevitable.</li><li>▪ How is change inevitable in nature?</li></ul>
<b>Facet 2 – INTERPRETATION</b>
<ul style="list-style-type: none"><li>▪ Discuss with students the different kinds of “wild” weather. Have them get into pairs to talk about if they have ever seen or experienced “wild weather” before. Once their discussions are complete, students will need to draw/illustrate a picture of one kind of “wild weather.” They will need to label their picture. How did you feel after the weather calmed down?</li><li>▪ Change can be caused by many factors.</li><li>▪ What factors in nature cause change?</li></ul>
<b>Facet 3 – APPLICATION</b>
<ul style="list-style-type: none"><li>▪ Perform a nature walk on the school grounds. Students will become “observers of nature.” Observe what kinds of things they see in nature that can change or have changed. What are the changes in nature that you have observed?</li><li>▪ Change is inevitable.</li><li>▪ How is change inevitable in nature?</li></ul>
<b>Facet 4 – PERSPECTIVE</b>
<ul style="list-style-type: none"><li>▪ Show students a video or pictures of destruction caused by nature. Students analyze what they see and how they would feel after the disaster. Student responses will be listed on chart paper. How can forces of nature cause conflict in human lives?</li><li>▪ Force influences change.</li><li>▪ What forces of nature cause conflict?</li></ul>
<b>Facet 5 – EMPATHY</b>
<ul style="list-style-type: none"><li>▪ Students will get into pairs. With a tape recorder/ microphone, interview your partner to see how he or she felt during an important time in his or her life. Was your experience positive or negative? How did your feelings change from the beginning to the end? If you could change something about your experience what would it be?</li><li>▪ Change can be positive or negative.</li><li>▪ Describe how changes in your life can be positive or negative.</li></ul>
<b>Facet 6 – SELF-KNOWLEDGE</b>
<ul style="list-style-type: none"><li>▪ Students will play the game, “Just Like Me,” in response to statements the teacher makes about experiencing changes in life. For example, the teacher may say something like “I enjoy learning new things.”, “My favorite season is fall.”, “I have made good/bad choices.”, etc.... Would you change any of your responses if you could? If so, which ones?</li><li>▪ Change is caused by many factors.</li><li>▪ What factors in our lives can influence change?</li></ul>

## 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>Create a flow map outlining the sequence of events for the story. What changes took place in nature? How did the characters' Intelligent Behaviors help them make changes according to the weather and conflicting circumstances?</p> <p>NCSCS Language Arts 2.01, 2.02, 3.03</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>After reading <u>Moon's Cloud Blanket</u>, evaluate the family's experience with the weather changes. Retell the experience in sequence from beginning to end. Students should write complete sentences and illustrate the changes in floodwaters.</p> <p>NCSCS Language Arts 2.01, 2.02, 3.03, 4.05, 4.06</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 whole group, students will have a debate on nature and mankind. Take a position on whether nature changes more than mankind. Students will then make a Venn Diagram and label: nature, man, or both. After labeling the diagram, students should compare and contrast nature vs. man. What does nature have in common with man? How does it affect man? What is different about nature than man? Does nature and man go hand-in-hand and work together? What changes more, nature or man?</p> <p>NCSCS Language Arts 2.01, 2.03, 2.04, 4.05 NCSCS Social Studies 6.02, 6.03</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>Interpret how a conflict/disaster in nature can cause people to change in order to survive. Use a sheet of paper to write down possible how, why, and what if questions to prove your interpretation. Have students answer the following question: What Habit of Mind would be most beneficial in time of disaster in order to survive?</p> <p>NCSCS Language Arts 2.04, 4.06, 4.07 NCSCS Social Studies 6.02, 6.03</p> <p style="text-align: center;">V*__L__*_S__*_M__B__P__I*__N__</p>

**Real World Connections With Products**

Application: create, produce, design

**Real World Applications**

debater, graphic artist

**Real World Terms**

argument, cause, affirmament, rebuttal, evidence, layout

**Connect all products 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 paper
- markers
- pencils, crayons
- ruler
- journals

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

- How can change be either positive or negative?
- How can change be inevitable?

### **(Whole Group)**

#### **Conceptual Perspectives**

- What are positive and negative effects of change in nature?
- Given what you know about forces of nature, how does it influence change?
- As you think about change, what conclusions can you draw?
- Why is change important?
- What are some changes in nature that you've observed?
- How can nature cause conflict for mankind?

#### **Conceptual Perspectives**

- What are positive and negative effects of change in nature?
- Given what you know about forces of nature, how does it influence change?
- As you think about change, what conclusions can you draw?
- Why is change important?
- What are some changes in nature that you've observed?
- How can nature cause conflict for mankind?

#### **Intelligent Behaviors**

- What intelligent behaviors did the characters in the story demonstrate?
- What intelligent behaviors can you use in completing your tasks for this unit?
- How do you demonstrate these intelligent behaviors in your daily life?

#### **Literary Perspective**

- Describe in order the major events in the story.
- Describe the conflict that the woman experiences in nature.
- What do you think would have happened to the mother and her family if she had not persisted through the floodwaters?
- How did the woman take a bad situation and turn it into something good?

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

Students will reflect in their learning journals. Reflections will occur with each lesson. Students and teacher will create a rubric for students to be held accountable for daily lesson 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> <b>Sensing- Thinking</b></p> <p>In our story, <u>Moon Cloud's Blanket</u>, students will estimate the amounts of rain that fell in the story. Describe rain amounts with body measurements (e.g. to the knee and to the waist, mid-way of the cypress trees). Then students will make rainfall estimates in inches on the activity sheet provided.</p> <p>In what ways was change positive or negative?</p> <p>NCSCS Math Objective 2.01a</p> <p><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 evaluate their estimations and actual measurements of the rain that fell in the story. Students will create a graph using the data collected on their rain measurements. Students will look at their graphs and try to empathize with the family in the story. Look for ways that the flood has changed from just rain to a natural disaster.</p> <p>How did you see change in your rain graph?</p> <p>NCSCS Math Objectives 2.01a, 4.01, 4.02</p> <p><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 small groups, students will take their rain graphs and analyze them. Students will compare the daily amounts of rainfall in the story to Louisiana Rainfall Totals. Students will use the internet to assess Louisiana's daily rainfall totals. Students will discuss what tools are used to measure rain? How is rain produced?</p> <p>How is change reflected in the daily rainfall totals?</p> <p>NCSCS Math Objectives 2.01a, 4.01, 4.02</p> <p><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 use their bodies to perform where they would go if they were to experience a flood in their school. Teacher will read aloud different experiences and students will move to an area for safety from the flood. Tell if it rained for weeks and the school building flooded... to your knees, where would higher ground be? ..flooded to your waist, where would higher ground be?</p> <p>How has changing your body position enabled you to find safety during a flood?</p> <p>NCSCS Math Objective 2.01a</p> <p><b>V * _ L _ S * _ M _ B _ P _ I * _ N _</b></p>

**Real World Connections With Products**

Application: describe, evaluate, perform, analyze

**Real World Applications**

meteorologist, scientist, mathematician

**Real World Terms**

meteorology, results, scientific procedure, data, evidence

**Connect all products 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**

- recording sheets
- paper
- markers
- pencils
- internet access
- graph paper
- rulers

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

- How can change be either positive or negative?
- How can change be inevitable?

### **(Whole Group)**

### **Conceptual Perspectives**

- What are positive and negative effects of change in nature?
- Given what you know about forces of nature, how does it influence change?
- As you think about change, what conclusions can you draw?
- Why is change important?
- What are some changes in nature that you've observed?
- How can scientists use rainfall measurements to determine problems with flooding?

### **Intelligent Behavior**

- What intelligent behaviors can you use in completing your tasks for this unit?
- How do you demonstrate these intelligent behaviors in your daily life?

### **Literary Perspective**

### **Student/Teacher Reflections**

Students will reflect in their math/science learning journals. Reflections will occur with each lesson. Students and teacher will create a rubric for students to be held accountable for daily lesson reflections.

**Concept:** Change

**Topic:** Nature

**Generalization:** Change is inevitable.

**Essential Question(s)** How can change be caused by different factors? Can change be positive or negative?

### Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Create a story map on <u>Moon Cloud's Blanket</u> . Include the 4 story elements: setting, characters, problem, and solution. Illustrate each element while providing a description of it under each illustration.	Students will decide what necessary steps should be taken when bad weather is forecasted. Make a list for a family to follow in order to prepare in the event of harmful weather. What HOM would be used to help prepare for this kind of a situation?	Determine goals that would be helpful in a crisis. Students must write at least 4 goals. Think: What are some HOM that would help in any given situation?	With a partner, look at a map of Louisiana and identify a bayou/swamp like in our story. Draw a picture using what you think will a bayou/swamp be like? How does nature's weather affect the make-up of the bayou? Use resources about Louisiana and bayous to help discover it's makeup and how it changes from day to day.
2	Students will explain how the change in the floodwaters caused the family to evacuate their home. Students will use what they know about natural disasters to make a connection with the book. Using sticky notes, students will write three connections to give an explanation.	Students will create a poster to persuade the community to always be prepared for natural disasters/conflict. Draw pictures of the HOM that would be used in order to handle a conflict in a positive way.	Opinion Poll: Why is it important to have an escape plan during an emergency? What courses of action would help when faced with danger? What HOM would be used in an emergency situation? How can changes in nature cause human to be in danger? Will the outcome always be negative? Answer these questions in your journal using complete sentences/paragraph.	After reading, <u>Moon's Cloud Blanket</u> and <u>Bluebonnet Girl</u> , compare and contrast the two plant legends. With a partner, fill out the Venn Diagram provided by the teacher. Questions to consider: "How are the two plants alike?", "How are the two plants different?" Answer at bottom of your sheet, "What significance does each plant have in the story and in the real world?"
3	Create a flow chart outlining the sequence of events for the story. What changes took place in nature? How did the characters' Intelligent Behaviors help make changes due to the conflict happening in nature?	Write a letter to the editor defending weather safety and how it is important to be aware of wild/bad weather situations. Convince the editor to publish your letter because it would help the community in recognizing the need to take action if a natural disaster occurred.	Pose possible what, how, and why questions while inventing a tool/device the woman in our story could have used to help better her situation.  What was the tool used to help her in her time of need?  How could the woman have used _____ to get to higher ground?  Why would the woman use _____ to help her get out of danger?	Students will create a diorama to display the effects of a natural disaster. Students will use materials provided. Students will then compose a paragraph explaining the natural disaster, its effects, and how they made their diorama. Students will think about how a community could come together to turn the negative experience into a positive one. Will an outcome of this nature always be a negative experience? Why or why not?

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

Application: sequence, explain, create, produce, retell, design

### **Real World Applications**

mathematician, scientist, debater, graphic artist, politician, meteorologist

### **Real World Terms**

argument, affirmament, cause, deductive reasoning, rebuttal, evidence, opinion, layout, proportion, lithograph, graphics, results, procedure, data, meteorology

**Connect all products 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**

- literature books
- markers, crayons, pencils
- paper of various kinds
- research resources
- maps
- sticky notes
- flow charts
- art supplies

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

- How can change be either positive or negative?
- How can change be inevitable?

### **(Whole Group)**

#### **Conceptual Perspectives**

- What are positive and negative effects of change in nature?
- Given what you know about forces of nature, how does it influence change?
- As you think about change, what conclusions can you draw?
- Why is change important?
- What are some changes in nature that you've observed?
- How can nature cause conflict for mankind?

#### **Intelligent Behaviors**

- What intelligent behaviors did the characters in the story demonstrate?
- What intelligent behaviors can you use in completing your tasks for this unit?
- How do you demonstrate these intelligent behaviors in your daily life?

#### **Literary Perspective**

- Describe in order the major events in the story.
- Describe the conflict that the woman experiences in nature?
- What do you think would have happened to the mother and her family if she had not persisted through the floodwaters?
- How did the woman take a bad situation and turn it into something good?

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

Students will reflect in their learning journals. Reflections will occur with each lesson. Students and teacher will create a rubric for students to be held accountable for daily lesson 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>  <b>Sensing-Thinking</b></p> <p>In Moon Cloud’s Blanket, create a chart that will identify the major events of the story in sequential order. Describe the events using illustrations and complete sentences. Answer on the back of the chart: “What changes took place in the story and why?” “How did you use Intelligent Behaviors to complete this task: What Intelligent Behaviors did the author used to publish this story?</p> <p>NCSCS Language Arts Objectives 2.01, 2.06, 3.03, 3.04, 5.01, 5.02, 5.03, 5.04, 5.05, 5.06</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>Produce a flood awareness brochure to make citizens of the community better prepared to handle bad weather/natural disasters. Students will illustrate signs/changes in weather to be prepared to handle and emergency situation.</p> <p>NCSCS Language Arts Objectives 2.08, 3.01, 4.06</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 have a debate on whether or not they would live in a flood prone area. Students will reflect in their learning journal their perspective about the their decision. They will also be required to reflect on what Intelligent Behavior(s) were used to complete this task. How did changes in a flood prone area and a non-flood prone area effect your decision? What kinds of HOM would you use to help in making your decision?</p> <p>NCSCS LA 4.05  NCSCS SS 6.02, 6.03</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 family survival plan in the event of a natural disaster. Students will create important information to include in their plan. Questions for them to consider: “What kinds of conflicts/disasters effect mankind?” “How do the forces of nature change the environment in which we live?” Include goals for the family to do in case of a natural disaster.</p> <p>NCSCS LA 4.06, 4.07  NCSCS S.S. 6.02, 6.03</p> <p style="text-align: center;"><b>V__*__L*__S*__M__B__P__I*__N__</b></p>

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

Application: sequence, explain, create, produce, design

### **Real World Applications**

debater, mathematician, draftsman, graphic artist, lithographer

### **Real World Terms**

layout, graphic, proportion, lithograph, deductive reasoning, rebuttal, evidence, argument, affirmament, cause

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

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

- chart paper
- markers
- pencils
- crayons
- drawing paper
- rulers
- journals

**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>Students will collect data for weather conditions for a period of one week. Students will be looking for temperature and rainfall each day. Use tools to help read temperature and rain fall. Students will be given an activity sheet to record their data.</p> <p>How does change in the weather exist over a period of time?</p> <p>NCSCS Science Objectives 2.03, 2.04  NCSCS Math Objectives 4.01</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>Evaluate your weather graph results and connect to rainfall results from <u>Moon Cloud's Blanket</u>. Write a letter to a meteorologist about the factors that change weather over time and how the geographic location can have effect. Decide if you would like to live in a Southern Louisiana bayou or where you are now. Tell your decision in the letter to the meteorologist.</p> <p>How can change in weather and geography can effect your decision where to live?</p> <p>NCSCS Math Objective 4.01  NCSCS Language Arts Objectives 4.06, 5.01, 5.02 5.03, 5.04, 5.05</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>Students will develop their own assessment using math vocabulary that will reflect their knowledge on measurement and graphs. Students must explain what tools are used in measuring rain amounts, temperature, and height/width of trees. Students must explain, "How do graphing and measurement help you in everyday life?"</p> <p>NCSCS Math Objective 2.01, 4.01, 4.02</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></p> <p>Students will be asked to imagine they were flood victims. Students will interview 10 classmates. Classmates will have to choose from the given list of refuges. Students will use the data created and organize into a pictograph. After designing the graph, students are to look at the results and compose a paragraph. "What did you discover with the results?" "How did you use your Intelligent Behaviors to complete this task?"</p> <p>NCSCS Math Objective 4.01</p> <p style="text-align: center;">V _ * L _ S _ M _ B _ P _ * I _ N _</p>

**Real World Connections With Products**

Application: collect, evaluate, explain, imagine

**Real World Applications**

meteorologist, mathematician, scientist

**Real World Terms**

results, scientific procedure, data, meteorology, evidence

**Connect all products 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
- markers
- paint
- poster board

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

- How can change be either positive or negative?
- How can change be inevitable?

### **(Whole Group)**

### **Conceptual Perspectives**

- What are positive and negative effects of change in nature?
- Given what you know about forces of nature, how does it influence change?
- As you think about change, what conclusions can you draw?
- Why is change important?
- What are some changes in nature that you've observed?
- How can nature cause conflict for mankind?

### **Intelligent Behaviors**

- What intelligent behaviors did the characters in the story demonstrate?
- What intelligent behaviors can you use in completing your tasks for this unit?
- How do you demonstrate these intelligent behaviors in your daily life?

### **Literary Perspective**

### **Student/Teacher Reflections**

Students will reflect in their learning journals. Reflections will occur with each lesson. Students and teacher will create a rubric for students to be held accountable for daily lesson reflection

## **Additional Support Materials**

### **Favorite Read-Alouds**

- Cloudy with a Chance of Meatballs
- The Sun, Wind, and Rain
- Wild Weather
- What a Wonderful World
- Come a Tide

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

- Song: “What a Wonderful World”
- Nature Relaxation CD’s

### **Video Clips**

- Come a Tide (Reading Rainbow)
- Wild, Wacky Weather
- Habitat of a Bayou

### **Paintings & Prints**

- Prints of natural disasters and wild weather
- Prints of bayous, maps of Louisiana

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

## 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-Strawberry Moon, Literature Anchor**

**Topic: New Beginnings**

**Susan Ferguson, Roanoke Rapids Graded School District**

**And**

**Valerie Cavanaugh, Lenoir County Schools**

**K-2**

**North Carolina Department of Public Instruction**

**Exceptional Children Division**

**Academically or Intellectually Gifted Program**

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

## **Big Ideas Manifested**

**Topic - New Beginnings**

**Literature Selection – Strawberry Moon**

**Author - Karen English**

Concept	Themes
Change	<ul style="list-style-type: none"> <li>• Separation</li> <li>• Moving</li> </ul>
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> <li>• Married vs. Separated</li> <li>• Living with a parent vs. living with a relative</li> <li>• Peer pressure vs. morals</li> <li>• Letting go vs. holding on</li> </ul>	<ul style="list-style-type: none"> <li>• Separation from loved ones</li> <li>• Moving</li> <li>• Meeting new people</li> <li>• Adjusting to new places and people</li> </ul>
Processes	Theories
<ul style="list-style-type: none"> <li>• Understanding</li> <li>• Overcoming Obstacles</li> <li>• Adapting</li> </ul>	
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> <li>• Separation brings unity</li> <li>• Love hurts</li> <li>• Growing Pains</li> <li>• The more things change, the more they stay the same</li> </ul>	<ul style="list-style-type: none"> <li>• Choices lead to consequences</li> <li>• People never know what they will do</li> </ul> <p>Life is too full of unexpected turns.</p>

### Big Ideas Manifested

**Topic - New Beginnings**

**Literature Selection – The Hard Times Jar**  
**Author - Ethel F. Smothers**

<b>Concepts</b>	<b>Themes</b>
<b>Change</b>	<ul style="list-style-type: none"> <li>• Migrant families</li> <li>• Moving</li> <li>• Experiencing school and many books for the first time</li> </ul>
<b>Issues or Debates</b>	<b>Problems or Challenges</b>
<ul style="list-style-type: none"> <li>• Working vs. Attending School</li> </ul>	<ul style="list-style-type: none"> <li>• Making new friends</li> <li>• Being the minority in the classroom</li> <li>• Learning a new moral lesson</li> </ul>
<b>Processes</b>	<b>Theories</b>
<ul style="list-style-type: none"> <li>• Assimilating to a new environment</li> </ul>	<ul style="list-style-type: none"> <li>• Rising above circumstances to prevail</li> </ul>
<b>Paradoxes</b>	<b>Assumptions or Perspectives</b>
<ul style="list-style-type: none"> <li>• Expect the unexpected</li> </ul>	<ul style="list-style-type: none"> <li>• New places lead to new knowledge and experiences</li> </ul>

### **Big Ideas Manifested**

**Topic - New Beginnings**  
**Literature Selection – Grand Central Terminal**  
 Gateway to New York City  
**Author - Ed Stanley**

<b>Concepts</b>	<b>Themes</b>
<b>Change</b>	<ul style="list-style-type: none"> <li>• Change is necessary for growth.</li> <li>• Change occurs over time</li> </ul>
<b>Issues or Debates</b>	<b>Problems or Challenges</b>
<ul style="list-style-type: none"> <li>• Past vs. Future</li> <li>• Need for change vs. lack of money</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Money to supply changes</b></li> <li>• <b>Crash destroyed station</b></li> <li>• <b>Overcrowdedness</b></li> </ul>
<b>Processes</b>	<b>Theories</b>
<ul style="list-style-type: none"> <li>• Problem-solving</li> <li>• Flexible thinking</li> <li>• Risk taking</li> </ul>	<ul style="list-style-type: none"> <li>• Much can be accomplished when people work as a team</li> </ul>
<b>Paradoxes</b>	<b>Assumptions or Perspectives</b>
<ul style="list-style-type: none"> <li>• Hurry up and wait</li> </ul>	<ul style="list-style-type: none"> <li>• To achieve greatness, many changes occur over time</li> </ul>

## Concept – Change

## Topic – New Beginnings

**Suggested Literature Selection(s) – Strawberry Moon - Anchor  
Hard Times Jar; Grand Central Terminal**

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

**Intelligent Behaviors** - Remaining open to continuous learning  
Listening with understanding and empathy  
Posing questions  
Metacognition

**Story Focus** - Remaining open to continuous learning

**Student Activities** - Remaining open to continuous learning  
Listening with understanding and empathy  
Taking Responsible risks  
Persisting

**Thinking Skills Focus - Verbal Similarities and Differences**

**Topic Focus - New Beginnings initiated by change**

**Concept Focus - Change**

### **Overarching Generalizations -**

Change can be either positive or negative  
Change is necessary for growth  
Change can be evolutionary or revolutionary  
Change is constant  
Change is a process that can be discomforting

### **More Complex Generalizations -**

- Changes in family structure create an opportunity for new beginnings.
- When one faces a new beginnings, that brings about changes. Those changes can be positive or negative.

### **Directions for Teachers**

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

### **Suggested Topics for Discussion**

Change, separation/divorce, gangs, family

**Suggested Vocabulary Words for Discussion** - journey, haphazard, disoriented, bizarre, pristine, glib, bungalow, sulking, tarmac, lukewarm, stroke, gait, intrusion, birds of paradise,  
**Idioms** - out of the blue

**Vocabulary Extension** - strawberry moon, worm moon, sugar moon

Show a picture of or bring in a silk bird of paradise

Use mind mapping to make three to five drawings or cut out pictures from magazines that exemplify concepts of change or new beginnings

**Hooks** - The Hard-Time Jar by Ethel Footman Smothers

### Six Facets of Understanding

**E.Q.:** How does change create new beginnings in everyone's life.

**Generalizations:** Change is constant. Change is necessary for growth.

#### Facet 1 – EXPLANATION

Consider the book, The Hard Times Jar. What are examples of changes creating opportunity for new beginnings? Describe your responses with citations from the text?

#### Facet 2 - INTERPRETATION

How is changing grades in school like Emma's migrant farm family?

#### Facet 3 - APPLICATION

Create a "Welcome to our class!" kit for newly enrolled students. Exhibit the contents and explain the reason for your choices.

#### Facet 4 - PERSPECTIVE

A traditional school calendar allows students to be out of school during June, July, and August. (Discuss the agrarian calendar. Children were needed to help on family farms.) Infer why most public schools have not changed and adopted a year-round calendar. Consider the perspectives of students, parents and school board.

#### Facet 5 - EMPATHY

In small groups, choose to role play one of the following: The Hard-Times Jar, Your own created story with a similar plot, or another story you have read that reminds you of The Hard-Times Jar.

#### Facet 6 – SELF-KNOWLEDGE

Create a journal entry reflecting how your attitudes about change are shaped by your own experiences. What do you consider to be your strengths and weaknesses in this area?

Read: Strawberry Moon by Karen English

# Task Rotation Learning Activities

<p style="text-align: center;"><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>Read book: <b><u>Who Moved My Cheese? For Kids</u></b> by Spencer Johnson (Not provided by Bright Ideas2) Teacher may want to provide an audio recording of the book.</p> <p>List the characteristics or attributes of Hem, Haw, and the mice. Look through the lens of Habits of Minds/Intelligent behaviors</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 a partner and assume the persona of Imani. Take turns with your partner, role-playing the dialogue between you and your mommy, Junie, as you explore the similarities between your lives. Be sure to draw parallels between your life and hers as you note the changes and new beginnings</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>Choose five of the following quotations about change:</p> <ul style="list-style-type: none"> <li>• He who rejects change is the architect of decay.</li> <li>• The only human institution which rejects progress is the cemetery. Harold Wilson</li> <li>• It is not necessary to change. Survival is not mandatory. W. Edwards Deming</li> <li>• When you are through changing, you are through Bruce Barton</li> <li>• What can we take on trust in this uncertain life? Happiness? Greatness? Pride? Nothing is secure, nothing keeps. Euripides</li> <li>• Change always comes bearing gifts. Price Pritchett</li> <li>• Those who expect moments of change to be comfortable and free of conflict have not learned their history. Joan Wallach Scott</li> <li>• Continuity gives us roots. Change gives us branches, letting us stretch and grow and reach new heights. Pauline Kezer</li> <li>• Every beginning is a consequence -every beginning ends something. Paul Valery</li> <li>• Things alter for the worse spontaneously, if they be not altered for the better designedly. Francis Bacon</li> </ul> <p>Analyze each of your chosen quotes and compare them to our generalizations, complex generalizations and essential question. Decide which quotes develop or relate to our generalizations, complex generalizations and essential question. Find a partner with whom you can discuss your ideas.</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 either the song things change by Tim Mcgraw or Turn, Turn, Turn by the Byrds. Listen to the recording of your song. Create a poster that communicates the messages in the song through words and pictures. Keep focusing on our essential questions and generalizations.</p> <p style="text-align: center;">V _ _ L _ _ S _ _ * _ _ M _ _ * _ _ B _ _ P _ _ I _ _ * _ _ N _ _</p>

**Real World Connections With Products: Application (create, design, produce, compare, reflect, innovate)**

**Real World Applications: Graphic Designer, Lithographer, Artist**

**Real World Terms: airbrush, balance, bleed, boldface, border, calligrapher, caricature, clip art, cosmopolitan concept, contrast, cropping, embossing, font, function, glossy, graphic design, graphics, headings, illustration, layout, lithograph, logo, margin, matte, medium, mounting, overlay, plates, proportion, readability, serif/ sans serif, type, slogan, standard sizes, tracing, trim, typeface, stencil, style**

**Connect all products 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 can be either positive or negative

Change is necessary for growth

Change can be evolutionary or revolutionary

Change is constant

Change is a process that can be discomfoting

**More Complex Generalizations -**

Changes in family structure create an opportunity for new beginnings.

When one faces new beginnings, that brings about changes. Those changes can be positive or negative.

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

Book: Who Moved My Cheese?-for Kids

Audio recording and copy of lyrics of Tim McGraw's song Things Change

Audio recording and copy of lyrics of The Byrds song Turn, Turn, Turn

Poster paper, crayons, markers, and or colored pencils

**MetaCognitive Discussion (Essential Questions)**

How does change create new beginnings in everyone's life?

**(Whole Group)**

**Conceptual Perspectives**

Is change positive or negative?  
Is change necessary for growth?  
Is change evolutionary or revolutionary?

### **Intelligent Behaviors**

What intelligent behaviors did the characters in Strawberry Moon demonstrate?  
What intelligent behaviors did you use to complete the task rotations?  
How do you demonstrate those behaviors daily?  
What intelligent behaviors did you see as your strengths in these activities? Why?  
What intelligent behaviors do you think you would like to work on developing in our next unit of study?

### **Literary Perspective**

1. Choose five or more words to describe the book Strawberry Moon.
2. Draw a picture about the story and share it with a family member who has not read the story.
3. Strawberry Moon was a good story through which to explore change because .....

### **Student/Teacher Reflections**

1. What were the strengths of the lessons?
2. Did the lesson activities reveal student behaviors that were the focus of the lesson?  
Discuss how each behavior manifested itself.
3. What would you change or add the next time you taught this lesson?
4. What opportunities for growth does the resource study have?
5. What were “ah ha’s” for the students?

## Math Task Rotation Learning Activities

**K-2**

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

<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p><b>Given a map of the U.S. that has a map scale, determine the distance between Chicago and L.A. using the map scale. Label each 100 miles along the way.</b></p> <p><b>How did your understanding of distance change after doing the activity? What intelligent behaviors did you use in this task?</b></p> <p>V _ * _ L _ * _ S _ * _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p><b>Locate Raleigh on the map and plan a trip with a partner to an attraction you would like to go to. Keep a journal of your trip and include mileage.</b></p> <p>How did your understanding of travel planning change after doing this task?</p> <p><b>What intelligent behaviors did you use in this task?</b></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><b>Locate Raleigh on the map and assess how far it is from Raleigh to Chicago, IL. using the map scale. Compare the distance between Raleigh and Chicago vs. the distance between Chicago and L.A.</b></p> <p><b>How did your understanding of distance change after doing the activity? What intelligent behaviors did you use in this task?</b></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>Locate Raleigh on the map and plan a trip to an attraction you would like to go to and create a map of how you get there and the amount of miles you travel.</b></p> <p>How did your understanding of travel planning change after doing this task?</p> <p><b>What intelligent behaviors did you use in this task?</b></p> <p style="text-align: center;">V _ * _ L _ * _ S _ * _ M _ B _ P _ I _ N _</p>

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**Real World Connections With Products**

**Real World Applications**

**Real World Terms**

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

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

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

**(Whole Group)**

**Conceptual Perspectives**

**Intelligent Behaviors**

**Literary Perspective**

**Student/Teacher Reflections**

**Concept: Change**

**Topic: New Beginnings**

**Generalization:**

**Essential Question(s)**

**Task Rotation Menu**

<b>Level</b>	<b>Mastery</b>	<b>Understanding</b>	<b>Self-Expressive</b>	<b>Interpersonal</b>
<b>1</b>	<b>Plot the locations of Los Angeles, CA and Chicago, IL on a map of the U.S.</b>	<b>Locate Raleigh on the map and assess how far it is from Raleigh to Chicago, IL. using the map scale.</b>	<b>Locate Raleigh on the map and choose a U.S. city you would like to visit. Assess the distance from Raleigh to your chosen city.</b>	<b>Interview classmates about cities they have visited. Choose one of these U.S. cities you would like to visit. Assess the distance from Raleigh to your chosen city.</b>
<b>2</b>	<b>Given a map of the U.S. that has a map scale, determine the distance between Chicago and L.A. using the map scale. Label each 100 miles along the way.</b>	<b>Locate Raleigh on the map and assess how far it is from Raleigh to Chicago, IL. using the map scale. Compare the distance between Raleigh and Chicago vs. the distance between Chicago and L.A.</b>	<b>Locate Raleigh on the map and plan a trip to an attraction you would like to go to and create a map of how you get there and the amount of miles you travel.</b>	<b>Locate Raleigh on the map and plan a trip with a partner to an attraction you would like to go. Keep a journal of your trip and include mileage.</b>
<b>3</b>	<b>Determine the distance from Chicago to L.A. If 1 inch of yarn is representative of 100 mile of road, estimate and cut a piece of yarn to symbolize the distance between Chicago and L.A.</b>	<b>Locate Raleigh on the map and plan a round trip from Raleigh to Chicago to L.A. Calculate the total mileage and explain to the class how you did this.</b>	<b>Locate Raleigh on the map and plan a trip to an attraction you would like to go to and create a brochure that would include:</b> <ul style="list-style-type: none"><li>• Round trip mileage</li><li>• 3 reasons to go</li><li>• 1 illustration</li></ul>	<b>With a partner plan a trip to an attraction you would like to go to. Discuss routes and select the best route based on shortest mileage. Create a poster with your attraction and route convincing others to join you.</b>

## **Real World Connections With Products**

## **Real World Applications**

## **Real World Terms**

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

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

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**MetaCognitive Discussion (Essential Questions)**

**(Whole Group)**

**Conceptual Perspectives**

**Intelligent Behaviors**

**Literary Perspective Student/Teacher Reflections**

**Student Reflections and Assessments  
Task Rotation Learning Experience**

## K-2

<p style="text-align: center;"><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <ul style="list-style-type: none"> <li>After reading <u><b>Strawberry Moon</b></u>, each student will, with a partner, retell and discuss with clarity, while listening with understanding, what he/she remembers about Blair, Imani, and Mother's trip from Chicago to L.A.</li> <li>To understand that change is a part of everyone's life, choose a story that you've read or one that's been read to you. Make sure it has elements of change and/or new beginnings. Either tape record or write a retelling of the story. Be sure to describe the events in the story that demonstrate change or making a new beginning.</li> </ul> <p><b>Objectives:</b>  <b>3.01</b> Use personal experiences and knowledge to interpret written and oral messages.  <b>3.03</b> Explain and describe new concepts and information in own words.  <b>3.04</b> Increase oral and written vocabulary by listening discussing and composing texts when responding to literature that is read and heard.</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>Either with a partner or small group, discuss the changes and new beginnings from <u><b>Strawberry Moon</b></u>. Decide on one pre-change and post-change event. Using 2 similar sized boxes, construct 2 dioramas which clearly show a change that took place in the story.</p> <p>Share the dioramas with remaining classmates in such a way as to convince them that <b>change creates new beginnings in everyone's life?</b></p> <p><b>Objectives:</b>  <b>3.01 3.03 3.04</b></p> <p style="text-align: center;">V _ * _ L _ * _ S _ _ M _ _ B _ _ P _ * _ I _ * _ N _ _</p>
<p style="text-align: center;"><b>Understanding Learner ©</b> <b>Intuitive-Thinking</b></p> <p>Compare the changes Blair and Imani are facing, with the changes their mother had to endure as a child. As a whole group (with transparency) Use the <u><b>Organizing Thinking</b></u> graph on p. 11</p> <p>After collecting information on the graph, students will write a paragraph to answer the writing prompt: How is Blair and Imani's situation like their mother's childhood situation?</p> <p><b>Objectives:</b>  <b>3.01 3.03 3.04</b></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>Think about the time Imani's new friend, Ingrid, stole her locket. As a whole group, brainstorm with the students to come up with personal experiences similar to Imani's. In Groups of four perform a skit showing a time when you have had something stolen from you. (If students don't have any experiences with stealing, have them infer.)</p> <p><b>Objectives:</b>  <b>3.01 3.03 3.04</b></p> <p style="text-align: center;">V _ * _ L _ * _ S _ _ M _ _ B _ _ P _ * _ I _ * _ N _ _</p>

## **Real World Connections With Products**

## **Real World Applications**

## **Real World Terms**

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

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

- 
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**MetaCognitive Discussion (Essential Questions)**

**(Whole Group)**

**Conceptual Perspectives**

**Intelligent Behaviors**

**Literary Perspective**

**Student/Teacher Reflections**

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

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

<p style="text-align: center;"><b>Mastery Learner (A)</b> <b>Sensing Thinking</b></p> <p><b>Determine the distance from Chicago to L.A. If 1 inch of yarn is representative of 100 mile of road, estimate and cut a piece of yarn to symbolize the distance between Chicago and L.A.</b>  <b>How did your understanding of distance change after doing the activity? What intelligent behaviors did you use in this task?</b></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><b>With a partner, plan a trip to an attraction you would like to go to. Discuss Routes and select the best route based on the shortest mileage. Create a poster with your attraction and route including mileage. Convince others to join you.</b></p> <p>How did your understanding of travel planning change after doing this task?</p> <p><b>What intelligent behaviors did you use in this task?</b></p> <p>V _ _ L _ _ S _ _ M _ _ B _ _ P _ _ I _ _ N _ _</p>
<p style="text-align: center;"><b>Understanding</b></p> <p><b>Locate Raleigh on the map and plan a round trip from Raleigh to Chicago to L.A. Calculate the total mileage and explain to the class how you did this.</b>  <b>How did your understanding of distance change after doing the activity?</b></p> <p><b>What intelligent behaviors did you use in this task?</b></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><b>Locate Raleigh on the map and choose an attraction you would like to go to and create a brochure that would include:</b></p> <ul style="list-style-type: none"> <li>• Round trip mileage</li> <li>• Three reasons to go</li> <li>• One illustration</li> </ul> <p>How did your understanding of travel planning change after doing this task?</p> <p><b>What intelligent behaviors did you use in this task?</b></p> <p>V _ _ L _ _ S _ _ M _ _ B _ _ P _ _ I _ _ N _ _</p>

**Real World Connections With Products: Planning, organizing, estimating, designing, creating, research**

**Real World Applications – Travel Agents, Cartographers, Geographic Information System Specialists, Teacher, Graphic Artist, Travel Magazine Writer**

**Real World Terms – Estimate, calculate, plan, present, map reading, design, research**

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

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

- Yarn
- Internet Access

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

**(Whole Group)**

**Conceptual Perspectives**

**Intelligent Behaviors**

**Literary Perspective**

**Student/Teacher Reflections**

**Additional Support Materials**

**Favorite Read-Alouds**

**Finger Plays, Nursery Rhymes and Songs**

**Video Clips**

**Paintings & Prints**

**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-Strawberry Moon, Literature Anchor**

**Topic: New Beginnings**

**Susan Ferguson, Roanoke Rapids Graded School District**

**And**

**Valerie Cavanaugh, Lenoir County Schools**

**K-2**

**North Carolina Department of Public Instruction**

**Exceptional Children Division**

**Academically or Intellectually Gifted Program**

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

## **Big Ideas Manifested**

**Topic - New Beginnings**

**Literature Selection – Strawberry Moon**

**Author - Karen English**

Concept	Themes
Change	<ul style="list-style-type: none"> <li>• Separation</li> <li>• Moving</li> </ul>
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> <li>• Married vs. Separated</li> <li>• Living with a parent vs. living with a relative</li> <li>• Peer pressure vs. morals</li> <li>• Letting go vs. holding on</li> </ul>	<ul style="list-style-type: none"> <li>• Separation from loved ones</li> <li>• Moving</li> <li>• Meeting new people</li> <li>• Adjusting to new places and people</li> </ul>
Processes	Theories
<ul style="list-style-type: none"> <li>• Understanding</li> <li>• Overcoming Obstacles</li> <li>• Adapting</li> </ul>	
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> <li>• Separation brings unity</li> <li>• Love hurts</li> <li>• Growing Pains</li> <li>• The more things change, the more they stay the same</li> </ul>	<ul style="list-style-type: none"> <li>• Choices lead to consequences</li> <li>• People never know what they will do</li> </ul> <p>Life is too full of unexpected turns.</p>

### Big Ideas Manifested

**Topic - New Beginnings**

**Literature Selection – The Hard Times Jar**  
**Author - Ethel F. Smothers**

<b>Concepts</b>	<b>Themes</b>
<b>Change</b>	<ul style="list-style-type: none"> <li>• Migrant families</li> <li>• Moving</li> <li>• Experiencing school and many books for the first time</li> </ul>
<b>Issues or Debates</b>	<b>Problems or Challenges</b>
<ul style="list-style-type: none"> <li>• Working vs. Attending School</li> </ul>	<ul style="list-style-type: none"> <li>• Making new friends</li> <li>• Being the minority in the classroom</li> <li>• Learning a new moral lesson</li> </ul>
<b>Processes</b>	<b>Theories</b>
<ul style="list-style-type: none"> <li>• Assimilating to a new environment</li> </ul>	<ul style="list-style-type: none"> <li>• Rising above circumstances to prevail</li> </ul>
<b>Paradoxes</b>	<b>Assumptions or Perspectives</b>
<ul style="list-style-type: none"> <li>• Expect the unexpected</li> </ul>	<ul style="list-style-type: none"> <li>• New places lead to new knowledge and experiences</li> </ul>

### **Big Ideas Manifested**

**Topic - New Beginnings**  
**Literature Selection – Grand Central Terminal**  
 Gateway to New York City  
**Author - Ed Stanley**

<b>Concepts</b>	<b>Themes</b>
<b>Change</b>	<ul style="list-style-type: none"> <li>• Change is necessary for growth.</li> <li>• Change occurs over time</li> </ul>
<b>Issues or Debates</b>	<b>Problems or Challenges</b>
<ul style="list-style-type: none"> <li>• Past vs. Future</li> <li>• Need for change vs. lack of money</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Money to supply changes</b></li> <li>• <b>Crash destroyed station</b></li> <li>• <b>Overcrowdedness</b></li> </ul>
<b>Processes</b>	<b>Theories</b>
<ul style="list-style-type: none"> <li>• Problem-solving</li> <li>• Flexible thinking</li> <li>• Risk taking</li> </ul>	<ul style="list-style-type: none"> <li>• Much can be accomplished when people work as a team</li> </ul>
<b>Paradoxes</b>	<b>Assumptions or Perspectives</b>
<ul style="list-style-type: none"> <li>• Hurry up and wait</li> </ul>	<ul style="list-style-type: none"> <li>• To achieve greatness, many changes occur over time</li> </ul>

## Concept – Change

## Topic – New Beginnings

**Suggested Literature Selection(s) – Strawberry Moon - Anchor  
Hard Times Jar; Grand Central Terminal**

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

**Intelligent Behaviors** - Remaining open to continuous learning  
Listening with understanding and empathy  
Posing questions  
Metacognition

**Story Focus** - Remaining open to continuous learning

**Student Activities** - Remaining open to continuous learning  
Listening with understanding and empathy  
Taking Responsible risks  
Persisting

**Thinking Skills Focus - Verbal Similarities and Differences**

**Topic Focus - New Beginnings initiated by change**

**Concept Focus - Change**

### **Overarching Generalizations -**

Change can be either positive or negative  
Change is necessary for growth  
Change can be evolutionary or revolutionary  
Change is constant  
Change is a process that can be discomforting

### **More Complex Generalizations -**

- Changes in family structure create an opportunity for new beginnings.
- When one faces a new beginnings, that brings about changes. Those changes can be positive or negative.

### **Directions for Teachers**

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

### **Suggested Topics for Discussion**

Change, separation/divorce, gangs, family

**Suggested Vocabulary Words for Discussion** - journey, haphazard, disoriented, bizarre, pristine, glib, bungalow, sulking, tarmac, lukewarm, stroke, gait, intrusion, birds of paradise,  
**Idioms** - out of the blue

**Vocabulary Extension** - strawberry moon, worm moon, sugar moon

Show a picture of or bring in a silk bird of paradise

Use mind mapping to make three to five drawings or cut out pictures from magazines that exemplify concepts of change or new beginnings

**Hooks** - The Hard-Time Jar by Ethel Footman Smothers

### Six Facets of Understanding

**E.Q.:** How does change create new beginnings in everyone's life.

**Generalizations:** Change is constant. Change is necessary for growth.

#### Facet 1 – EXPLANATION

Consider the book, The Hard Times Jar. What are examples of changes creating opportunity for new beginnings? Describe your responses with citations from the text?

#### Facet 2 - INTERPRETATION

How is changing grades in school like Emma's migrant farm family?

#### Facet 3 - APPLICATION

Create a "Welcome to our class!" kit for newly enrolled students. Exhibit the contents and explain the reason for your choices.

#### Facet 4 - PERSPECTIVE

A traditional school calendar allows students to be out of school during June, July, and August. (Discuss the agrarian calendar. Children were needed to help on family farms.) Infer why most public schools have not changed and adopted a year-round calendar. Consider the perspectives of students, parents and school board.

#### Facet 5 - EMPATHY

In small groups, choose to role play one of the following: The Hard-Times Jar, Your own created story with a similar plot, or another story you have read that reminds you of The Hard-Times Jar.

#### Facet 6 – SELF-KNOWLEDGE

Create a journal entry reflecting how your attitudes about change are shaped by your own experiences. What do you consider to be your strengths and weaknesses in this area?

Read: Strawberry Moon by Karen English

# Task Rotation Learning Activities

<p style="text-align: center;"><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>Read book: <b><u>Who Moved My Cheese? For Kids</u></b> by Spencer Johnson (Not provided by Bright Ideas2) Teacher may want to provide an audio recording of the book.</p> <p>List the characteristics or attributes of Hem, Haw, and the mice. Look through the lens of Habits of Minds/Intelligent behaviors</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 a partner and assume the persona of Imani. Take turns with your partner, role-playing the dialogue between you and your mommy, Junie, as you explore the similarities between your lives. Be sure to draw parallels between your life and hers as you note the changes and new beginnings</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>Choose five of the following quotations about change:</p> <ul style="list-style-type: none"> <li>• He who rejects change is the architect of decay.</li> <li>• The only human institution which rejects progress is the cemetery. Harold Wilson</li> <li>• It is not necessary to change. Survival is not mandatory. W. Edwards Deming</li> <li>• When you are through changing, you are through Bruce Barton</li> <li>• What can we take on trust in this uncertain life? Happiness? Greatness? Pride? Nothing is secure, nothing keeps. Euripides</li> <li>• Change always comes bearing gifts. Price Pritchett</li> <li>• Those who expect moments of change to be comfortable and free of conflict have not learned their history. Joan Wallach Scott</li> <li>• Continuity gives us roots. Change gives us branches, letting us stretch and grow and reach new heights. Pauline Kezer</li> <li>• Every beginning is a consequence -every beginning ends something. Paul Valery</li> <li>• Things alter for the worse spontaneously, if they be not altered for the better designedly. Francis Bacon</li> </ul> <p>Analyze each of your chosen quotes and compare them to our generalizations, complex generalizations and essential question. Decide which quotes develop or relate to our generalizations, complex generalizations and essential question. Find a partner with whom you can discuss your ideas.</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 either the song things change by Tim Mcgraw or Turn, Turn, Turn by the Byrds. Listen to the recording of your song. Create a poster that communicates the messages in the song through words and pictures. Keep focusing on our essential questions and generalizations.</p> <p style="text-align: center;">V _ _ L _ _ S _ _ * _ M _ _ * _ B _ _ P _ _ I _ _ * _ N _ _</p>

**Real World Connections With Products: Application (create, design, produce, compare, reflect, innovate)**

**Real World Applications: Graphic Designer, Lithographer, Artist**

**Real World Terms: airbrush, balance, bleed, boldface, border, calligrapher, caricature, clip art, cosmopolitan concept, contrast, cropping, embossing, font, function, glossy, graphic design, graphics, headings, illustration, layout, lithograph, logo, margin, matte, medium, mounting, overlay, plates, proportion, readability, serif/ sans serif, type, slogan, standard sizes, tracing, trim, typeface, stencil, style**

**Connect all products 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 can be either positive or negative

Change is necessary for growth

Change can be evolutionary or revolutionary

Change is constant

Change is a process that can be discomfoting

**More Complex Generalizations -**

Changes in family structure create an opportunity for new beginnings.

When one faces new beginnings, that brings about changes. Those changes can be positive or negative.

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

Book: Who Moved My Cheese?-for Kids

Audio recording and copy of lyrics of Tim McGraw's song Things Change

Audio recording and copy of lyrics of The Byrds song Turn, Turn, Turn

Poster paper, crayons, markers, and or colored pencils

**MetaCognitive Discussion (Essential Questions)**

How does change create new beginnings in everyone's life?

**(Whole Group)**

**Conceptual Perspectives**

Is change positive or negative?  
Is change necessary for growth?  
Is change evolutionary or revolutionary?

### **Intelligent Behaviors**

What intelligent behaviors did the characters in Strawberry Moon demonstrate?  
What intelligent behaviors did you use to complete the task rotations?  
How do you demonstrate those behaviors daily?  
What intelligent behaviors did you see as your strengths in these activities? Why?  
What intelligent behaviors do you think you would like to work on developing in our next unit of study?

### **Literary Perspective**

1. Choose five or more words to describe the book Strawberry Moon.
2. Draw a picture about the story and share it with a family member who has not read the story.
3. Strawberry Moon was a good story through which to explore change because .....

### **Student/Teacher Reflections**

1. What were the strengths of the lessons?
2. Did the lesson activities reveal student behaviors that were the focus of the lesson?  
Discuss how each behavior manifested itself.
3. What would you change or add the next time you taught this lesson?
4. What opportunities for growth does the resource study have?
5. What were “ah ha’s” for the students?

## Math Task Rotation Learning Activities

**K-2**

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

<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p><b>Given a map of the U.S. that has a map scale, determine the distance between Chicago and L.A. using the map scale. Label each 100 miles along the way.</b></p> <p><b>How did your understanding of distance change after doing the activity? What intelligent behaviors did you use in this task?</b></p> <p>V _ * _ L _ * _ S _ * _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p><b>Locate Raleigh on the map and plan a trip with a partner to an attraction you would like to go to. Keep a journal of your trip and include mileage.</b></p> <p>How did your understanding of travel planning change after doing this task?</p> <p><b>What intelligent behaviors did you use in this task?</b></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><b>Locate Raleigh on the map and assess how far it is from Raleigh to Chicago, IL. using the map scale. Compare the distance between Raleigh and Chicago vs. the distance between Chicago and L.A.</b></p> <p><b>How did your understanding of distance change after doing the activity? What intelligent behaviors did you use in this task?</b></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>Locate Raleigh on the map and plan a trip to an attraction you would like to go to and create a map of how you get there and the amount of miles you travel.</b></p> <p>How did your understanding of travel planning change after doing this task?</p> <p><b>What intelligent behaviors did you use in this task?</b></p> <p style="text-align: center;">V _ * _ L _ * _ S _ * _ M _ B _ P _ I _ N _</p>

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**Real World Connections With Products**

**Real World Applications**

**Real World Terms**

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

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

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

**(Whole Group)**

**Conceptual Perspectives**

**Intelligent Behaviors**

**Literary Perspective**

**Student/Teacher Reflections**

**Concept: Change**

**Topic: New Beginnings**

**Generalization:**

**Essential Question(s)**

**Task Rotation Menu**

<b>Level</b>	<b>Mastery</b>	<b>Understanding</b>	<b>Self-Expressive</b>	<b>Interpersonal</b>
<b>1</b>	<b>Plot the locations of Los Angeles, CA and Chicago, IL on a map of the U.S.</b>	<b>Locate Raleigh on the map and assess how far it is from Raleigh to Chicago, IL. using the map scale.</b>	<b>Locate Raleigh on the map and choose a U.S. city you would like to visit. Assess the distance from Raleigh to your chosen city.</b>	<b>Interview classmates about cities they have visited. Choose one of these U.S. cities you would like to visit. Assess the distance from Raleigh to your chosen city.</b>
<b>2</b>	<b>Given a map of the U.S. that has a map scale, determine the distance between Chicago and L.A. using the map scale. Label each 100 miles along the way.</b>	<b>Locate Raleigh on the map and assess how far it is from Raleigh to Chicago, IL. using the map scale. Compare the distance between Raleigh and Chicago vs. the distance between Chicago and L.A.</b>	<b>Locate Raleigh on the map and plan a trip to an attraction you would like to go to and create a map of how you get there and the amount of miles you travel.</b>	<b>Locate Raleigh on the map and plan a trip with a partner to an attraction you would like to go. Keep a journal of your trip and include mileage.</b>
<b>3</b>	<b>Determine the distance from Chicago to L.A. If 1 inch of yarn is representative of 100 mile of road, estimate and cut a piece of yarn to symbolize the distance between Chicago and L.A.</b>	<b>Locate Raleigh on the map and plan a round trip from Raleigh to Chicago to L.A. Calculate the total mileage and explain to the class how you did this.</b>	<b>Locate Raleigh on the map and plan a trip to an attraction you would like to go to and create a brochure that would include:</b> <ul style="list-style-type: none"><li>• Round trip mileage</li><li>• 3 reasons to go</li><li>• 1 illustration</li></ul>	<b>With a partner plan a trip to an attraction you would like to go to. Discuss routes and select the best route based on shortest mileage. Create a poster with your attraction and route convincing others to join you.</b>

## **Real World Connections With Products**

## **Real World Applications**

## **Real World Terms**

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

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

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**MetaCognitive Discussion (Essential Questions)**

**(Whole Group)**

**Conceptual Perspectives**

**Intelligent Behaviors**

**Literary Perspective Student/Teacher Reflections**

**Student Reflections and Assessments  
Task Rotation Learning Experience**

## K-2

<p style="text-align: center;"><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <ul style="list-style-type: none"> <li>After reading <u><b>Strawberry Moon</b></u>, each student will, with a partner, retell and discuss with clarity, while listening with understanding, what he/she remembers about Blair, Imani, and Mother's trip from Chicago to L.A.</li> <li>To understand that change is a part of everyone's life, choose a story that you've read or one that's been read to you. Make sure it has elements of change and/or new beginnings. Either tape record or write a retelling of the story. Be sure to describe the events in the story that demonstrate change or making a new beginning.</li> </ul> <p><b>Objectives:</b>  <b>3.01</b> Use personal experiences and knowledge to interpret written and oral messages.  <b>3.03</b> Explain and describe new concepts and information in own words.  <b>3.04</b> Increase oral and written vocabulary by listening discussing and composing texts when responding to literature that is read and heard.</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>Either with a partner or small group, discuss the changes and new beginnings from <u><b>Strawberry Moon</b></u>. Decide on one pre-change and post-change event. Using 2 similar sized boxes, construct 2 dioramas which clearly show a change that took place in the story.</p> <p>Share the dioramas with remaining classmates in such a way as to convince them that <b>change creates new beginnings in everyone's life?</b></p> <p><b>Objectives:</b>  <b>3.01 3.03 3.04</b></p> <p style="text-align: center;">V _ * _ L _ * _ S _ _ M _ _ B _ _ P _ * _ I _ * _ N _ _</p>
<p style="text-align: center;"><b>Understanding Learner ©</b> <b>Intuitive-Thinking</b></p> <p>Compare the changes Blair and Imani are facing, with the changes their mother had to endure as a child. As a whole group (with transparency) Use the <u><b>Organizing Thinking</b></u> graph on p. 11</p> <p>After collecting information on the graph, students will write a paragraph to answer the writing prompt: How is Blair and Imani's situation like their mother's childhood situation?</p> <p><b>Objectives:</b>  <b>3.01 3.03 3.04</b></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>Think about the time Imani's new friend, Ingrid, stole her locket. As a whole group, brainstorm with the students to come up with personal experiences similar to Imani's. In Groups of four perform a skit showing a time when you have had something stolen from you. (If students don't have any experiences with stealing, have them infer.)</p> <p><b>Objectives:</b>  <b>3.01 3.03 3.04</b></p> <p style="text-align: center;">V _ * _ L _ * _ S _ _ M _ _ B _ _ P _ * _ I _ * _ N _ _</p>

## **Real World Connections With Products**

## **Real World Applications**

## **Real World Terms**

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

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

- 
-

**MetaCognitive Discussion (Essential Questions)**

**(Whole Group)**

**Conceptual Perspectives**

**Intelligent Behaviors**

**Literary Perspective**

**Student/Teacher Reflections**

**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><b>Determine the distance from Chicago to L.A. If 1 inch of yarn is representative of 100 mile of road, estimate and cut a piece of yarn to symbolize the distance between Chicago and L.A.</b>  <b>How did your understanding of distance change after doing the activity? What intelligent behaviors did you use in this task?</b></p> <p>V _ L _ _ S _ _ M _ B _ _ P _ I _ N _ _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p><b>With a partner, plan a trip to an attraction you would like to go to. Discuss Routes and select the best route based on the shortest mileage. Create a poster with your attraction and route including mileage. Convince others to join you.</b></p> <p>How did your understanding of travel planning change after doing this task?</p> <p><b>What intelligent behaviors did you use in this task?</b></p> <p>V _ _ L _ _ S _ _ M _ B _ _ P _ _ I _ _ N _ _</p>
<p style="text-align: center;"><b>Understanding</b></p> <p><b>Locate Raleigh on the map and plan a round trip from Raleigh to Chicago to L.A. Calculate the total mileage and explain to the class how you did this.</b>  <b>How did your understanding of distance change after doing the activity?</b></p> <p><b>What intelligent behaviors did you use in this task?</b></p> <p>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>Locate Raleigh on the map and choose an attraction you would like to go to and create a brochure that would include:</b></p> <ul style="list-style-type: none"> <li>• Round trip mileage</li> <li>• Three reasons to go</li> <li>• One illustration</li> </ul> <p>How did your understanding of travel planning change after doing this task?</p> <p><b>What intelligent behaviors did you use in this task?</b></p> <p>V _ _ L _ _ S _ _ M _ B _ _ P _ _ I _ _ N _ _</p>

**Real World Connections With Products: Planning, organizing, estimating, designing, creating, research**

**Real World Applications – Travel Agents, Cartographers, Geographic Information System Specialists, Teacher, Graphic Artist, Travel Magazine Writer**

**Real World Terms – Estimate, calculate, plan, present, map reading, design, research**

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

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

- Yarn
- Internet Access

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

**(Whole Group)**

**Conceptual Perspectives**

**Intelligent Behaviors**

**Literary Perspective**

**Student/Teacher Reflections**

**Additional Support Materials**

**Favorite Read-Alouds**

**Finger Plays, Nursery Rhymes and Songs**

**Video Clips**

**Paintings & Prints**

**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: Exploration**

**Topic: People Who Made a Difference  
Grade 2**

**K-2**

Christina Jump-Chambers, RRGSD

Debra Jones, Lenoir 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 – People Who Made a Difference**

**Literature Selection – Leonardo, Beautiful Dreamer**

**Author –Robert Byrd**

<b>Concepts</b>	<b>Themes</b>
Exploration	Lifelong Thirst for Knowledge
<b>Issues or Debates</b>	<b>Problems or Challenges</b>
New ideas vs. traditions Man vs. nature Man vs. self	Lack of education Lack of money or resources Inability to complete some tasks
<b>Processes</b>	<b>Theories</b>
Observation Inquiry Teaching Problem solving	One person can make a difference Believe in oneself Never give up
<b>Paradoxes</b>	<b>Assumptions or Perspectives</b>
Nothing ventured, nothing gained Give credit where credit is due	Success despite environment

## **Concept – Exploration      Topic – People Who Made a Difference**

### **NC SCOS:**

#### **English Language Arts Goals:**

- 2.01 Read and comprehend both narrative and expository texts appropriate for grade two.
- 2.04 Pose possible how, why, and what-if questions to understand and /or interpret text.
- 2.06 Recall facts and details from a text.
- 3.01 Use personal experiences and knowledge to interpret written and oral messages.
- 3.04 Increase oral and written vocabulary by listening, discussing, and composing text when responding to literature that is read and heard.
- 4.04 Use oral communication to identify, organize, and analyze information.
- 4.05 Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.

#### **Math Goals:**

- 3.01 Combine simple figures to create a given shape.
- 3.02 Describe the change in attributes as two- and three-dimensional figures are cut and rearranged.

### **Suggested Literature Selection(s) – Leonardo, Beautiful Dreamer**

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

##### **Intelligent Behaviors**

**Story Focus:** Remaining open to continuous learning  
Listening with understanding and empathy  
Creating, Imagining, Innovating  
Persisting

**Student Activities:** Remaining open to continuous learning  
Listening with understanding and empathy  
Creating, Imagining, Innovating  
Persisting

#### **Thinking Skills Focus – Figural Similarities and Differences (Chapter 2)**

#### **Topic Focus – People Who Made a Difference**

#### **Concept Focus - Exploration**

#### **Overarching Generalizations –**

- Exploration requires recognizing purpose and responding to it.
- Exploration confronts “the unknown.”
- Exploration may result in “new findings” or the confirmation of “old findings.”

#### **More Complex Generalization –**

- Exploration can create relationships, which can be harmonious and discordant.

#### **Directions for Teachers**

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

**Suggested Topics for Discussion**

Contributing to society, being open-minded, persisting, being a lifelong learner, the idea of wondering about the world, setting goals

**Suggested Vocabulary Words for Discussion**

Inspired, curiosity, genius, magnificent, prosperous, renowned, anatomy, sculptor, philosopher, architect, perspective, apprentice, extravagant, ambitious, Renaissance, contemplation, inquisitive, infinite, potential

**Vocabulary Extension**

Illustrate the vocabulary by creating a mini-picture dictionary.

## 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>
<ul style="list-style-type: none"><li>• Present a picture of the horse from <u>Leonardo, Beautiful Dreamer</u>. Discuss and let students tell what they see in the picture.</li><li>• Exploration requires recognizing purpose and responding to it.</li><li>• Why do you think Leonardo chose to study the bodies of living things in order to create his works of art?</li></ul>
<b>Facet 2 – INTERPRETATION</b>
<ul style="list-style-type: none"><li>• Read the excerpt from the book about <i>The Pool of Water</i>. Students brainstorm questions they have about the world.</li><li>• Exploration confronts “the unknown.”</li><li>• How does Leonardo’s thirst to learn how things work relate to you?</li></ul>
<b>Facet 3 – APPLICATION</b>
<ul style="list-style-type: none"><li>• Students solve a real-world math problem. Brainstorm what skills were used to solve the problem.</li><li>• Exploration requires recognizing purpose and responding to it.</li><li>• In what other areas of our lives would we use these skills?</li></ul>
<b>Facet 4 – PERSPECTIVE</b>
<ul style="list-style-type: none"><li>• Create window notes about “The Last Supper.” Survey the students about their responses.</li><li>• Exploration confronts “the unknown.”</li><li>• What are the different points of view about The Last Supper in our class?</li></ul>
<b>Facet 5 – EMPATHY</b>
<ul style="list-style-type: none"><li>• Role-play how you would react if your favorite park was closed due to litter.</li><li>• Exploration may result in “new findings” or the confirmation of “old findings.”</li><li>• Leonardo had a strong interest in the health of the land, how do you feel about protecting our land?</li></ul>
<b>Facet 6 – SELF-KNOWLEDGE</b>
<ul style="list-style-type: none"><li>• Read aloud “I have wasted my hours....Tell me if anything at all was done.” Share a time when you felt as Leonardo did, when you worked very hard on a task and did not accomplish what you thought you could.</li><li>• Exploration may result in “new findings” or the confirmation of “old findings.”</li><li>• What are my strengths and weaknesses in the way I think about my own learning?</li></ul>

**Read:** Leonardo, Beautiful Dreamer by Robert Byrd

## 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><b>You are a biographer and you are asked to write a biography about Leonardo.</b> <b>List as many of Leonardo’s accomplishments as you can.</b></p> <p>How does exploration require recognizing purpose and responding to it? How does exploration confront the unknown? What intelligent behaviors did you use to create your list?</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><b>Choose a partner.</b> <b>Dissect a model of a living thing (frog, eye, heart).</b> <b>Draw a picture of the living thing before and after the dissection. Discuss the differences between the two pictures.</b></p> <p>How does exploration require recognizing purpose and responding to it? How does exploration confront the unknown? How does exploration result in “new findings” and the confirmation of “old findings?” How did you apply your intelligent behaviors to complete this task?</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><b>Complete a graphic organizer of the intelligent behaviors exhibited by Leonardo.</b></p> <p>How does exploration require recognizing purpose and responding to it? How does exploration confront “the unknown?” What intelligent behaviors did you use to complete this graphic organizer?</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><b>Create a visual representation of one of Leonardo’s inventions that you most appreciate. Write the qualities of the invention that you most appreciate.</b></p> <p>How does exploration result in “new findings” and the confirmation of “old findings?” How does exploration require recognizing purpose and responding to it? How did you apply your intelligent behaviors to complete this task?</p> <p style="text-align: center;"><b>V*_L*_S*_M__B__P__I*_N__</b></p>

### NC SCOS: English/Language Arts Objectives:

- 2.04 Pose possible how, why, and what-if questions to understand and/or interpret text.
- 2.06 Recall facts and details from the text.
- 4.04 Use oral communication to identify, organize, and analyze information.
- 4.05 Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.

**Real World Connections With Products**

Application (compose, dissect, design, create, draw, editorialize)

**Real World Applications**

Writer, biologist, artist, advertising executive, graphic designer

**Real World Terms**

Construct, design, dissect, persuade, organize, relate, editorialize, 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**

- Paper and pencil
- Models of living things (frog, eye, heart, etc.)
- Crayons, colored pencils
- Materials to create visual representation

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

### **(Whole Group)**

#### **Conceptual Perspectives:**

1. How does exploration require recognizing purpose and responding to it?
2. How does exploration confront “the unknown?”
3. How does exploration result in “new findings” or the confirmation of “old findings?”

#### **Intelligent Behaviors:**

1. What intelligent behaviors enabled you to complete the learning tasks?
2. How do you demonstrate these intelligent behaviors daily?
3. What intelligent behaviors do you see as strengths in these tasks?
4. What intelligent behaviors did you observe in Leonardo?
5. How would you apply Leonardo’s intelligent behaviors in approaching tasks?

#### **Literary Perspective**

1. How did the design of the book affect your understanding about Leonardo?
2. As you reflect upon the events in Leonardo’s life, what impact do you think he had on the world?
3. Why do you think the author included direct quotes from Leonardo in this book?
4. If Leonardo were living today, how might it affect his inventions?

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

1. How does Leonardo exemplify a lifelong learner?
2. What importance did Leonardo put on nature while exploring living things?

## 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><b>Leonardo said, “ No image, even of the smallest object, enters the eye without being turned upside down.” As you think about this quote complete the following task.</b> <b>Identify examples of flips, slides, and turns.</b></p> <p>How has exploration of these mathematical transformations resulted in “new findings” or the confirmation of “old findings” for you? What intelligent behaviors enabled you to identify these examples?</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><b>Pretend you are an image that enters a superhuman eye.</b> <b>Pair and share: Using your body demonstrate a flip, slide, and turn.</b></p> <p>How has exploration of these mathematical transformations resulted in “new findings” or the confirmation of “old findings” for you? How has exploration of these mathematical transformations required recognizing purpose and responding to it? What intelligent behaviors enabled you to demonstrate and identify these mathematical transformations?</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><b>Leonardo studied smaller parts of the human body in order to understand it more completely.</b> <b>Make a triangle using more than 2 shapes.</b></p> <p>How has exploration of these mathematical transformations resulted in “new findings” or the confirmation of “old findings” for you? How has exploration of these mathematical transformations required recognizing purpose and responding to it? What intelligent behaviors enabled you to create this example?</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>Leonardo used his mastery of perspective to create <i>The Last Supper</i>.</b> <b>Create a picture using a circle, triangle, square, trapezoid, parallelogram, rhombus, and rectangle that you have drawn and cut out from construction paper.</b></p> <p>How has exploration of these shapes required recognizing purpose and responding to it? What intelligent behaviors enabled you to create this image?</p> <p style="text-align: center;">V _ L * S * M _ B _ P _ I _ N _</p>

### NC SCOS: Math Objectives:

3.01 Combine simple figures to create a given shape

3.02 Describe the change in attributes as two- and three-dimensional figures are cut and rearranged.

**Real World Connections With Products**

Application (investigate, analyze, design, reflect, produce, create, compare, innovate)

**Real World Applications**

Astronomer, hydrologist, forensic pathologist, weapons designer, theatrical designer, electrician, aviation, mathematician, philologist, mechanical engineer, botanist, physicist, architect, artist

**Real World Terms**

Create, identify, communicate, 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**

- Teacher made examples for mastery task
- Pattern blocks
- Pencil and paper

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

### **(Whole Group)**

#### **Conceptual Perspectives:**

1. How does exploration result in “new findings” or the confirmation of “old findings?”
2. How does exploration confront the unknown in the learning tasks that you have completed?
3. How does exploration require recognizing purpose and responding to it?

#### **Intelligent Behaviors:**

1. What intelligent behaviors enabled you to complete the learning tasks?
2. How do you demonstrate these intelligent behaviors daily?
3. What intelligent behaviors did you see as your strength(s) in these activities? Why?

#### **Literary Perspectives:**

1. How did Leonardo’s study of mathematics help him understand perspective, a technique used to create an illusion of space and depth in painting? Explain how you might have used mathematics to create your picture.
2. Leonardo wrote backwards, from right to left. Discuss why you think he kept notes that way. Students will write a note to partner using this backward technique. Discuss what feelings you had after using this technique.

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

If you were to teach this book to next year’s students, what would you do to ensure that they understood the relationship that Leonardo had with mathematics?

**Concept:** Exploration

**Topic:** People Who Made a Difference

**Generalizations:**

Exploration results in “new findings” and the confirmation of “old findings.”

Exploration requires recognizing purpose and responding to it.

Exploration confronts “the unknown.”

**Essential Question(s):**

How does exploration result in “new findings” and the confirmation of “old findings?”

How does exploration require recognizing purpose and responding to it?

How does exploration confront “the unknown?”

**Task Rotation Menu**

<b>Level</b>	<b>Mastery</b>	<b>Understanding</b>	<b>Self-Expressive</b>	<b>Interpersonal</b>
<b>1</b>	Identify examples of flips, slides, and turns.	Make a triangle using more than two shapes.	Create a picture using a circle, triangle, square, trapezoid, parallelogram, rhombus, and rectangle that you have drawn and cut out from construction paper.	Pair and share a flip, slide and turn.
<b>2</b>	Identify shapes that have been flipped, slid, or turned. (Shapes that have been transformed at least twice.)	Show at least two different ways to make a triangle using more than two shapes.	Apply knowledge of flips, slides, and turns to locate examples in our environment.	Role-play a flip, slide or turn to a partner. Your partner will identify which transformation you have demonstrated.
<b>3</b>	Examine a group of shapes that are identified as flipped, slid, or turned. Check for accuracy. Correct any incorrect transformations.	Develop a 3-dimensional figure using plane shapes.	Partners design an invention that uses a flip, slide, or turn.	Pairs take turns creating a shape on geoboards and their partner will create a flip, slide or turn from their partner's shape.

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

Application (investigate, analyze, design, reflect, produce, create, compare, innovate)

### **Real World Applications**

Astronomer, hydrologist, forensic pathologist, weapons designer, theatrical designer, electrician, aviation, mathematician, philologist, mechanical engineer, botanist, physicist, architect, artist

### **Real World Terms**

Create, identify, communicate, demonstrate, construct, design, apply, role play, develop

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

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

- Teacher made examples for mastery task
- Pattern blocks
- Pencil and paper
- Geoboards and rubber bands

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

### **(Whole Group)**

#### **Conceptual Perspectives**

1. How does exploration result in “new findings” or the confirmation of “old findings?”
2. How does exploration confront the unknown in the learning tasks that you have completed?
3. How does exploration require recognizing purpose and responding to it?

#### **Intelligent Behaviors**

1. What intelligent behaviors enabled you to complete the learning tasks?
2. How do you demonstrate these intelligent behaviors daily?

3. What intelligent behaviors did you see as your strength(s) in these activities? Why?

### **Literary Perspective**

1. How did Leonardo's study of mathematics help him understand perspective, a technique used to create an illusion of space and depth in painting? Explain how you might have used mathematics to create your picture.
2. Leonardo wrote backwards, from right to left. Discuss why you think he kept notes that way. Students will write a note to partner using this backward technique. Discuss what feelings you had after using this technique.

### **Student/Teacher Reflections**

If you were to teach this book to next year's students, what would you do to ensure that they understood the relationship that Leonardo had with mathematics?

### **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 align="center"><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p><b>Create a timeline of what you consider to be Leonardo’s five greatest accomplishments.</b></p> <p>How does exploration require recognizing purpose and responding to it? What intelligent behaviors enabled you to select and order these accomplishments?</p> <p align="center"><b>V__L*_S__M__B__P__I*_N__</b></p>	<p align="center"><b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b></p> <p><b>With a partner assume the role of Leonardo and his lawyer. You are defending Leonardo’s use of dissection as he stands trial for these crimes against The Church. Present your defense to the jury (your classmates).</b></p> <p>How does exploration result in “new findings” or the confirmation of “old findings?” How does exploration require recognizing purpose and responding to it? How does exploration create relationships, which can be harmonious or discordant? What intelligent behaviors enabled you to complete this task?</p> <p align="center"><b>V*_L__S__M__B__P*_I*_N__</b></p>
<p align="center"><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p><b>Assume the role of Leonardo. Write a letter to present day inventors. What advice would you give them?</b></p> <p>How does exploration result in “new findings” or the confirmation of “old findings?” How does exploration confront the unknown? How does exploration require recognizing purpose and responding to it? What intelligent behaviors enabled you to assume this role?</p> <p align="center"><b>V*_L__S__M__B__P__I*_N__</b></p>	<p align="center"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p><b>Create an advertisement for one of Leonardo’s inventions.</b></p> <p>How does exploration result in “new findings” or the confirmation of “old findings?” How does exploration require recognizing purpose and responding to it? What intelligent behaviors enabled you to assume this role?</p> <p align="center"><b>V*_L__S*_M*_B*_P__I__N__</b></p>

### **NC SCOS: English/Language Arts Objectives:**

- 2.04 Pose possible how, why, and what-if questions to understand and /or interpret text.
- 2.06 Recall facts and details from a text.
- 3.01 Use personal experiences and knowledge to interpret written and oral messages.
- 3.04 Increase oral and written vocabulary by listening, discussing, and composing text when responding to literature that is read and heard.
- 4.04 Use oral communication to identify, organize, and analyze information.
- 4.05 Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.

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

Application (discuss, compare, contrast, defend, produce, investigate, create, perform)

**Real World Applications**

Lawyer, Priest, Inventor, Advertising Executive, Biographer

**Real World Terms**

Role-play, defend, support, advertise, advise

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

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

- Pencil and paper
- Leonardo, Beautiful Dreamer by Robert Byrd
- Items for advertisement (crayons, markers, video camera, tape recorder, costumes, poster board, etc.)

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

1. How does exploration result in “new findings” and the confirmation of “old findings?”

2. How does exploration confront “the unknown?”
3. How does exploration require recognizing purpose and responding to it?
4. How does exploration create relationships, which can be harmonious or discordant?

### **Intelligent Behaviors**

1. What intelligent behaviors enabled you to complete the learning tasks?
2. How do you demonstrate these intelligent behaviors daily?
3. What intelligent behaviors did you see as strengths in these tasks?
4. What intelligent behaviors did you observe in Leonardo?
5. How would you apply Leonardo’s intelligent behaviors in approaching tasks?

### **Literary Perspectives:**

1. Discuss three or more words that describe Leonardo, Beautiful Dreamer.
2. How does Leonardo compare to someone else you know, or have read about, that has made a difference?
3. As you reflect upon events in Leonardo’s life, what do you think the world would be like today if he had succeed in one of his endeavors?
4. What reactions did you have while reading Leonardo, Beautiful Dreamer?
5. How did the time period in which Leonardo lived affect how his inventions were received?

### **Student/Teacher Reflections**

Have students respond to the question, how have your thoughts changed about exploration?  
What qualities did you observe in Leonardo?

## **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><b>Construct an example of a shape that has been slid, flipped, or turned.</b></p> <p>How has exploration of these mathematical transformations resulted in “new findings” or the confirmation of “old findings” for you? What intelligent behaviors enabled you to construct these examples?</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><b>Create with a partner a 1-minute dance routine that incorporates the use of a flip, slide, and turn. Your classmates will record the presence of these transformations in your routine.</b></p> <p>How has exploration of these mathematical transformations resulted in “new findings” or the confirmation of “old findings” for you? How does exploration confront “the unknown?” How has exploration of these mathematical transformations required recognizing purpose and responding to it? What intelligent behaviors enabled you to demonstrate and identify these mathematical transformations?</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><b>Explain how you could teach someone in your class to construct a 3-dimensional figure using plane figures.</b></p> <p>How has exploration of these mathematical transformations resulted in “new findings” or the confirmation of “old findings” for you? How has exploration of these mathematical transformations required recognizing purpose and responding to it? What intelligent behaviors enabled you to teach your classmate how to construct a 3-dimensional figure?</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>Select a real-world object that uses flip, slide, or turn. Explain how you would improve upon this design.</b></p> <p>How has exploration of these shapes required recognizing purpose and responding to it? What intelligent behaviors enabled you to make these improvements?</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>

**NC SCOS: Math Objectives:**

3.01 Combine simple figures to create a given shape.

3.02 Describe the change in attributes as two- and three-dimensional are cut and rearranged.

**Real World Connections With Products**

Application (choreograph, design, form, inform, how-to, invent)

**Real World Applications**

Dancer, quilter, sculptor, presenter, inventor

**Real World Terms**

Invent, choreograph, construct, teach, improve

**Connect all products 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**

- Pattern blocks
- Music samples and tape player
- Construction paper
- Scissors, glue
- Pencil and paper
- Various objects for improving upon inventions

**MetaCognitive Discussion (Essential Questions)**

**(Whole Group)**

**Conceptual Perspectives:**

1. How has exploration of these mathematical transformations resulted in “new findings” or the confirmation of “old findings” for you?
2. How has exploration of these mathematical transformations required recognizing purpose and responding to it?
3. How does exploration confront “the unknown?”

**Intelligent Behaviors**

1. What intelligent behaviors enabled you to complete the learning tasks?
2. How do you demonstrate these intelligent behaviors daily?
3. What intelligent behaviors did you see as strengths in these tasks?
4. What intelligent behaviors did you see in your partners/ classmates during these tasks?

**Literary Perspectives:**

1. As you reflect on these tasks and our book, Leonardo, Beautiful Dreamer, what real world truths can you identify?

**Student/Teacher Reflections**

What conclusions did you reach about how mathematics is used in the real world? Brainstorm a list of things that you see in the real world that are mathematical in nature.

**Additional Support Materials**

[www.mos.org/leonardo/](http://www.mos.org/leonardo/)

[www.answers.com/topic/leonardo-da-vinci](http://www.answers.com/topic/leonardo-da-vinci)

**Favorite Read-Alouds**

Rachel: The Story of Rachel Carson by Amy Ehrlich

Harvesting Hope: The Story of Cesar Chavez by Kathleen Krull

The Great Expedition of Lewis and Clark by Private Reubin Field, Member of the Corps of Discovery

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

## **Video Clips**

## **Paintings & Prints**

*Mona Lisa*

*The Last Supper*

## **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: Exploration**

**Topic: People Who Made a Difference  
Grade 2**

**K-2**

Christina Jump-Chambers, RRGSD

Debra Jones, Lenoir 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 – People Who Made a Difference**

**Literature Selection – Leonardo, Beautiful Dreamer**

**Author –Robert Byrd**

<b>Concepts</b>	<b>Themes</b>
Exploration	Lifelong Thirst for Knowledge
<b>Issues or Debates</b>	<b>Problems or Challenges</b>
New ideas vs. traditions Man vs. nature Man vs. self	Lack of education Lack of money or resources Inability to complete some tasks
<b>Processes</b>	<b>Theories</b>
Observation Inquiry Teaching Problem solving	One person can make a difference Believe in oneself Never give up
<b>Paradoxes</b>	<b>Assumptions or Perspectives</b>
Nothing ventured, nothing gained Give credit where credit is due	Success despite environment

## **Concept – Exploration      Topic – People Who Made a Difference**

### **NC SCOS:**

#### **English Language Arts Goals:**

- 2.01 Read and comprehend both narrative and expository texts appropriate for grade two.
- 2.04 Pose possible how, why, and what-if questions to understand and /or interpret text.
- 2.06 Recall facts and details from a text.
- 3.01 Use personal experiences and knowledge to interpret written and oral messages.
- 3.04 Increase oral and written vocabulary by listening, discussing, and composing text when responding to literature that is read and heard.
- 4.04 Use oral communication to identify, organize, and analyze information.
- 4.05 Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.

#### **Math Goals:**

- 3.01 Combine simple figures to create a given shape.
- 3.02 Describe the change in attributes as two- and three-dimensional figures are cut and rearranged.

### **Suggested Literature Selection(s) – Leonardo, Beautiful Dreamer**

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

##### **Intelligent Behaviors**

**Story Focus:** Remaining open to continuous learning  
Listening with understanding and empathy  
Creating, Imagining, Innovating  
Persisting

**Student Activities:** Remaining open to continuous learning  
Listening with understanding and empathy  
Creating, Imagining, Innovating  
Persisting

#### **Thinking Skills Focus – Figural Similarities and Differences (Chapter 2)**

#### **Topic Focus – People Who Made a Difference**

#### **Concept Focus - Exploration**

#### **Overarching Generalizations –**

- Exploration requires recognizing purpose and responding to it.
- Exploration confronts “the unknown.”
- Exploration may result in “new findings” or the confirmation of “old findings.”

#### **More Complex Generalization –**

- Exploration can create relationships, which can be harmonious and discordant.

#### **Directions for Teachers**

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

**Suggested Topics for Discussion**

Contributing to society, being open-minded, persisting, being a lifelong learner, the idea of wondering about the world, setting goals

**Suggested Vocabulary Words for Discussion**

Inspired, curiosity, genius, magnificent, prosperous, renowned, anatomy, sculptor, philosopher, architect, perspective, apprentice, extravagant, ambitious, Renaissance, contemplation, inquisitive, infinite, potential

**Vocabulary Extension**

Illustrate the vocabulary by creating a mini-picture dictionary.

## 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>
<ul style="list-style-type: none"><li>• Present a picture of the horse from <u>Leonardo, Beautiful Dreamer</u>. Discuss and let students tell what they see in the picture.</li><li>• Exploration requires recognizing purpose and responding to it.</li><li>• Why do you think Leonardo chose to study the bodies of living things in order to create his works of art?</li></ul>
<b>Facet 2 – INTERPRETATION</b>
<ul style="list-style-type: none"><li>• Read the excerpt from the book about <i>The Pool of Water</i>. Students brainstorm questions they have about the world.</li><li>• Exploration confronts “the unknown.”</li><li>• How does Leonardo’s thirst to learn how things work relate to you?</li></ul>
<b>Facet 3 – APPLICATION</b>
<ul style="list-style-type: none"><li>• Students solve a real-world math problem. Brainstorm what skills were used to solve the problem.</li><li>• Exploration requires recognizing purpose and responding to it.</li><li>• In what other areas of our lives would we use these skills?</li></ul>
<b>Facet 4 – PERSPECTIVE</b>
<ul style="list-style-type: none"><li>• Create window notes about “The Last Supper.” Survey the students about their responses.</li><li>• Exploration confronts “the unknown.”</li><li>• What are the different points of view about The Last Supper in our class?</li></ul>
<b>Facet 5 – EMPATHY</b>
<ul style="list-style-type: none"><li>• Role-play how you would react if your favorite park was closed due to litter.</li><li>• Exploration may result in “new findings” or the confirmation of “old findings.”</li><li>• Leonardo had a strong interest in the health of the land, how do you feel about protecting our land?</li></ul>
<b>Facet 6 – SELF-KNOWLEDGE</b>
<ul style="list-style-type: none"><li>• Read aloud “I have wasted my hours....Tell me if anything at all was done.” Share a time when you felt as Leonardo did, when you worked very hard on a task and did not accomplish what you thought you could.</li><li>• Exploration may result in “new findings” or the confirmation of “old findings.”</li><li>• What are my strengths and weaknesses in the way I think about my own learning?</li></ul>

**Read:** Leonardo, Beautiful Dreamer by Robert Byrd

## 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><b>You are a biographer and you are asked to write a biography about Leonardo.</b> <b>List as many of Leonardo’s accomplishments as you can.</b></p> <p>How does exploration require recognizing purpose and responding to it? How does exploration confront the unknown? What intelligent behaviors did you use to create your list?</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><b>Choose a partner.</b> <b>Dissect a model of a living thing (frog, eye, heart).</b> <b>Draw a picture of the living thing before and after the dissection. Discuss the differences between the two pictures.</b></p> <p>How does exploration require recognizing purpose and responding to it? How does exploration confront the unknown? How does exploration result in “new findings” and the confirmation of “old findings?” How did you apply your intelligent behaviors to complete this task?</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><b>Complete a graphic organizer of the intelligent behaviors exhibited by Leonardo.</b></p> <p>How does exploration require recognizing purpose and responding to it? How does exploration confront “the unknown?” What intelligent behaviors did you use to complete this graphic organizer?</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><b>Create a visual representation of one of Leonardo’s inventions that you most appreciate. Write the qualities of the invention that you most appreciate.</b></p> <p>How does exploration result in “new findings” and the confirmation of “old findings?” How does exploration require recognizing purpose and responding to it? How did you apply your intelligent behaviors to complete this task?</p> <p style="text-align: center;"><b>V*_L*_S*_M__B__P__I*_N__</b></p>

### NC SCOS: English/Language Arts Objectives:

- 2.04 Pose possible how, why, and what-if questions to understand and/or interpret text.
- 2.06 Recall facts and details from the text.
- 4.04 Use oral communication to identify, organize, and analyze information.
- 4.05 Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.

**Real World Connections With Products**

Application (compose, dissect, design, create, draw, editorialize)

**Real World Applications**

Writer, biologist, artist, advertising executive, graphic designer

**Real World Terms**

Construct, design, dissect, persuade, organize, relate, editorialize, 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**

- Paper and pencil
- Models of living things (frog, eye, heart, etc.)
- Crayons, colored pencils
- Materials to create visual representation

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

### **(Whole Group)**

#### **Conceptual Perspectives:**

1. How does exploration require recognizing purpose and responding to it?
2. How does exploration confront “the unknown?”
3. How does exploration result in “new findings” or the confirmation of “old findings?”

#### **Intelligent Behaviors:**

1. What intelligent behaviors enabled you to complete the learning tasks?
2. How do you demonstrate these intelligent behaviors daily?
3. What intelligent behaviors do you see as strengths in these tasks?
4. What intelligent behaviors did you observe in Leonardo?
5. How would you apply Leonardo’s intelligent behaviors in approaching tasks?

#### **Literary Perspective**

1. How did the design of the book affect your understanding about Leonardo?
2. As you reflect upon the events in Leonardo’s life, what impact do you think he had on the world?
3. Why do you think the author included direct quotes from Leonardo in this book?
4. If Leonardo were living today, how might it affect his inventions?

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

1. How does Leonardo exemplify a lifelong learner?
2. What importance did Leonardo put on nature while exploring living things?

## 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><b>Leonardo said, “ No image, even of the smallest object, enters the eye without being turned upside down.” As you think about this quote complete the following task.</b> <b>Identify examples of flips, slides, and turns.</b></p> <p>How has exploration of these mathematical transformations resulted in “new findings” or the confirmation of “old findings” for you? What intelligent behaviors enabled you to identify these examples?</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><b>Pretend you are an image that enters a superhuman eye.</b> <b>Pair and share: Using your body demonstrate a flip, slide, and turn.</b></p> <p>How has exploration of these mathematical transformations resulted in “new findings” or the confirmation of “old findings” for you? How has exploration of these mathematical transformations required recognizing purpose and responding to it? What intelligent behaviors enabled you to demonstrate and identify these mathematical transformations?</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><b>Leonardo studied smaller parts of the human body in order to understand it more completely.</b> <b>Make a triangle using more than 2 shapes.</b></p> <p>How has exploration of these mathematical transformations resulted in “new findings” or the confirmation of “old findings” for you? How has exploration of these mathematical transformations required recognizing purpose and responding to it? What intelligent behaviors enabled you to create this example?</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>Leonardo used his mastery of perspective to create <i>The Last Supper</i>.</b> <b>Create a picture using a circle, triangle, square, trapezoid, parallelogram, rhombus, and rectangle that you have drawn and cut out from construction paper.</b></p> <p>How has exploration of these shapes required recognizing purpose and responding to it? What intelligent behaviors enabled you to create this image?</p> <p style="text-align: center;">V _ L * S * M _ B _ P _ I _ N _</p>

### NC SCOS: Math Objectives:

3.01 Combine simple figures to create a given shape

3.02 Describe the change in attributes as two- and three-dimensional figures are cut and rearranged.

**Real World Connections With Products**

Application (investigate, analyze, design, reflect, produce, create, compare, innovate)

**Real World Applications**

Astronomer, hydrologist, forensic pathologist, weapons designer, theatrical designer, electrician, aviation, mathematician, philologist, mechanical engineer, botanist, physicist, architect, artist

**Real World Terms**

Create, identify, communicate, 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**

- Teacher made examples for mastery task
- Pattern blocks
- Pencil and paper

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

### **(Whole Group)**

#### **Conceptual Perspectives:**

1. How does exploration result in “new findings” or the confirmation of “old findings?”
2. How does exploration confront the unknown in the learning tasks that you have completed?
3. How does exploration require recognizing purpose and responding to it?

#### **Intelligent Behaviors:**

1. What intelligent behaviors enabled you to complete the learning tasks?
2. How do you demonstrate these intelligent behaviors daily?
3. What intelligent behaviors did you see as your strength(s) in these activities? Why?

#### **Literary Perspectives:**

1. How did Leonardo’s study of mathematics help him understand perspective, a technique used to create an illusion of space and depth in painting? Explain how you might have used mathematics to create your picture.
2. Leonardo wrote backwards, from right to left. Discuss why you think he kept notes that way. Students will write a note to partner using this backward technique. Discuss what feelings you had after using this technique.

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

If you were to teach this book to next year’s students, what would you do to ensure that they understood the relationship that Leonardo had with mathematics?

**Concept:** Exploration

**Topic:** People Who Made a Difference

**Generalizations:**

Exploration results in “new findings” and the confirmation of “old findings.”

Exploration requires recognizing purpose and responding to it.

Exploration confronts “the unknown.”

**Essential Question(s):**

How does exploration result in “new findings” and the confirmation of “old findings?”

How does exploration require recognizing purpose and responding to it?

How does exploration confront “the unknown?”

**Task Rotation Menu**

<b>Level</b>	<b>Mastery</b>	<b>Understanding</b>	<b>Self-Expressive</b>	<b>Interpersonal</b>
<b>1</b>	Identify examples of flips, slides, and turns.	Make a triangle using more than two shapes.	Create a picture using a circle, triangle, square, trapezoid, parallelogram, rhombus, and rectangle that you have drawn and cut out from construction paper.	Pair and share a flip, slide and turn.
<b>2</b>	Identify shapes that have been flipped, slid, or turned. (Shapes that have been transformed at least twice.)	Show at least two different ways to make a triangle using more than two shapes.	Apply knowledge of flips, slides, and turns to locate examples in our environment.	Role-play a flip, slide or turn to a partner. Your partner will identify which transformation you have demonstrated.
<b>3</b>	Examine a group of shapes that are identified as flipped, slid, or turned. Check for accuracy. Correct any incorrect transformations.	Develop a 3-dimensional figure using plane shapes.	Partners design an invention that uses a flip, slide, or turn.	Pairs take turns creating a shape on geoboards and their partner will create a flip, slide or turn from their partner's shape.

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

Application (investigate, analyze, design, reflect, produce, create, compare, innovate)

### **Real World Applications**

Astronomer, hydrologist, forensic pathologist, weapons designer, theatrical designer, electrician, aviation, mathematician, philologist, mechanical engineer, botanist, physicist, architect, artist

### **Real World Terms**

Create, identify, communicate, demonstrate, construct, design, apply, role play, develop

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

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

- Teacher made examples for mastery task
- Pattern blocks
- Pencil and paper
- Geoboards and rubber bands

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

### **(Whole Group)**

#### **Conceptual Perspectives**

1. How does exploration result in “new findings” or the confirmation of “old findings?”
2. How does exploration confront the unknown in the learning tasks that you have completed?
3. How does exploration require recognizing purpose and responding to it?

#### **Intelligent Behaviors**

1. What intelligent behaviors enabled you to complete the learning tasks?
2. How do you demonstrate these intelligent behaviors daily?

3. What intelligent behaviors did you see as your strength(s) in these activities? Why?

### **Literary Perspective**

1. How did Leonardo's study of mathematics help him understand perspective, a technique used to create an illusion of space and depth in painting? Explain how you might have used mathematics to create your picture.
2. Leonardo wrote backwards, from right to left. Discuss why you think he kept notes that way. Students will write a note to partner using this backward technique. Discuss what feelings you had after using this technique.

### **Student/Teacher Reflections**

If you were to teach this book to next year's students, what would you do to ensure that they understood the relationship that Leonardo had with mathematics?

### **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><b>Create a timeline of what you consider to be Leonardo’s five greatest accomplishments.</b></p> <p>How does exploration require recognizing purpose and responding to it? What intelligent behaviors enabled you to select and order these accomplishments?</p> <p>V__L*_S__M__B__P__I*_N__</p>	<p><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p><b>With a partner assume the role of Leonardo and his lawyer. You are defending Leonardo’s use of dissection as he stands trial for these crimes against The Church. Present your defense to the jury (your classmates).</b></p> <p>How does exploration result in “new findings” or the confirmation of “old findings?” How does exploration require recognizing purpose and responding to it? How does exploration create relationships, which can be harmonious or discordant? What intelligent behaviors enabled you to complete this task?</p> <p>V*_L__S__M__B__P*_I*_N__</p>
<p><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p><b>Assume the role of Leonardo. Write a letter to present day inventors. What advice would you give them?</b></p> <p>How does exploration result in “new findings” or the confirmation of “old findings?” How does exploration confront the unknown? How does exploration require recognizing purpose and responding to it? What intelligent behaviors enabled you to assume this role?</p> <p>V*_L__S__M__B__P__I*_N__</p>	<p><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p><b>Create an advertisement for one of Leonardo’s inventions.</b></p> <p>How does exploration result in “new findings” or the confirmation of “old findings?” How does exploration require recognizing purpose and responding to it? What intelligent behaviors enabled you to assume this role?</p> <p>V*_L__S*_M*_B*_P__I__N__</p>

### NC SCOS: English/Language Arts Objectives:

- 2.04 Pose possible how, why, and what-if questions to understand and /or interpret text.
- 2.06 Recall facts and details from a text.
- 3.01 Use personal experiences and knowledge to interpret written and oral messages.
- 3.04 Increase oral and written vocabulary by listening, discussing, and composing text when responding to literature that is read and heard.
- 4.04 Use oral communication to identify, organize, and analyze information.
- 4.05 Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.

### Real World Connections With Products

Application (discuss, compare, contrast, defend, produce, investigate, create, perform)

**Real World Applications**

Lawyer, Priest, Inventor, Advertising Executive, Biographer

**Real World Terms**

Role-play, defend, support, advertise, advise

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

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

- Pencil and paper
- Leonardo, Beautiful Dreamer by Robert Byrd
- Items for advertisement (crayons, markers, video camera, tape recorder, costumes, poster board, etc.)

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

1. How does exploration result in “new findings” and the confirmation of “old findings?”

2. How does exploration confront “the unknown?”
3. How does exploration require recognizing purpose and responding to it?
4. How does exploration create relationships, which can be harmonious or discordant?

### **Intelligent Behaviors**

1. What intelligent behaviors enabled you to complete the learning tasks?
2. How do you demonstrate these intelligent behaviors daily?
3. What intelligent behaviors did you see as strengths in these tasks?
4. What intelligent behaviors did you observe in Leonardo?
5. How would you apply Leonardo’s intelligent behaviors in approaching tasks?

### **Literary Perspectives:**

1. Discuss three or more words that describe Leonardo, Beautiful Dreamer.
2. How does Leonardo compare to someone else you know, or have read about, that has made a difference?
3. As you reflect upon events in Leonardo’s life, what do you think the world would be like today if he had succeed in one of his endeavors?
4. What reactions did you have while reading Leonardo, Beautiful Dreamer?
5. How did the time period in which Leonardo lived affect how his inventions were received?

### **Student/Teacher Reflections**

Have students respond to the question, how have your thoughts changed about exploration?  
What qualities did you observe in Leonardo?

## **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><b>Construct an example of a shape that has been slid, flipped, or turned.</b></p> <p>How has exploration of these mathematical transformations resulted in “new findings” or the confirmation of “old findings” for you? What intelligent behaviors enabled you to construct these examples?</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><b>Create with a partner a 1-minute dance routine that incorporates the use of a flip, slide, and turn. Your classmates will record the presence of these transformations in your routine.</b></p> <p>How has exploration of these mathematical transformations resulted in “new findings” or the confirmation of “old findings” for you? How does exploration confront “the unknown?” How has exploration of these mathematical transformations required recognizing purpose and responding to it? What intelligent behaviors enabled you to demonstrate and identify these mathematical transformations?</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><b>Explain how you could teach someone in your class to construct a 3-dimensional figure using plane figures.</b></p> <p>How has exploration of these mathematical transformations resulted in “new findings” or the confirmation of “old findings” for you? How has exploration of these mathematical transformations required recognizing purpose and responding to it? What intelligent behaviors enabled you to teach your classmate how to construct a 3-dimensional figure?</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>Select a real-world object that uses flip, slide, or turn. Explain how you would improve upon this design.</b></p> <p>How has exploration of these shapes required recognizing purpose and responding to it? What intelligent behaviors enabled you to make these improvements?</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>

**NC SCOS: Math Objectives:**

3.01 Combine simple figures to create a given shape.

3.02 Describe the change in attributes as two- and three-dimensional are cut and rearranged.

**Real World Connections With Products**

Application (choreograph, design, form, inform, how-to, invent)

**Real World Applications**

Dancer, quilter, sculptor, presenter, inventor

**Real World Terms**

Invent, choreograph, construct, teach, improve

**Connect all products 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**

- Pattern blocks
- Music samples and tape player
- Construction paper
- Scissors, glue
- Pencil and paper
- Various objects for improving upon inventions

**MetaCognitive Discussion (Essential Questions)**

**(Whole Group)**

**Conceptual Perspectives:**

1. How has exploration of these mathematical transformations resulted in “new findings” or the confirmation of “old findings” for you?
2. How has exploration of these mathematical transformations required recognizing purpose and responding to it?
3. How does exploration confront “the unknown?”

**Intelligent Behaviors**

1. What intelligent behaviors enabled you to complete the learning tasks?
2. How do you demonstrate these intelligent behaviors daily?
3. What intelligent behaviors did you see as strengths in these tasks?
4. What intelligent behaviors did you see in your partners/ classmates during these tasks?

**Literary Perspectives:**

1. As you reflect on these tasks and our book, Leonardo, Beautiful Dreamer, what real world truths can you identify?

**Student/Teacher Reflections**

What conclusions did you reach about how mathematics is used in the real world? Brainstorm a list of things that you see in the real world that are mathematical in nature.

**Additional Support Materials**

[www.mos.org/leonardo/](http://www.mos.org/leonardo/)

[www.answers.com/topic/leonardo-da-vinci](http://www.answers.com/topic/leonardo-da-vinci)

**Favorite Read-Alouds**

Rachel: The Story of Rachel Carson by Amy Ehrlich

Harvesting Hope: The Story of Cesar Chavez by Kathleen Krull

The Great Expedition of Lewis and Clark by Private Reubin Field, Member of the Corps of Discovery

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

## **Video Clips**

## **Paintings & Prints**

*Mona Lisa*

*The Last Supper*

## **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**

April Kehoe-Hickory City  
Leslie Gardner-Guilford County

**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: Sociology

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



### **Concept: Conflict**

**Topic** – Poverty

**Literature Selection** – The Hard Times Jar

**Author** – Ethel Footman Smothers

<b>Concepts</b>	<b>Themes</b>
Change Character Courage Conflict Scarcity	Right vs. Wrong Responsibility Saving for a rainy day
<b>Issues or Debates</b>	<b>Problems or Challenges</b>
Honest vs. dishonest Right vs. wrong Poverty Persistence through turmoil	Listening to your conscious Taking responsibility for one's mistakes
<b>Processes</b>	<b>Theories</b>
Problem solving	Let your conscious be your guide
<b>Paradoxes</b>	<b>Assumptions or Perspectives</b>
Conflict brings positive outcomes Conflict teaches	Honesty is the best policy

**Topic -Sacrifice**

**Literature Selection** –Bluebonnet Girl

**Author** –Michael Lind

**Topic -**

**Literature Selection –**

**Author -**

## **Concept – Conflict**

## **Topic – Sociology**

### **Suggested Literature Selection(s) – The Hard Times Jar and Bluebonnet Girl,**

Look and Listen for...

**Intelligent Behaviors** 1. Remaining open to continuous learning  
**Story Focus** 2. Listening with understanding and empathy  
3. Thinking about your thinking (metacognition)  
4. Questioning and problem posing

**Student Activities** 1. Thinking Interdependently  
2. Thinking Flexibly  
3. Thinking and communicating with clarity and precision  
4. Applying past knowledge to novel situations

### **Thinking Skills Focus -**

Compare and Contrast Beginning Building Thinking Skills by Parks and De Armas  
Verbal Sequences

- Following yes or no rules ( A and B)
- Writing yes or no rules
- Completing true or false tables

### **Topic Focus -**

Sociology of humanity

### **Concept Focus –**

Conflict

### **Overarching Generalizations –**

Conflict is composed of opposing forces

Conflict may be natural or human-made

Conflict may be intentional or unintentional

Conflict may allow for synthesis and change

### **More Complex Generalizations –**

Conflict can be positive or negative

Conflict teaches

Conflict can be internal or external

## Directions for Teacher

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

Sociology, conflict, compare and contrast, change, persisting, and metacognition.  
Generalizations should be discussed at every possible moment.

## Suggested Vocabulary Words for Discussion

Migrant, caution, scare, responsibility, separate, conscious, integrity, honesty, character

## Vocabulary Extension

In a Jeopardy style game, the students will use the vocabulary words to fit the definitions.

Example, (Teacher says) worker that follows the crops (Student says) what is a migrant worker

## Hooks

Essential Question: How does conflict cause different positive and negative outcomes?

## Six Facets of Understanding

Facet 1 – EXPLANATION
With a partner describe what might happen if you stole money from the class pizza fund while everyone else was at lunch. What would the outcome be?
Facet 2 – INTERPRETATION
What if you were walking down the street and you found a wallet. What would you do? Discuss with your group. What does integrity reveals about character?
Facet 3 – APPLICATION
Design a comic strip that shows a character having to make a hard decision doing what is right. How might inner conflict help us to do what is right?
Facet 4 – PERSPECTIVE
For each character on the story card, analyze the situation and describe the different points of view.

### Facet 5 – EMPATHY

Read The Berenstain Bears Tells the Truth. Role-play what it would be like to be Sister and have to tell the truth about the broken vase.

### Facet 6 – SELF-KNOWLEDGE

Choose a medium (poster, painting, or play) to show a time you let your conscious be your guide.

**Read:** The Hard Times Jar

## Task Rotation Learning Activities- Literacy

### Mastery Learner (A) Sensing- Thinking

1. Write a list of behaviors that cause inner conflict and their resulting outcomes.
  - A template of a cause and effect graphic organizer is provided.How are the behaviors and outcomes related?  
How did you use metacognition in this activity? How can we use this list to help us remain open to continuous learning?

Example:

<u>Behavior</u>	<u>Outcome</u>
Steal	Jail
Lie	No friends
Cheat	Caught by teacher
Self Sacrifice	Pride

### Interpersonal Learner (B) Sensing-Thinking

1. In pairs, students will take turns sharing a problem and advising the person on a positive way to solve the conflict. The “listener” will take notes in their Listening Journal as the “talker” shares their problem.

How will listening with understanding and empathy help you in this activity? How can thinking and communicating with clarity and precision help you explain your problem and your possible solutions? How will thinking flexibly help you come up with many different possible solutions to the problem?

<p>V _ L _ S _ M _ B _ P _ I _ N _</p>	<p>V _ L _ S _ M _ B _ P _ I _ N _</p>
<p><b>Understanding Learner ©</b> <b>Intuitive-Thinking</b></p> <p>1. Write a newspaper ad looking for a person with a good conscious. What qualities would this person posse? How would you use your past knowledge to create this ad?</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>	<p><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>1. Create a power point presentation on how to produce a positive outcome in a conflict. Show it in a step by step procedure that your classmates can follow.</p> <p>2. Create 3-5 situations that your classmates can use your step by step problem solving ideas to come up with positive outcomes.</p> <ul style="list-style-type: none"> <li>• Be original and creative with your design.</li> </ul> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>

## **Real World Connections with Products**

Applications (create, produce, interview, mediate, investigate, explain, and interview)

## **Real World Applications**

Journalists, psychologists, website designer, social worker, judge, police officer, Human Resources, Business Manager

## **Real World Terms**

World Wide Web, power point, interview, produce, results, cause, effect, outcome, publishing, discussion, conflict, argument, resolution

**Connect all products 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**

- Newspaper article outline
- Cause/Effect graphic organizer ( Thinking maps, cause and effect map)
- Pencil
- Computer
- Power point
- Listening journal
- Paper

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

**(Whole Group)**

## **Conceptual Perspectives**

1. How can personal inner conflict lead to different positive and negative outcomes?
2. How does conflict in ones self effect different outcomes?
3. How do the positive and negative outcomes of personal conflict effect relationships?
4. How does inner conflict affect you personally?
5. How is conflict internalized?
6. How does society effect how you handle inner conflict?
7. How does family effect how you handle conflict?
8. How does strength in character affect how you handle conflict?

## **Intelligent Behaviors**

1. What Intelligent Behaviors did the characters use in the story?
2. When have you shown these intelligent behaviors?
3. What intelligent behaviors do you see as your strengths?
4. What intelligent behaviors do you want to work on?
5. What Intelligent Behaviors can be used to solve a conflict?
6. How do you express Multiple Intelligence's daily?
7. What multiple intelligence did you use when you completed the task rotations?
8. How did your multiple intelligence help you successfully complete the activities?

## **Literary Perspective**

1. Identify the characters in the book.
2. Describe the relationship between Emma and mama.
3. How would the story change if they were in a different setting?
4. How did you feel when Emma took the book from the teacher's library?
5. How did you think Emma felt when she returned the book to the teacher?
6. What parts of the story made you think of your own life?
7. How did mama show Emma she was proud of her for admitting what she did?

## **Student/Teacher Reflections**

Students will add steps to a ladder with their reflections on what multiple intelligence are important for solving inner conflict and different way they can solve inner conflict to create a positive outcome.

## **Math Task Rotation Learning Activities**

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> <ol style="list-style-type: none"> <li>1. Students will estimate beans in a jar, then count the beans.</li> <li>2. Students will estimate number of children with blue, brown, and other colored eyes in the class. Then count and record.</li> </ol> <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> <ol style="list-style-type: none"> <li>1. The students will make judgments on what you could buy with \$1, 2,5,10,100,500, and \$900.</li> <li>2. Emma had six quarters in the story and had to decide what to buy with them. Students will use decision making to decide what you would spend \$ 1.50. Why?</li> </ol> <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> <ol style="list-style-type: none"> <li>1. Divide beans into groups of 3,4, 6, and record number of groups and left over beans.</li> <li>2. Feel objects in a “magic bag” and make an estimate. Explain why you choose that number. Count and record.</li> </ol> <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> <ol style="list-style-type: none"> <li>1. Students will brainstorm ideas on how to save money for their own hard times jar and what they would spend the money on.</li> </ol> <p style="text-align: center;"><b>V _ L _ S _ M _ B _ P _ I _ N _</b></p>

## **Real World Connections with Products**

Applications (plan, defend, analyze, teach, and construct)

## **Real World Applications**

Construction worker, Math teacher, Accountant, and financial planner

## **Real World Terms**

Estimation, prediction, goal, and sum

**Connect all products 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**

- Bean in a jar
- Chart paper
- Recording template with estimate and actual lines
- Magic bag with objects

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

### **(Whole Group)**

### **Conceptual Perspectives**

1. How is estimation useful in our every day lives?
2. When is it better to estimate rather than actually count?
3. How can estimating create conflict in our everyday lives?
4. How can estimating help you plan towards a saving goal?
5. How did you feel when your estimate was closer/farther away from the actual number?

### **Intelligent Behaviors**

1. What intelligent behaviors did you use when coming up with an estimate?
2. How do you demonstrate these intelligent behaviors in other situations?
3. What intelligent behaviors did you use as you went from task to task?
4. What intelligent behavior did you learn to use to be more accurate in your estimating as you went from task to task?
5. How did you use your logical mathematical multiple intelligence as you went through the task rotation?

## Literary Perspective

1. Estimate how much money they had in the hard times jar.
2. Estimate how many apples were in the crate.
3. Estimate how many books were in the classroom library.
4. Count how many different activities Emma does in the story.
5. Imagine you are Emma's mom. How much money would you have given her from the hard times jar?
6. How would you have felt if mama gave you quarters from the hard times jar?

## Student/Teacher Reflections

Create a hard times jar for your class. Brainstorm ideas on when you would use the money and what for. Estimate weekly how much money is in the jar. Count the money and record on the chart.

## Concept: Conflict

## Topic: Sociology

## Generalization:

1. Conflict may be natural or human-made
2. Conflict may be intentional or unintentional
3. Conflict may allow for synthesis and change
4. Conflict is composed of opposing forces

## Essential Question(s)

1. How is estimation useful in our every day lives?
2. When is it better to estimate rather than actually count?
3. How can estimating create conflict in our everyday lives?
4. How can estimating help you plan towards a saving goal?
5. How did you feel when your estimate was closer/farther away from the actual number?

## Task Rotation Menu (1.01e, 1.01f, and 1.01a)

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Students will estimate beans in a jar, then count the beans.	Divide beans into groups of 3,4, 6, and record number of groups and left over beans.	Students will brainstorm ideas on how to save money for their own hard times	The students will make judgments on what you could buy with \$1, 2,5,10,100,500, and

	Students will estimate number of children with blue, brown, and other colored eyes in the class. Then count and record.	Feel objects in a “magic bag”. Estimate how many. Explain why you choose that number. Count and record.	jar and how they will spend it.	\$900.  Students will use decision making to decide what you would spend \$1.50. Why?
<b>2</b>	Estimate the number of buttons in ten different sized jars.  Create a chart that displays your estimation and actual results.	Students will support and refute their estimation of the number of windows in the school.	Students will predict how many objects are in five different jars.	In a reflective writing, students will write about how they felt about spending \$15. Did they spend wisely?
<b>3</b>	Estimate the number of books on a shelf. Report to the class how you got your estimation and how you counted to find the actual number.	As original research, students will take a magic bag to another class and have them make estimates on the number of objects in the bag. The students will graph the results.	Design your own estimation jar.  Hypothesize how many buttons will fit in jar.	Set a goal for your self to save a certain amount of money. How did you meet your goal? What would you spend the money on?

## Real World Connections with Products

Applications (plan, debate, create, research, design, predict)

## Real World Applications

Public speaker, Treasurer, Lawyer, Journalists, Accountant

## **Real World Terms**

Reflective, Imagine, Estimating, Research, Creative thought

**Connect all products 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**

- Jar with buttons
- Chart paper
- Paper
- Pencil
- Jars with various objects
- Magic bag
- Slips of paper
- Jars (glass, plastic)
- Paper
- Crayons
- Markers
- Books on shelf

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

### **(Whole Group)**

### **Conceptual Perspectives**

1. How is estimation useful in our every day lives?
2. When is it better to estimate rather than actually count?
3. How can estimating create conflict in our everyday lives?
4. How can estimating help you plan towards a saving goal?
5. How did creating the estimation jar help you understand estimation?
6. How did you feel when your estimate was closer/farther away from the actual number?

### **Intelligent Behaviors**

1. What intelligent behaviors did you use when coming up with an estimate?
2. How do you demonstrate these intelligent behaviors in other situations?
3. What intelligent behaviors did you see as you went from task to task in the task menu?
4. What intelligent behavior did you learn to use to be more accurate in your estimating as you went from task to task?

5. How did you use your logical mathematical multiple intelligence as you went through the task rotation?

### **Literary Perspective**

Not applicable

### **Student/Teacher Reflections**

Estimation Day- Each student is responsible for bringing in a jar filled with objects to be estimated. Each student will estimate each jar in a rotation throughout the day. Assessment is based on how close the child is to the actual number of objects and use of intelligent behaviors.

### **Student Reflections and Assessments**

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

**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>(4.07) Using creative writing, write about Emma or the little Indian girl in Bluebonnet and how they resolved their inner conflict. Demonstrate an understanding of how conflict can have positive or negative outcomes.</p> <ul style="list-style-type: none"> <li>As you write be sure to explain how you know certain behaviors will produce certain outcomes.</li> </ul> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>	<p><b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b></p> <p>(4.04) Using acting students will role-play a situation showing how inner conflict produced alternate endings. ( positive and negative)</p> <ul style="list-style-type: none"> <li>In planning your play, be sure to show how your classmates can learn from your experiences in past conflicts.</li> </ul> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>
<p><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p>	<p><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p>

<p>(4.05)</p> <p>Using a debate format, students will explain why their way of solving the conflict is most productive in producing a positive outcome.</p> <ul style="list-style-type: none"> <li>• Be sure to listen with understanding as you participate in the debate.</li> </ul> <p>V__L__S__M__B__P__I__N__</p>	<p>(4.09)</p> <p>Using power point students will produce a presentation to present to the class on how to construct a positive outcome in conflict.</p> <ul style="list-style-type: none"> <li>• While your classmates are presenting be aware of your own thoughts and feelings and their effects on others. (metacognition)</li> </ul> <p>V__L__S__M__B__P__I__N__</p>

## **Real World Connections with Products**

Applications (creative, imaginative, expressive, research, investigating)

## **Real World Applications**

Actor, journalists, author, politician, Speaker of the House, Computer technology

## **Real World Terms**

Investigate, imagine, author, every day language, newspaper, speech

Connect all products 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**

- Computer
- Power Point
- Costumes
- Paper
- Pencil
- Debate template

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

**(Whole Group)**

## **Conceptual Perspectives**

1. How can personal inner conflict lead to different positive and negative outcomes?
2. How do conflict in family's effect different outcomes?
3. How do the positive and negative outcomes effect relationships in families?
4. What does inner conflict affect you personally?
5. How is conflict internalized?
6. How does conflict change relationships?
7. How does culture effect how you handle conflict?
8. How does strength in character affect how you handle conflict?

## **Intelligent Behaviors**

1. What Intelligent Behaviors did the characters use in the story?
2. When have you shown these intelligent behaviors?

3. What intelligent behaviors do you see as your strengths?
4. What intelligent behaviors do you want to work on?
5. What Intelligent Behaviors can be used to solve a conflict?
6. How do you express Multiple Intelligence's daily?
7. What multiple intelligence did you use when you completed the task rotations?
8. How did your multiple intelligence help you successfully complete the activities?

## Literary Perspective

1. What did you like/dislike about the book? Why?
2. Would you recommend this book to someone? Why or why not.
3. Finish the sentence: If I were Emma's father, I would use the money from the hard times jar for...
4. Analyze why Emma had inner conflict about asking the book.
5. Look up and list similarities and differences between The Hard Times Jar and A Chair for my Mother

## Student/Teacher Reflections

Volunteers will choose an apple from the basket that has a situation from the book attached to it. Students will decide what intelligent behavior is being used and explain it to the class. Volunteers will then be selected to describe how the behavior they use that behavior.

## Math Student Reflections and Assessments

### Task Rotation Learning Experience

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
1. The student will demonstrate estimation skills by estimating and choosing a number within a range of ten for each estimation jar. (1.01E)	1. Students will show ability to evaluate and make judgments on place value by good decision making. Students will have different envelopes with different amounts of money in them. They will look through magazines and decide what they can buy with their amount of money. (1.01F)

<p>V _ L _ S _ M _ B _ P _ I _ N _</p>	<p>V _ L _ S _ M _ B _ P _ I _ N _</p>
<p><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p>1. The student will explain the model they used to show understanding of place value. Students will have three jars in front of them. The students will predict how many marbles are in a third jar in the row of three with the sizes getting larger. (1.01F) They will know how many are in the first two jars.</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>	<p><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>1. The students will develop a number sense through estimation and hypothesizing. The student will create a 3-D shape from newspaper, clay, playdough etc. and predict how many will fill the class estimation jar. (1.01A)</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>

## **Real World Connections with Products**

Application (Listen, create, figure, calculate, problem solve)

## **Real World Applications**

Accountant, banker, judge, sculptor, artist

## **Real World Terms**

Problem solve, estimation, prediction, increasing pattern

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

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

- Estimating jars
- Envelopes with play money
- Catalogs for buying
- Jars of three different sizes
- Marbles
- Prediction sheet
- Clay
- Paper
- Tin foil
- Saran wrap
- Large single jar to use as the class estimating jar

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

(Whole Group)

## **Conceptual Perspectives**

1. How is estimation useful in our everyday life?
2. When is it better to estimate rather than actually count?
3. How can estimating create conflict among families?
4. How can estimating help you plan towards a saving goal?
5. How did creating the estimation jar help your understanding of estimating?
6. How did you feel when your estimate was closer or farther away from the actual number?

### **Intelligent Behaviors**

1. What I.B. did you use when coming up with an estimate?
2. What I.B. did you use to learn to be more accurate in your estimating as you went through the rotation?
3. How do you demonstrate these I.B. in other situations?
4. What M.I. did you use in the task rotations?
5. How did you use our logical-mathematical M.I. as you went through the task rotation?

### **Literary Perspective**

Not applicable

### **Student/Teacher Reflections**

Students will be given a large (12 inch) quarter. Students will write what they learned from the story emphasizing intelligent behaviors to resolve inner conflict. On a smaller coin, students will write how they resolved an inner conflict in a positive or negative way. All coins will be collected and added to a class learning jar.

### **Additional Support Materials**

#### **Favorite Read-Alouds**

A Chair for my Mother by Vera B. Williams

The Littlest Matryoshka by Corinne Dumas Bliss

Bluebonnet Girl by Michael Lind

Bernstein Bears Tells the Truth by Stan and Jan Bernstein

Down in the Piney Woods by Ethel Footman Smothers

Moriah's Pond by Ethel Footman Smothers

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



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**

*(This is just a suggested template for the data chart for the math assessment piece, add or subtract criteria as needed)*

	Born/ Died	Ethnicity	Education	Profession	Social Need Observed	Social Change Made
Rachel Carson						
Harriet Tubman						
Clara Barton						
Susan B. Anthony						