Bright IDEA Curriculum Units Table of Contents

Cohort 1
Curriculum Units – Grade K

Project Bright IDEA 2: Interest Development Early Abilities

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

Concept: Adaptation and Survival

Topic: Animals- Endangered Species

K-2

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Exceptional Children Division
Academically or Intellectually Gifted Program

The American Association For Gifted Children at Duke University

Big Ideas Manifested

Topic – Animals/Endangered Species
Literature Selection –<u>We All Went on Safari</u> Author –Laurie Krebs

Concepts		Themes	
Adaptation **Survival**	**Change** **Systems**	**Wildlife Habitats** **Counting 1-10** **Cultures Maps** **Names (meanings)**	
Issues or Debates		**Problems or Challenges**	
Developers vs. environmentalists		**Protecting the environment and habitats** **Learning new language** **Understanding diverse culture**	
Processes		**Theories**	
Counting system – base 10			
Paradoxes		**Assumptions or Perspectives**	
Born Free – Animals are born free but have to adapt for survival from various forces. Free to be – you and me.		Africans are not civilized. Habitats are not going to change. Wild animals are in the zoo.	

Big Ideas Manifested

Topic – Animals/ Endangered Species
Literature Selection –Panda Bear, Panda Bear What Do You See?   Author: Eric Carle

Concepts	Themes
Adaptation Survival	Endangered Species Conservation of wildlife
Issues or Debates	**Problems or Challenges**
Environment vs. Man	Survival of endangered or threatened animals
Processes	**Theories**
Paradoxes	**Assumptions or Perspectives**
Home Sweet Home Safe and Sound Wild and Free	Animals must be safegaurded Conservation measures must be taken

Big Ideas Manifested

Topic -	
Literature Selection –	
Author -	

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

Concept – Adaptation/Survival Topic- Animals/ Endangered Species

Suggested Literature Selection(s) –<u>We All Went on Safari</u> , <u>Panda Bear, Panda Bear, What Do You See?</u>

Look and Listen for…

Intelligent Behaviors

      Story Focus   Creating, Imagining, and Innovating
               Persisting

      Student Activities   Metacognition , Creating, Imagining, Innovating
               Questioning and Posing Problems, Persisting

Thinking Skills Focus – *Beginning Building Thinking Skills* – Parks and DeArmas
           Comparing and Ordering
           Describing Similarities and Differences

Topic Focus -   Animals – Endangered Species

Concept Focus -   Adaptation, Survival

Overarching Generalizations – Survival is necessary for life.
               Adaptation may be the result of natural or human forces.

More Complex Generalizations - Change may have an impact on adaptation.
               Survival may or may not depend on adaptation.

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
Endangered Animals, survival, adaptation, change in environments, cultural diversity

Suggested Vocabulary Words for Discussion
Endangered, survival, adaptation, Africa, Tanzania, Maasai, Swahili, safari, wildebeest, warthog, Spied, acacia tree, crater, intermix, Serengeti, wiry, intertwine, mischievous, enormous, fading, Moja, mbili, tatu, nne, tano, sita, saba, nane, tisa, kumi

Vocabulary Extension
Have children demonstrate the meaning of the selected words through making a word book about Tanzania. Show pictures of endangered animals and discuss the meaning of endangered and survival. Play a guessing game: describe an endangered animal and have students identify the animal. Practice counting 1-10 in Swahili from a chart. Students echo, then repeat.

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

Six Facets of Understanding

Survival may or may not depend on adaptation.
How can animals survive or adapt to changes caused by man or nature?

Facet 1 – EXPLANATION
Whole Group Discussion- **Explain what happens when an animal's habitat is endangered.**

Facet 2 - INTERPRETATION
Think-Pair-Share **Discuss: Why are so many animals being forced to adapt for survival? What is happening in our world?**

Facet 3 - APPLICATION
Small Group **Sticky-Note Brainstorming – words or pictures** **What might happen if our school builds a new playground and we have to cut down the trees nearby? What effect will it have on the animals who live there?**

Facet 4 - PERSPECTIVE
Partner research **Conduct research with a neighboring Kindergarten classroom to gather their ideas about survival of endangered animals in the school area. Yes, or No to a new playground or saving the habitat.**

Facet 5 – EMPATHY
Journal Writing – **How would you feel if you were an animal losing your home? Draw and write.**

Facet 6 – SELF-KNOWLEDGE
Think-Pair-Share **Give a short speech to a partner to influence them of the need to protect endangered animals. Why do you want to protect the animals? How do you know?**

Read: We all Went on Safari,   Panda Bear, Panda Bear, What Do You See?

Task Rotation Learning Activities

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

Mastery Learner (A) **Sensing- Thinking**	**Interpersonal Learner (B)** **Sensing-Thinking**
The class creates a graph organizing the endangered animals' methods of movement: swim, fly, walk/run, or swing, using pictures of the animals from both literature selections. Analyze the graph. Observe the greatest and least common methods of movement. How do humans move in similar ways? Practice moving in those ways. Predict which method of movement has the greatest benefits for survival? Why do you think this? **V_*_L*__S_*_M__B_*_P_*_I__N_*_**	Community Action: Take a Position Plan a school demonstration to show support for the building of a new playground in a wooded area <u>or</u> preserving the wooded area and animal habitats. Design a poster, or write a song or rap to express your ideas and feelings about this controversial issue. **V_*_L__S_*_M_*_B_*_P*__I__N_*_**
Understanding Learner (C) **Intuitive-Thinking**	**Self-Expressive Learner (D)** **Intuitive-Feeling**
Problem Solving: The Macaroni Penguin is endangered because the ice in his habitat is melting. Considering the basic needs of this animal, work with a partner to propose a solution for his survival. Draw and explain how he could adapt. How will the Macaroni Penguin need to demonstrate persistence? **V_*_L__S_*_M__B__P_*_I__N_*_**	Design a class mural illustrating an ideal wildlife refuge where no animals are threatened. Why will the animals survive in this habitat? How will their needs be met? Write two questions to ask a zoologist about helping animals survive in your wildlife refuge. **V_*_L__S_*_M__B__P_*_I__N_*_**

Real World Connections With Products – create, analyze, observe, predict, organize, design, explain

Real World Applications – zoologist, developer

Real World Terms – demonstration, wildlife refuge, Macaroni Penguin, graph, mural

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- Poster board
- Post-It notes
- Mural paper
- Markers or crayons
- Paper

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
1. How are animals affected by changed environment?
2. How does animal movement affect survival?
3. How do animals adapt for survival?
4. How do animal needs affect survival?
5. How can we show support for survival of endangered animals?

Intelligent Behaviors

1. How does the Macaroni Penguin need to be persistent in order to survive?
2. What Intelligent Behavior did you use to create a class mural?
3. How did asking questions help you understand adaptation and survival of endangered animals?
4. What intelligent behavior do you see as your strength in these activities?
5. How do you demonstrate Habits of Mind daily?

Literary Perspective
1. Identify the endangered animals in the two books.
2. Describe how the animals may or may not need to adapt for survival.
3. Would you recommend the books to another student? Why or why not?
4. What other animals could be included?
5. What did you learn about Tanzania and the culture?

Student/Teacher Reflections
Make a class book of endangered animals. Include habitats and possible solutions for survival.

Math Task Rotation Learning Activities

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

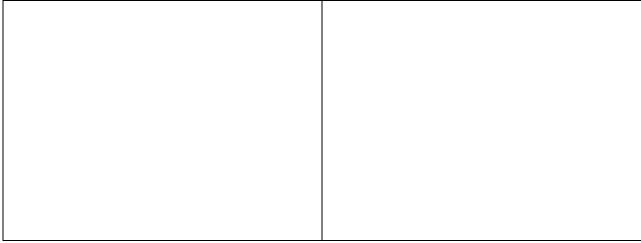| Mastery Learner (A)	Interpersonal Learner (B)
Sensing- Thinking	**Sensing-Thinking**
Categorizing – sorting with a partner	Math Journal:
Sort pictures of the Tanzanian animals in <u>We All Went on Safari.</u> Student A sorts first and student B must guess the rule. Then student B sorts the animals using a different attribute and student A must guess the rule. What attributes did you use to sort the animals? Record and explain in your math journal. What habits of mind did you use to sort all of the animals?	Select two animal groups from the safari. In a math journal determine the total number of the two groups. Show your answer with pictures, numbers or words. How did you know how to solve the problem? Reflect: Why did you select the two animal groups?
V_*_L_*_S_*_M__B__P_*_I__N__	**V_*_L*__S_*_M__B__P__I_*_N__**
Understanding Learner (C)	**Self-Expressive Learner (D)**
Intuitive-Thinking	**Intuitive-Feeling**
Problem Solving with a partner:	Literature Extension – My Own Safari
A giraffe in Tanzania eats the leaves of two trees in one day for survival. How many trees would he need to eat in three days? Five days? Work with a partner to draw and share a solution to the problem. Explain how you solved the problem. What might happen if the giraffe does not find enough trees?	Select different animals for your own safari. Choose your favorite animals. Place them in the order you would like to see them using ordinal numbers and position. Draw a picture with the correct number of animals. You may choose ten or more. Put a star beside animals you can identify as endangered. What intelligent behaviors did you use to create your own safari?
V_*_L_*_S_*_M__B__P_*_I__N_*_	**V_*_L_*_S_*_M__B__P__I__N_*_**

Goal 5: 5.01 Sort and classify objects by one attribute
Goal 1: 1.03 Solve problems and share solutions to problems in small groups.
Goal 1: 1:01 Use Ordinals, count objects in a set, read and write numerals.
Goal 1: 1.01 Read and write numerals

Real World Connections With Products- order, explain, create, innovate, plan, solve, sort

Real World Applications – artist, zoologist

Real World Terms – Tanzania, chart, endangered, attribute, giraffe, safari, survive

Connect all products 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 journal
- Chart paper
- My Own Safari worksheet
- Safari animal/number chart
- Numbers and number names
- Drawing paper

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives-
 How do animal needs affect survival?
 How can I identify endangered animals?

Intelligent Behaviors
What habit of mind did you use to sequence all of the animals?
Explain how you solved the problem.
 How did you know how to solve the problem?
What intelligent behaviors did you use to create your own safari?
Explain how you charted the animals.
What intelligent behavior did you see as your strength in these activities?

Literary Perspective
Identify the animals on the safari.
How did you choose your favorite animals?
Why did you prefer them?

Student/Teacher Reflections: Conduct a class reenactment of the book. Students will choose an animal from the story to portray. As the story is read again have the students participate as their chosen animal and demonstrate the correct sets of animals.

Concept: Survival - Adaptation

Topic: Animals – Endangered Species

Generalizations: Survival may or may not depend on adaptation.
           Change may have an impact on adaptation.
           Adaptation may be the result of natural or human forces.
            Survival is necessary for life.

Essential Question(s) How can animals adapt for survival? How do humans affect survival and adaptation of endangered species?

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Classify pictures of animals as endangered or non-endangered using a tree map.	Small group - Develop a plan for stopping pollution of waterways. Make a flow map describing the steps to take explain and how this will help endangered animals.	Create a bumper sticker to show support for protecting endangered species.	Write a note to a friend expressing your feelings about an endangered animal you are especially concerned about.
2	Build a diorama of an endangered animal in its habitat. Explain why the animal is threatened on a note card.	Read a book on endangered animals. Write a book review. Provide reasons for protecting endangered species.	Make a poster using a metaphor about endangered animals. Example: "Endangered animals are like gypsies". Explain your metaphor.	Conduct a school survey to collect views on endangered animals. Analyze and report the data collected.
3	Create a book of endangered animals in a small group. Include 5 or more animals. Write a solution for survival for each animal.	Investigate: Conduct a web search to learn about an endangered animal from a different environment. Create a one-page summary and illustration to share.	Write a Haiku about an endangered animal. Illustrate.	Create a comic strip of endangered animals expressing their views on being threatened and the need for adaptation.

Real World Connections With Products- classify, explain, create, develop, investigate,

Real World Applications- Environmentalist, Zoologist, Author, Artist, Cartoonist, Data Collector

Real World Terms – endangered, diorama, habitat, pollution, waterways, web search, bumper sticker, comic strip, haiku

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- Pictures of animals
- Shoe boxes
- Survey form
- Drawing paper
- Note paper
- Note cards
- Chart paper
- Bumper sticker strips
- Non-fiction books on endangered animals
- Computers with internet access
- Poster board paper
- Crayons or markers

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
How is survival necessary for life?
Adaptation may be the result of natural or human forces.
How does change have an impact on adaptation?
Survival may or may not depend on adaption.
How do some animals survive without adapting?
Why do some animals need to adapt to survive?

Intelligent Behaviors
How did you use intelligent behaviors in completing the task rotations?
What intelligent behavior do you see as your strength?
What intelligent behavior do you need to work on developing?

Literary Perspective
What endangered animals did you read about in nonfiction books?
Would you recommend these books to a friend?

Student/Teacher Reflections – Study the problem of the red cockaded woodpecker in our state. Consult with an environmentalist to learn more. Create a class plan for helping protect this endangered species. Make posters to display around your 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.

Mastery Learner (A) **Sensing- Thinking**	**Interpersonal Learner (B)** **Sensing-Thinking**
Identify and draw an endangered animal in its habitat. Explain how the animal has adapted for survival. What changes did the animal have to make? What forces have caused the change? Discuss what might have happened if the animal did not adapt. Discuss how survival is necessary for life.	Role-play different animals encountered on the safari when people and bulldozers are clearing the land for development. Demonstrate what the animals would do to adapt for survival and project how they would feel. What changes would occur in the environment? Are the changes positive or negative? Is the adaptation a result of natural or human forces? Would the animals be able to survive? What intelligent behaviors did you use in the role-play?
V_*_L__S_*_M__B__P__I__N_*_	**V_*_L__S__M__B_*_P_*_I__N_*_**
Understanding Learner (C) **Intuitive-Thinking**	**Self-Expressive Learner (D)** **Intuitive-Feeling**
Choose one endangered animal and one non-endangered animal from the literature selections. Compare and contrast the two animals using a Venn diagram. Has the endangered animal adapted for survival? Why is the other animal non-endangered? How do the animals display persistence in order to survive?	Create a new animal using Model Magic that could adapt for change in an endangered environment. Describe how each body part helps your invented animal adapt for survival. What would you name your animal? Why? If your created animal could talk, what questions would you ask about how it has adapted? How did you plan your new animal for adaptation and survival?
V * L S * M B P I N *	**V _ * L S _ * M B P I _ * N _***

Real World Connections With Products – compare, contrast, create, identify, demonstrate, describe

Real World Applications- Zoologist, Environmentalist, Developer

Real World Terms- habitat, environment, species, endangered, survival, adaptation, natural forces, human forces

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- drawing paper, markers
- props
- Venn-diagrams
- Model-Magic

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
    How is adaptation the result of natural or human forces?
    How do animals adapt for survival?
    How is survival necessary for life?

Intelligent Behaviors

How do the animals display persistence in order to survive?
What intelligent behaviors did you use in the role-play?
How did you plan your new animal for adaptation and survival?

Literary Perspective
Which animals from the literature selections are endangered?
Which animals from the literature selections are non-endangered?
How did you role- play animals from the safari?
How would those animals adapt?

Student/Teacher Reflections

Class adoption of an endangered animal. Choose an endangered animal to adopt. Give the animal a name. Develop a class plan for protecting this animal. Research the animal species. Example: "Tammy the Sea Turtle".

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

Mastery Learner (A)	Interpersonal Learner (B)
Sensing- Thinking	**Sensing-Thinking**
Categorizing: Sorting Given a quantity of manipulatives, sort them using a selected attribute. Explain the attribute you used to sequence the objects. Sort them in another way. How many ways can you sort the objects? How will persistence help you in this task?	Evaluate: Preferences Write the numbers 1-10 using both languages, English and Swahili. Decide which way you prefer to count. Support your answer. How do you think the Tanzanian people would feel about our number words?
V_*_L_*_S__M__B_*_P__I__N__	**V_*_L_*_S__M__B__P__I__N__**
Understanding Learner (C)	Self-Expressive Learner (D)
Intuitive-Thinking	**Intuitive-Feeling**
Problem Solving in a small group: The North Carolina zoo will soon be adopting a penguin family. These birds are coming from a cold climate. How will the penguins be able to survive in our warmer climate? How can the zoo meet their needs? Plan the habitat and diet necessary to ensure survival for the penguins. Draw and describe your solution to the problem.	Create: Endangered Animal Counting Book Create an original animal counting and coloring book. Choose five different kinds of endangered animals to include. Count and order the animals. Use ordinals first through tenth. What intelligent behaviors are reflected in your original coloring book?
V_*_L__S_*_M__B__P_*_I__N_*_	**V_*_L_*_S__M__B__P__I__N_*_**

Real World Connections With Products- sort, categorize, create, design, plan, evaluate, decide, explain, describe

Real World Applications – zoologist, artist

Real World Terms – attribute, penguin, climate, survival, diet, habitat, Swahili, English, ordinals

Connect all products 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

- Manipulatives
- Chart paper
- Drawing paper
- Blank books
- Markers or crayons
-

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
    How can an animal adapt and survive in a new climate?

Intelligent Behaviors
 How will persistence help you in this task?
What intelligent behaviors are reflected in your original coloring book?
What intelligent behavior do you see as your strength?
What intelligent behavior do you need to work on?

Literary Perspective
Why is the Macaroni Penguin endangered?
In what order were the animals seen on the safari?
Which number words did you prefer, Swahili or English?

Student/Teacher Reflections

Additional Support Materials

Favorite Read-Alouds

Finger Plays, Nursery Rhymes and Songs

Video Clips

Paintings & Prints

Teacher Reflections

Literary Selection

Date   **School**   **Grade**

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

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

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

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

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

"Additional Comments

APPENDIX

A

Additional Instructional Concept-Based Activities

Project Bright IDEA 2: Interest Development Early Abilities

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

Concept: Relationships

Topic: Community

K-2

Deborah Carter, Betsy Ogle, Carole Ray
Moore County and Hickory City

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

The American Association For Gifted Children at Duke University

Big Ideas Manifested

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Topic - Community

Literature Selection – <u>Everybody Works</u>
Author – Shelley Rotner and Ken Kreisler

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Concepts	Themes
Relationships Change Patterns	People live in communities People work together Communities are interdependent
Issues or Debates	**Problems or Challenges**
What is work? Who is a contributor to the community?	Money, opportunity, economy, teamwork
Processes	**Theories**
Decision making, observation	Hard work pays off.
Paradoxes	**Assumptions or Perspectives**
Idle hands are the devils workshop! We're all in this together.	Everybody works for different reasons.

Big Ideas Manifested

> **Topic - Community**
> **Literature Selection – <u>Country Mouse and the</u>**
> **<u>City Mouse</u>**
> By: Aesop

Concepts	Themes
Relationships, Change, Patterns	Communities can be different People have different likes and dislikes.
Issues or Debates	**Problems or Challenges**
City Living vs. Country Living	Can a country mouse live in the city? Can a city mouse live in the country?
Processes	**Theories**
Decision making Observation	You tend to like what you are accustomed to.
Paradoxes	**Assumptions or Perspectives**
You can take the mouse out of the country, but you can't take the country out of the mouse. You can take the mouse out of city, but you can't take the city out of the mouse.	Be happy where you are.

Big Ideas Manifested

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

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

Concept – Relationships   Topic – Community

Suggested Literature Selection(s) – <u>Everybody Works</u>

Look and Listen for…

Intelligent Behaviors

      Story Focus   **Creating, imagining, and innovating**

      Student Activities: Persistence, questioning and problem posing, metacognition, and creating, imagining, and innovating

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Thinking Skills Focus – *Beginning Building Thinking Skills* by Parks and DeArmas
Describing Shapes, Figural Similarities

Topic Focus - Community

Concept Focus - Relationships

Overarching Generalizations – All relationships are purposeful. Everything is related in some way.

More Complex Generalizations – Relationships change over time. Relationships change based on environment.

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

Suggested Topics for Discussion
Careers, needs vs. wants, interdependence within our community, responsibilities

Suggested Vocabulary Words for Discussion
Occupation, career, needs/wants, responsibility, interdependence, volunteer, community, success

Vocabulary Extension
Discuss the meaning of the above vocabulary words. Have children demonstrate the meanings through role-play, charades, and pictures.

Hooks

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

Six Facets of Understanding

Facet 1 – EXPLANATION
PWI Picture of community/generate word list/group words/label groups/write a paragraph. How are members of a community dependent upon each other?

Facet 2 – INTERPRETATION
Everything in a community is related somehow/someway. How is a flower like a community?

Facet 3 – APPLICATION
Show a large picture of a community/cut it into pieces/challenge the children to put the pieces back together like a puzzle. Discuss how each piece is dependent upon the others to complete the puzzle. How is this puzzle like a community?

Facet 4 - PERSPECTIVE
Components of a community are different. Conduct a survey to determine what would be important to you or your family in your local community. Analyze the results. How do families needs differ within a community?

Facet 5 – EMPATHY
Role-play coming to a new school. What would it be like to go to a new school and know no one? What do you notice that other people don't? What do other people need to do to make you feel like part of the community?

Facet 6 – SELF-KNOWLEDGE
Illustrate a way you can help your community. How do you show that you care about your community? Where do you see a need in your community?

Read: Everybody Works

Task Rotation Learning Activities

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

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking
Choose a person from your community. In your journal, describe their role as a community helper. *How does the community depend on this person? What intelligent behaviors did this community helper use? How?*	Retell about a time when you observed an event in your community. Share it with your partner and include how this event may affect your future plans. *How did your partner feel while describing the event? Were you able to connect personally while you were listening to your partner?* *What intelligent behaviors did you use while describing your event?*
V_*L*_S__M__B__P*_I*_N__	**V*__L*_S__M__B__P*_I*_N__**
Understanding Learner (C) **Intuitive-Thinking**	**Self-Expressive Learner (D)** **Intuitive-Feeling**
Compare and contrast city/country communities. After listening to the story <u>The Country Mouse and the City Mouse,</u> divide the class into two equal groups, a city group and a country group. Illustrate characteristics on post-its. Reunite as a whole group and complete a Venn Diagram. *What are the similarities between the two different lifestyles? How is the community of the country mouse different from the city mouse? Why?* *What intelligent behaviors did you use creating the Venn Diagram?*	Act out situations in which an emergency takes place in your school. Create an escape plan for your class. *How does an emergency change the relationship between peers? What intelligent behaviors help you through the emergency?*
V*_L*_S__M__B*_P__I__N__	**V*_L*_S*_M__B*__P*_I*__N__**

Real World Connections With Products
Describe, retell, compare/contrast, observe, listen, create, illustrate

Real World Applications
Graphic Artists, Teachers, Storytellers, Doctors, Mechanics.

Real World Terms
Observe, create, summarize, 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

- Everybody Works by Rotner and Kreisler, and the Aesop fable The Country Mouse and the City Mouse
- Individual writing journals
- Pencils for each child
- Crayons for each child
- Coloring paper, construction paper available to children
- Sticky notes
- Newsprint paper in poster size
- Dry erase or colored markers in a variety of colors

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
    1. What relationships do you see in your community?
    2. Why are relationships important?
    3. How do relationships change over time?
    4. How can relationships be helpful?

Intelligent Behaviors
    1. What intelligent behaviors did the characters in the story demonstrate?
    2. What habits of mind did the characters in the story demonstrate?

Literary Perspective
    1. Describe the relationship between City Mouse and Country Mouse.
    2. How did trading places help each mouse to appreciate their own community?

Student/Teacher Reflections
Students will discuss which mouse would like the community he/she lives in.
Students will notice a relationship between their chosen mouse and themselves, using intelligent behaviors to form opinions.

Math Task Rotation Learning Activities

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

Mastery Learner (A) **Sensing- Thinking**	**Interpersonal Learner (B)** **Sensing-Thinking**
As you reread the book <u>Everybody Works</u>, identify any real shapes and patterns you see on the pages. Discuss how the shapes are alike and different. Act out the patterns you see. *What types of relationships exist between different shapes?* *How are shapes important to your community?* *What intelligent behaviors when acting out the patterns and shapes?*	Create a poster of things that are the same shape as your favorite shape. (Example): My favorite shape is _____. A _____ is a circle. Share your poster with a friend. *How does your favorite shape make you feel? How do shapes relate to your every day life? What intelligent behaviors did you use in the completion of this task?*
V*_L__S*_M__B*_P*_I*_N__	**V*_L*_S*_M__B*__P*_I*__N__**
Understanding Learner (C) **Intuitive-Thinking**	**Self-Expressive Learner (D)** **Intuitive-Feeling**
Listen to the song, <u>The Cuckoo</u>. Can you identify a pattern in the music? Use the rhythm instruments to demonstrate the pattern you hear. What kind of pattern do you hear? Create your own pattern with the rhythm instruments. Share your pattern with a friend. Have your friend identify your pattern. *What types of relationships exist between the different patterns?* *What intelligent behavior did you use when creating your pattern and while listening to the music?*	Use magazine pictures of shapes to create an AB or ABB pattern. Present your pattern to the class and describe your process. *How can relationships change in a pattern?* *What intelligent behaviors did you use on this task?*
V*_L*_S__M*_B*_P*_I*_N__	**V*_L*_S*_M__B*_P*_I*_N__**

Real World Connections With Products
Identify, discuss, create, demonstrate

Real World Applications
Conductor, musician, community helper, composer, artist

Real World Terms
Identify, create, demonstrate, discuss

Connect all products 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

- <u>Everybody Works</u>
- Poster paper
- Crayons, multicolor, for each student
- Markers, multi color, for each student
- Scissors, enough for all students to use
- Glue
- Rhythm instruments
- CD player and CD, <u>The Cuckoo</u>
- Recording sheets
- Magazines to cut pictures from

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives

1. What relationships do you see in your community?
2. Why are relationships important?
3. How do relationships change over time?
4. How can relationships be helpful?

Intelligent Behaviors

What intelligent behaviors did the students exhibit during the exercise?
What Habits of Mind did the students use?

Literary Perspective

Not available

Student/Teacher Reflections

Students will discuss the relationship between patterns and shapes.

Concept:

Topic: Community

Generalization:

Essential Question(s):

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Identify community helpers by looking at pictures.	Observe our classroom ant farm. Notice the relationships between the members.	Brainstorm several different roles of helpers in your community. Imagine you are a grown up. Who would you be and why? Draw a picture of yourself in this role.	Using pictures, match the community helpers to the equipment they use.
2	Choose a person from your community. In your journal, describe their role as a helper.	Draw a map of your classroom for a new student entering your classroom.	Act out situations in which an emergency takes place in your school. Create an escape plan for your class.	Retell about a time when you observed an event in your community. Share it with your partner and include how this event may affect your future plans.
3	Write a letter to a community helper, thanking them for their service.	Compare/contrast city/country communities. Illustrate characteristics after listening to fable, <u>Country Mouse and the City Mouse</u> on post-its on a Venn diagram.	Create a visual flow chart of helpers within your community showing how members of the community help and assist each other in their lives. Reflect orally why this is important.	Complete a bubble map centered on a community helper you admire, Choose words to describe how this person makes you feel.

Real World Connections With Products
Planning, reflecting, creating, writing, describing, brainstorming, drawing

Real World Applications
Artist, Writer, Entertainer, Journalist

Real World Terms
Reflect, brainstorm

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- Magazines
- Poster paper
- Journals, one per child
- Crayons for each child
- Coloring paper
- Copy of the fable The Country Mouse and the City Mouse by Aesop
- Ant farm
- Magnifying glasses
- Pictures of community helpers and their equipment

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives

1. What relationships do you see in your community?
2. Why are relationships important?
3. How do relationships change over time?
4. How can relationships be helpful?

Intelligent Behaviors

What intelligent behaviors were used for these activities?
As you think about what makes up a community, what intelligent behaviors are needed by members of a community to make it productive?
Are intelligent behaviors the same in different communities and environments? Why or why not?

Literary Perspective

The Country Mouse and the City Mouse
Describe the relationship between city mouse and country mouse.
How did trading places help each mouse to appreciate their own community?

Student/Teacher Reflections

Students will discuss which mouse would like the community they are from. Students will notice the relationship between their chosen mouse and themselves, using intelligent behaviors to form opinions.

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

Mastery Learner (A) **Sensing- Thinking** * Draw and label four community helpers. *Why are these community helpers important?* * Think-Pair-Share: Students share their visions for their future career with their partner. The partner retells this story before drawing a picture of the student doing their chosen career. Include why this career has been chosen and how it will help the community. *What is the relationship between the community and the helpers that live in the community?* *What intelligent behaviors might each community helper need to be successful?* **V_*L__S_*M__B__P_*I_*N__**	**Interpersonal Learner (B)** **Sensing-Thinking** * As a home-school project, make a poster of your family members and the jobs they do to contribute to the welfare of the family. *How do family jobs change over time? How may family jobs change in different settings? How might intelligent behaviors affect job security and success?* **V_*L*_S__M__B__P_*I*_N__**
Understanding Learner (C) **Intuitive-Thinking** * With two selected community helpers, compare and contrast, demonstrating how they are similar and different. Which would you most like to be and why? *If a community helper does not fully accomplish their job, how does this affect the community? How might intelligent behaviors affect your decision?* **V_*L__S__M__B__P__I_*N__**	**Self-Expressive Learner (D)** **Intuitive-Feeling** * Play charades to act out different careers and analyze how this career helps the community. *What if a family member suddenly lost their job, what changes would need to be made in your household? What if a town suffers the closing of a plant, how does this affect the community? What intelligent behaviors might develop from a loss in the community?* **V*_L*_S__M__B*_P*_I__N__**

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Real World Connections With Products:
Application (classify, construct, discuss, perform, describe, analyze, compare and contrast, produce, use)

Real World Applications
Accountant, designer, actor, reporter, musician, teacher, dancer, artist, city planner

Real World Terms
Analyze, classify, compare and contrast, 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

- Crayons for each child
- Drawing paper
- Markers for each child
- Construction paper
- Task cards prepared by teacher, labeled (words or pictures) with various jobs/occupations in the community.

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
1. How do community helpers make a community strong?
2. How do relationships change between community helpers?
3. How can your family members make a positive impact in your community?

Intelligent Behaviors
1. How did you use the following intelligent behaviors in completing the task rotation activities:
   > Creating, imagining
   > Metacognition
   > Posing questions
   > Thinking flexibly

Literary Perspective
1. Discuss three or more careers shown in <u>Everybody Works</u>.
2. Would you recommend this book to someone else?

Student/Teacher Reflections
Make a class book on careers. Each student will complete the skill sheet: __(name)__ want to be a __(occupation)__. Draw a picture of your chosen occupation on the remaining space of paper. Staple all works together to create a class book.

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

Mastery Learner (A) **Sensing- Thinking** After listening to Shapes by Tana Hoban, take a walk around your school community. Observe and record patterns on your walk. Identify all the shapes within your patterns. *What kinds of shapes did you see on your walk? What kinds of patterns did you find? What intelligent behaviors did you use in finding these shapes and patterns?* **V_*L*_S*_M__B*_P*_I*_N*__**	**Interpersonal Learner (B)** **Sensing-Thinking** Survey the class to determine their favorite shape. Record, analyze and summarize your findings. Discuss with a peer why you chose this shape. *How does this shape make you feel? What does it remind you of? What intelligent behaviors did you use when selecting your shape*? **V*_L*_S*_M__B*_P*_I*_N__**
Understanding Learner (C) **Intuitive-Thinking** Using a variety of shape blocks, create and AB or ABB pattern. Explain your pattern. *Are there existing relationships in the pattern? How are patterns reflected in your community? How are intelligent behaviors reflected in being a community member?* **V*_L*_S*_M__B*_P__I__N__**	**Self-Expressive Learner (D)** **Intuitive-Feeling** With rhythmic soft music in the background, have students go the block center and attend to a variety of shapes. Using blocks have students design and create something that would benefit or could be used by the community. Present and label the structure. *How is your structure of use in your community? How many different shapes were used in your structure? What intelligent behaviors were used in the creation of this structure?* **V*_L*_S*_M*_B*_P*_I*_N__**

Real World Connections With Products

Observe, survey, summarize, design, identify, analyze, discuss, reflect, record, create

Real World Applications

Scientist, Managers, Architects, Surveyors, Computer Analysts, Educators, Students, Professors

Real World Terms

Survey, design, discuss, record, create

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- Shapes by Tana Hoben
- Recording sheets
- Clip boards for each student
- Shape blocks
- Pencils for each student
- Music and music player

-

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives

    1. What relationships do you see in your community?
    2. Why are relationships important?
    3. How do relationships change over time?
    4. How can relationships be helpful?

Intelligent Behaviors

What intelligent behaviors did the students exhibit during the exercise?
What Habits of Mind did the students use?

Literary Perspective

Not available

Student/Teacher Reflections

Students will discuss relationships between patterns and shapes.

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

Melanie Burgess and Kim Bennett
Roanoke Rapids Graded School District

Concept: Relationships

Topic: Diversity

K-2

Big Ideas Manifested

Topic - Diversity
Literature Selection – BEAUTIFUL BLACKBIRD
Author- Ashley Bryan

Concepts	Themes
Relationships **Patterns** **Change**	**Appreciating one's heritage** **Change is necessary for growth** **Patterns allow for predictions** **Everything is related in some way** **Discovering beauty with in**
Issues or Debates	**Problems or Challenges**
Acceptance vs Discrimination Inner beauty vs external beauty	**Making everyone feel accepted and unified** **Persistence** **Overcoming obstacles to become successful**
Processes	**Theories**
Problem solving **Decision making** **Socratic seminar**	Character is more important than appearance Feeling accepted is a universal need
Paradoxes	**Assumptions or Perspectives**
You can try to blend in and be a part of the crowd but you will still be the same person inside.	To be accepted, we all have to be the same Be proud of who you are Be proud of your diversity

Big Ideas Manifested

> **Topic - Diversity**
>
> **Literature Selection – HARVESTING HOPE**
> **Author – Kathleen Krall**

Concepts	Themes
Change Conflict Power structure	**Hardships brought people together** **Many voices are stronger than one**
Issues or Debates	**Problems or Challenges**
Being brave and courageous does not mean hitting or other violence	**Overcoming obstacles is not always easy** **It takes time and persistence**
Processes	**Theories**
Steps Chavez went through to bring about change	Change brings about more change Speak your mind-people will listen
Paradoxes	**Assumptions or Perspectives**
Although not treated as important, the companies could not function without the workers-they were very important	People can abuse power Change takes time Conflict teaches and can unify

Concept – Relationships   Topic –Diversity

Suggested Literature Selection(s) – Beautiful Blackbird

Look and Listen for…

Intelligent Behaviors

Story Focus   **creating, imagining, innovating**
Thinking flexibly
Listening with understanding and empathy

Learning Targets:

K: Dance
2.04-Improvise movement based on own ideas and ideas from other sources.

Theatre Arts
2.05-Role play a variety of real and non-real characters through guided dramatic play
6.01-Use sand, movement and drawing through dramatic play.

Language Arts
2.01-Demonstrate sense of story, e.g., beginning, middle, end, characters, details
2.02-Demonstrate familiarity with a variety of types of books and selections
2.03-Use preparation strategies to activate prior knowledge and experience before and during the reading
3.04-Use speaking and listening skills and media to connect experiences to text:
    Listening to and revisiting stories
    Discussing, illustrating, and dramatizing stories
    Discovering relationships
4.01-Use new vocabulary in own speech and writing

Math
3.01-Describe likenesses and differences between and among objects
3.02-sort by a given attribute: sort by own rule and explain
3.03-Identify, copy, continue, and describe patterns
3.04-Create patterns with actions, words and objects

Social Studies
1.01-Describe how individuals are unique and valued

Thinking Skills Focus – C38-C43   Figural Sequences

Topic Focus - Diversity

Concept Focus - Relationships

Overarching Generalizations –Relationships are affected by interactions.
                      Patterns help us to see relationships.
                      Relationships are unifying and dividing.
                      Relationships can be harmonious and discordant

More Complex Generalizations –Relationships require diversity.
                            Developing relationships with others follows a pattern.

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

 Cultures, relationships, respect for others, patterns occurring in nature and the environment around us

Suggested Vocabulary Words for Discussion
 markings, Ringdove, festival, mirrored, gourd, challenge, and sport.

Vocabulary Extension
Match the word with a pictorial representation. The teacher would call out the word. The student would find the picture that represents the word.

Hook Activities

Teacher will read aloud IT'S OKAY TO BE DIFFERENT by Todd Parr. Discuss differences we might all have that make each of us special. Students will complete a predictable chart entitled I am special because……

Six Facets of Understanding

Facet 1 – EXPLANATION
What caused the multi-colored birds in <u>BEAUTIFUL BLACKBIRD</u> to be envious of the blackbird? What were the effects of their persistence to have a bit of black from blackbird?

Facet 2 – INTERPRETATION
How are the actions of the multi-colored birds like our interactions with one another? How do you react like the multi-colored birds?

Facet 3 – APPLICATION
How might our study of diversity change how you react to a new student coming to our room, school or your neighborhood

Facet 4 – PERSPECTIVE
What are the strengths and weaknesses of having diversification in our class, town, and world?

Facet 5 – EMPATHY
What would it be like to come in a class for the first time and your appearance is different and your language is different?

Facet 6 – SELF-KNOWLEDGE
How can my actions and words best demonstrate an acceptance and understanding of diversity?

Student/Teacher Reflections
Create a bulletin board where students create a bird that tells what is special about them. Have students discuss what they learned about each other from "their" birds and how it relates to diversity.

Math Task Rotation Learning Activities

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

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking
Give students the laminated colored birds and provide them with the rule they use to make a pattern.	Working with a partner use laminated color birds to sort by your own rule. Have your partner guess what rule you used to sort. (analysis)
V*__L*__S*__M__B*__P__I__N__	V*__L*__S*__M__B*__P__I*__N__

Understanding Learner (C) **Intuitive-Thinking**	**Self-Expressive Learner (D)** **Intuitive-Feeling**
Using pattern strips and laminated pattern birds student will create a pattern and teach it to a classmate.	Using bird actions and sounds student will act out a pattern.
	V*__L*__S__M*__B*__P__I*__N__
V*__L*__S*__M__B*__P*__I*__N__	

Real World Connections With Products: Construct, sort, analyze, teach, create, design, perform

Real World Applications: Graphic designer, teacher, composer, choreographer, scientist

Real World Terms: Design, analyze, compose, direct

Materials Needed for Task Rotation and/or Task Rotation Menu

- Laminated colored birds
- Pattern strips
- Musical instruments

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Identify the beginning, the middle and the end of the story by drawing pictures.	Summarize the story in your own words.	Identify the parts of the book where the birds are singing.	Discus jealousy with a partner . Draw a picture that reflects what you discussed.
2	Retell the events as they occurred in the story. (to a partner, on a tape recorder, etc.)	Compare how the multi-colored birds felt about themselves at the beginning of the story and at the end of the story. What are the differences?	Imagine you are a bird, select one song and create music and movement for your group to perform with the words.	Discuss jealousy with a partner and role play ways to help each other feel less jealous.
3	Make a story board of the 5 key events in the story.	What caused the multi-colored birds in <u>BEAUTIFUL BLACKBIRD</u> to be envious of the blackbird? What were the effects of their persistence to have a bit of black from the blackbird?	Imagine you are a bird. Create and perform a commercial for <u>BEAUTIFUL BLACKBIRD</u> with music and movement.	If you could give all your friends something you have, what would it be and how could you relate it to the blackbird?

Real World Connections With Products- Identify, summarize, discuss, compare, imagine, create, perform, compose, role play, relate.

Real World Applications- Musicians, actors, counselors, graphic artists, reporters, talk show host.

Real World Terms-compose, perform, coach, design, interview.

Materials Needed for Task Rotation and/or Task Rotation Menu

- Laminated colored birds
- Musical instruments
- Student worksheets

Meta Cognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives

Intelligent Behaviors

Literary Perspective

Student/Teacher Reflections

Student Reflections and Assessments
Task Rotation Learning Experience
K-2

Mastery Learner (A) **Sensing- Thinking** Using a chart, the class will collectively compare diversity with a bag of Skittles. How is diversity like a bag of Skittles? What intelligent behaviors did you use for this task? V*__L_*_S__M__B__P_*_I_*_N__	**Interpersonal Learner (B)** **Sensing-Thinking** As a whole group, the class will reflect on the pieces read from Coming to America and Harvesting Hope. Imagine that you are Dina or Cesar,. Partner with a friend and discus how you would feel as each character. Write about how you would feel? Which person would your rather be and why? How did their relationships affect their experiences? What intelligent behaviors did you use for this task? V_*_L_*_S__M__B__P_*_I_*_N__
Understanding Learner (C) **Intuitive-Thinking** Summarize the actions depicted in the role play that demonstrate acceptance. Compare the changes in relationships from the original text to the role play. What intelligent behaviors did you use for this task? V_*_L_*_S__M__B__P_*_I_*_N__	**Self-Expressive Learner (D)** **Intuitive-Feeling** Students will reflect on the piece from Harvesting Hope. They will divide into 2 groups. In each group, one student will role play Cesar and the remaining students will be classmates. Students will depict a new situation in which Cesar feels accepted in his class. How did relationships affect how Cesar felt in the role play? What intelligent behaviors did you use for this task? V_*_L_*_S__M__B_*_P_*_I_*_N__

Task Rotation Learning Activities

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

Mastery Learner (A) **Sensing- Thinking** **Identify the beginning, the middle and the end of the story by drawing pictures.** How did the relationship between the birds change from the beginning of the story to the end? What intelligent behaviors did you see in the birds? **V__L*__S*__M__B*__P__I__N__**	**Interpersonal Learner (B)** **Sensing-Feeling** **Discuss jealousy with a partner and role play ways to help each other feel less jealous.** How does jealousy affect relationships? What intelligent behaviors did you use in this activity? **V*__L*__S__M__B*__P*__I*__N__**
Understanding Learner (C) **Intuitive-Thinking** Use a T graph to compare how the multi-colored birds felt about themselves at the beginning of the story and at the end of the story. What are the differences? How do the relationship between the birds and the blackbird change? **What intelligent behaviors do you use to do this activity?** **V__L_*_S*__M__B__P*__I__N__**	**Self-Expressive Learner (D)** **Intuitive-Feeling** **Imagine you are a bird, select one song and create music and movement for your group to perform with the words.** How did doing this activity affect your relationship with your group members? Which intelligent behaviors did you use to do this activity? **V*__L__S__M*__B*__P*__I__N__**

Real World Connections with Products: Construct, sort, analyze, teach, create, design, perform

Real World Applications: Graphic designer, teacher, composer, choreographer, scientist, counselor, editor

Real World Terms: Design, analyze, compose, direct

Materials Needed for Task Rotation and/or Task Rotation Menu

- T Graph
- Musical instruments

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
1. **How do relationships begin?**
2. **How are relationships positive or negative?**
3. **How do relationships have different rules?**
4. **How do relationships create patterns?**
5. **How does acceptance impact or influence relationships?**
6. **Do patterns in relationships become habits?**
7. **How are relationships important in your life? In this story?**

Intelligent Behavior Perspectives (Habits of Mind)
1. What intelligent behaviors do the characters in the story demonstrate?
2. How do you demonstrate these intelligent behaviors daily?
3. Which intelligent behaviors did you use in the task rotation activities?
4. Which intelligent behaviors did the birds demonstrate in the story? (persistence, creating, imagining and innovating, thinking flexibly, listening with understanding and empathy)
5. How were these behaviors demonstrated?

Literary Perspective
1. What stories does Beautiful Blackbird remind you of?
2. What connections can you make with the book?
3. What have you learned from this book?
4. Finish this sentence:, "Reading and studying this book is important to me because…"

Student/Teacher Reflections
Create a bulletin board where students create a bird that tells what is special about them. Have students discuss what they learned about each other from "their" birds and how it relates to diversity.

Math Task Rotation Learning Activities

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

Mastery Learner (A) **Sensing- Thinking**	**Interpersonal Learner (B)** **Sensing-Thinking**
Give students the laminated colored birds and provide them with the rule they use to make a pattern.	Working with a partner use laminated color birds to sort by your own rule. Have your partner guess what rule you used to sort. (analysis)
How does working with patterns affect your relationship with your classmates?	How did sorting by attributes affect your relationship with your classmates?
Which intelligence behaviors did you use to do this activity?	Which intelligence behaviors did you use to do this activity?
V*__L*__S*__M__B*__P__I__N__	**V*__L*__S*__M__B*__P__I*__N__**
Understanding Learner (C) **Intuitive-Thinking**	**Self-Expressive Learner (D)** **Intuitive-Feeling**
Using pattern strips and laminated pattern birds student will create a pattern and teach it to a classmate.	Using bird actions and sounds student will act out a pattern.
	How did this activity affect your relationship with your classmates?
How does creating and teaching patterns affect your relationship with your classmates?	Which intelligence behaviors did you use to do this activity?
Which intelligence behaviors did you use to do this activity?	
V*__L*__S*__M__B*__P*__I*__N__	**V*__L*__S__M*__B*__P__I*__N__**

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Real World Connections With Products- Identify, summarize, discuss, compare, imagine, create, perform, compose, role play, relate.

Real World Applications- Musicians, actors, counselors, graphic artists, reporters, talk show host.

Real World Terms-compose, perform, coach, design, interview.

Materials Needed for Task Rotation and/or Task Rotation Menu

- Laminated colored birds
- Musical instruments
- Student worksheets

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Identify the beginning, the middle and the end of the story by drawing pictures.	Summarize the story in your own words.	Identify the parts of the book where the birds are singing.	Discus jealousy with a partner . Draw a picture that reflects what you discussed.
2	Retell the events as they occurred in the story. (to a partner, on a tape recorder, etc.)	Compare how the multi-colored birds felt about themselves at the beginning of the story and at the end of the story. What are the differences?	Imagine you are a bird, select one song and create music and movement for your group to perform with the words.	Discuss jealousy with a partner and role play ways to help each other feel less jealous.
3	Make a story board of the 5 key events in the story.	What caused the multi-colored birds in **BEAUTIFUL BLACKBIRD** to be envious of the blackbird? What were the effects of their persistence to have a bit of black from the blackbird?	Imagine you are a bird. Create and perform a commercial for **BEAUTIFUL BLACKBIRD** with music and movement.	If you could give all your friends something you have, what would it be and how could you relate it to the blackbird?

Real World Connections With Products- Identify, summarize, discuss, compare, imagine, create, perform, compose, role play, relate.

Real World Applications- Musicians, actors, counselors, graphic artists, reporters, talk show host.

Real World Terms-compose, perform, coach, design, interview.

Materials Needed for Task Rotation and/or Task Rotation Menu

- Laminated colored birds
- Musical instruments
- Student worksheets

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

Mastery Learner (A) **Sensing- Thinking** Students will be given patterns of increasing difficulty and be asked to identify, copy and continue the patterns using unifix cubes. How does working with patterns affect your relationship with your classmates? Which intelligence behaviors did you use to do this activity? **V_*_L_*_S_*_M__B_*_P_*_I_*_N__**	**Interpersonal Learner (B)** **Sensing-Thinking** Students, working in small groups, will sort themselves into 2 groups by attributes in 3 different ways. Classmates will identify the rule that they used to sort the groups. How did sorting by attributes affect your relationship with your classmates? Which intelligence behaviors did you use to do this activity? **V_*_L_*_S_*_M__B_*_P_*_I_*_N__**
Understanding Learner (C) **Intuitive-Thinking** Students will identify a pattern and create this pattern with feathers on a mask. How does creating patterns for your feather masks affect your relationship with your classmates? Which intelligence behaviors did you use to do this activity? **V_*_L_*_S_*_M__B_*_P_*_I_*_N__**	**Self-Expressive Learner (D)** **Intuitive-Feeling** Students will copy the pattern that they used for their mask using body motions and sounds (i.e. clap, hop, clap, wave arms). Students will perform their motion/sound patterns and classmates will identify their feather mask with the same pattern. Student will then put on their mask and perform their motion/sound pattern again. How did this activity affect your relationship with your classmates? Which intelligence behaviors did you use to do this activity? **V_*_L_*_S_*_M_*_B_*_P_*_I_*_N__**

Real World Connections With Products

Real World Applications

Real World Terms

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

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

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 Conservation (Endangered Species)

Jennifer Jordan [Wake County] and Linda Pratt [Moore County]

Kindergarten

Big Ideas Manifested

Topic –	Nature Conservation – Endangered Species

> **Topic –**   **Nature Conservation –**
> **Endangered Species**
>
> **Literature Selection – Panda Bear, Panda Bear, What Do You See?**
>
> **Author – Bill Martin, Jr.**

Concepts	Themes
• change • survival • abundance or scarcity • protection	• endangered species • habitats • conservation • pollution
Issues or Debates	**Problems or Challenges**
• Natural or man-made causes of animals being endangered? • Preservation vs. growth	• How do we protect endangered animals? • What are the resources needed for growth? • What are the resources need for protection?
Processes	**Theories**
• Inquiry into habitats, foods, climates, ways of life, physical characteristics, etc. • Inquiry into levels of endangerment.	• Extinction is a natural process. • Extinction and/or endangerment is affected by the environment/habitat destruction. • Change is necessary for growth.
Paradoxes	**Assumptions or Perspectives**
• Habitat destruction can be positive for one group and at the same time be negative for another group. • How will the extinction of an animal affect humans? • Are human intentionally destroying habitats for insincere reasons or to further positive growth (from the human perspective)?	• Protection measures are in place. Will they continue to work? • Humans have experienced positive growth, but sometimes at the expense of habitats and others.

Concept – Change
Topic – Nature Conservation – Endangered Animals

Suggested Literature Selection(s) – Panda Bear, Panda Bear, What Do You See?

Look and Listen for…

Intelligent Behaviors

Story Focus - Persisting; Questioning and Problem Posing; Metacognition; Creating, Imagining and Innovating

Student Activities – Persisting; Questioning and Problem Posing; Metacognition; Creating, Imagining and Innovating; Thinking Flexibly; Striving For Accuracy and Precision; Taking Responsible Risk; Listening With Understanding and Empathy; Thinking And Communicating With Clarity And Precision; Thinking Interdependently

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Thinking Skills Focus – Beginning Thinking Skills – Parks and DeArmas
                                  Describing Similarities and Differences - Animals

Topic Focus – Nature Conservation – Endangered Species

Concept Focus - Change

Overarching Generalizations -
- Change can be positive or negative.
- Change can be evolutionary or revolutionary (caused by outside forces).
- Change is necessary for growth.

More Complex Generalizations –
- Change can be intentional or unintentional.
- Change that humans make to their own environment in turn cause more change.

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

Suggested Topics for Discussion
- Relationships between humans and animals
- Habitats
- Way of life for both humans and animals
- Wild vs. domesticated (tame) animals
- Identify various animals
- Degrees of endangerment
- Risk factors that contribute toward endangerment

Suggested Vocabulary Words for Discussion
- Pollution
- Domesticated
- Wild
- Endangered species
- Habitat
- Conservation
- Environment
- Human
- Adapt
- Body coverings
- Destruction
- Intentional / unintentional
- Extinct
- Similar / different
- Developer

Vocabulary Extension
- Discuss words and meanings
- Illustrations
- Role-play of words
- Synonym chart

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

Six Facets of Understanding

Facet 1 – EXPLANATION
What do you predict will happen if negative changes continue on endangered animals' habitats? What do you predict will happen if positive changes continue on endangered animals' habitats? *Fold a piece of paper in half. Illustrate on one side a picture of what a spider monkey's habitat would look like with negative changes. On the other side, illustrate a picture of the habitat with positive changes. What changes do you notice between the two pictures.*

Facet 2 - INTERPRETATION
What implications do you speculate would happen if the bald eagle (as a national symbol) became extinct? *Illustrate a picture of an animal that you would choose as the new national symbol. What are your reasons for choosing this animal?*

Facet 3 - APPLICATION
How could we make changes/adaptations to our playground to make it a great habitat for animals to be sure that they do not become endangered? *Make a class chart on how these strategies could be applied in the larger world.*

Facet 4 - PERSPECTIVE
How would you compare/contrast a day in your life with that of an animal whose home in being intentionally destroyed? *Use a thinking map (double bubble, Venn, etc.) to record your responses.*

Facet 5 – EMPATHY
Imagine you are the friend of an animal whose home is being destroyed. How might you feel about living in their home? Do you predict any changes will place? *Create a sympathy card for your friend reflecting your feelings and the change you predict they will experience.*

Facet 6 – SELF-KNOWLEDGE
What is something you became aware of after reading <u>Panda Bear, Panda Bear, What Do You See?</u> that you would like to learn more about? *As a class, design a questioning map using sticky notes with student-generated "I wonder..." questions. Teacher will demonstrate how to research and will answer one question per day. The question map will remain posted for new questions to be added and answered through out the unit of study.*

Read: *Panda Bear, Panda Bear, What Do You See?*

Task Rotation Learning Activities

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

Mastery Learner (A) **Sensing- Thinking**	**Interpersonal Learner (B)** **Sensing-Thinking**
On a folded sheet of paper, illustrate (and write animal names) 2 animals from the story. Also include habitat and supporting details. What did you notice in the story that changed from page to page? Did anything in the story remain the same? Do you have any prior knowledge about these animals that you would like to share? V _*_ L _*_ S _*_ M _ B _ P _*_ I _*_ N _*_	Consider what you know about the macaroni penguin and its' habitat. If a developer had to destroy a part of your habitat, what part would you allow him/her to destroy? Why? Which part of your habitat do you value the most and would like to keep? Why? How do you feel about the part you would keep and the part you would let go? By using the intelligent behavior of thinking flexibly, how will the choices you made affect you? What adaptations will you need to make? V _*_ L _ S _ M _ B _ P _*_ I _*_ N _*_
Understanding Learner (C) **Intuitive-Thinking**	**Self-Expressive Learner (D)** **Intuitive-Feeling**
Imagine you are an endangered animal (choose) and that the negative changes on your habitat are so great that you must move. Analyze the habitats of other animals and choose an animal friend that you would like to move in with. Illustrate a picture of you with your new roommate in your new habitat. What characteristics of the habitat are important to you? Discuss the positive and negative changes of your move? Which intelligent behaviors would you need to help make your move a successful one? V _*_ L _ S _*_ M _ B _ P _*_ I _ N _*_	Imagine you were the dreaming child at the end of the story. Paint a picture or create a song about another animal you would dream about. Discuss the animal you chose, the physical characteristics and the habitat. Be sure to include these supporting details in your painting or song. If you could make one change to or for this animal, what would it be and why? Which intelligent behavior(s) were helpful in making your decisions and completing this task? V _*_ L _ S _*_ M _*_ B _ P _ I _*_ N _*_

Real World Connections With Products
- organize, analyze, evaluate, identify, describe, examine, problem-solving, decision-making

Real World Applications
- developer, construction worker, graphic designer, zoologist, park ranger, artist, environmental activist, biologist, veterinarian

Real World Terms
- illustrate (draw and paint), 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.

Overarching Generalizations
- Change can be positive or negative.
- Change can be evolutionary or revolutionary (caused by outside forces).
- Change is necessary for growth.

More Complex Generalizations
- Change can be intentional or unintentional.
- Change that humans make to their own environment in turn cause more change.

As a developer, what intelligent behaviors would you use to justify the changes that will take place when you build a movie theater in the habitat of the red wolf?

Materials Needed for Task Rotation and/or Task Rotation Menu

- paper
- crayons and marker
- paint
- paintbrushes
- easels
- tape recorder for songs
- instruments
- issue bins for ideas for discussions

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
1. Is change necessary for growth?
2. Who benefits or is harmed from the growth?
3. How can change result in habitat destruction?
4. How can change result in conservation?
5. How can change be positive or negative?
6. Are the changes evolutionary or revolutionary?
7. Are the changes intentional or unintentional?
8. Can change cause even more change?
9. What factors can cause change?
10. Can changing your approach to solve a problem affect the outcome?
11. Is change **always** necessary for growth?

Intelligent Behaviors
1. As humans, which intelligent behaviors could we exhibit to help with conservation efforts?
2. How do you demonstrate these intelligent behaviors on a daily basis?
3. Which intelligent behaviors are **_not_** being shown that contribute to habitat destruction?
4. In what way(s) can we demonstrate the following intelligent behaviors?
   * thinking flexibly
   * applying past knowledge to new situations
   * remaining open to continuous learning
5. How could the dreaming child demonstrate the following intelligent behaviors?
   * metacognition
   * questioning and problem posing
   * creating, imagining and innovating
6. Why is it important to remain open to continuous learning when it comes to the subject of endangered animals?
7. Based on what you know about endangered species, how can you apply past knowledge to new situations in regard to conservation efforts?
8. What intelligent behaviors should endangered animals use?

Literary Perspective
1. Which endangered animal in <u>Panda Bear, Panda Bear, What Do You See?</u> can you most relate to and why?
2. What similar patterns do you see between <u>Panda Bear, Panda Bear, What Do You See?</u> and <u>Brown Bear, Brown Bear, What Do You See?</u> Are there any differences? (You could also compare <u>Polar Bear, Polar Bear, What Do You Hear?</u>)

Student/Teacher Reflections

Math Task Rotation Learning Activities

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

Mastery Learner (A) **Sensing- Thinking** Take a group of pictures of various endangered animals. Sort and classify them into different groups by a given rule based on habitats, climates, foods, physical characteristics, body coverings, etc.) Then, sort by own rule and explain your sorting rule. What changes did you notice among the groups when you sorted by the various rules? What questions did you ask yourself to help you with your tasks? **V _*_ L _*_ S _*_ M __ B __ P __ I _*_ N _*_**	**Interpersonal Learner (B)** **Sensing-Thinking** Illustrate a picture of you favorite endangered animal from the story. Share pictures, then collect and organize the data as a group. Display the data on a graph (either individual or large class graph). What changes did you notice on our graph as more pictures were added? Using the intelligent behavior of thinking flexibly, could you use the collected data to generate a new graph? **V _*_ L _*_ S _*_ M __ B __ P _*_ I _*_ N __**
Understanding Learner (C) **Intuitive-Thinking** As you analyze the data on the graph, compare/constrast the results. For example, How many more how many less? Are they equal? What conclusions can you draw from the data? If you humans continue to destroy the habitats of endangered animals, how do you predict the graph would change? Explain your thinking. **V _*_ L _*_ S _*_ M __ B __ P __ I _*_ N __**	**Self-Expressive Learner (D)** **Intuitive-Feeling** Perform story problems with students as endangered animals. For example, 3 panda bears are eating bamboo. 4 water buffalo came to drink water. How many endangered animals in all? (Generate many types of problems) How did you ensure that your final answers were accurate? What changes did you notice between the story problems? **V _*_ L _*_ S _*_ M __ B _*_ P __ I _*_ N _*_**

Real World Connections With Products

- organize, analyze, similar/different, identify, sort/categorize, explain, interpret

Real World Applications

- zoologist, veterinarian, park ranger, environmental activist, scientist, biologist, mathematician

Real World Terms

- draw, compare/contrast, discuss, explain, use, collect, display, classify

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

Overarching Generalizations
- Change can be positive or negative.
- Change can be evolutionary or revolutionary (caused by outside forces).
- Change is necessary for growth.

More Complex Generalizations
- Change can be intentional or unintentional.
- Change that humans make to their own environment in turn cause more change.

By using information you already know about endangered animals, what would you ask a visiting zoologist about how the various groups and numbers of endangered animals would change?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Pictures of endangered animals
- paper
- crayons and markers
- graph

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
1. Is change necessary for growth?
2. Who benefits or is harmed from the growth?
3. How can change result in habitat destruction?
4. How can change result in conservation?
5. How can change be positive or negative?
6. Are the changes evolutionary or revolutionary?
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8. Can change cause even more change?
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   * remaining open to continuous learning
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   * questioning and problem posing
   * creating, imagining and innovating
6. Why is it important to remain open to continuous learning when it comes to the subject of endangered animals?
7. Based on what you know about endangered species, how can you apply past knowledge to new situations in regard to conservation efforts?
8. What intelligent behaviors should endangered animals use?

Literary Perspective
1. How many animals/characters are in the story?
2. What process (processes) could you use to sequence the animals and/or events the correct way?

Student/Teacher Reflections

Concept: Change

Topic: Nature Conservation – Endangered Animals

Generalization: change can be positive or negative, change can be evolutionary or revolutionary, change is necessary for growth

Essential Question(s): Given the information you know about endangered animals (the animals as a large group or one specific animal), what hypotheses do you have as to why habitat destruction is a threat?

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Identify 4 or more endangered animals and their habitats.	Compare/contrast endangered animals and their habitats.	Create a web about a given endangered animal using descriptive words in regard to physical characteristics, habitat, way of life, etc.	If you were a sea turtle, what are the likes/dislikes of your habitat?
2	Design a chart with 4 or more endangered animals. Label the animals using visual cues.	Our town has decided to build a park to aid conservation efforts of endangered animals. Do you support this? Why or why not?	Which animal are you most like? Why? Provide 3 or more reasons and/or comparisons in your answer.	Personal journal entry – What do you believe motivates conservation groups to do the work that they do?
3	Construct a model of an endangered animal using clay, play-doh, etc. Also, construct the correct habitat using a variety of materials (being careful to use supporting details present in the habitat).	Choose an endangered animal. Research the animal by providing information on the physical characteristics of the animal, its' habitat and way of life. Propose 2 or ways to help this animal. Use a poster to organize your information and present to the class.	Create puppets of endangered animals. Put on a puppet show telling each other about yourselves (habitat, physical characteristics, way of life, likes/dislikes, and how you feel about habitat destruction. Be creative!!!	As part of a conservation group, what decisions would you make on how to help endangered animals protect their own environment?

Real World Connections With Products
- organize, applying, predict, analyze, evaluate, similar/different, identify, compare/contrast, describe, explain, examine, problem-solving, decision-making, conclude, observe

Real World Applications
- zoologist, environmental activist, veterinarian, park ranger, developer, scientist, artist

Real World Terms
- discuss, decide, create, construct, label, draw

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

Overarching Generalizations
- Change can be positive or negative.
- Change can be evolutionary or revolutionary (caused by outside forces).
- Change is necessary for growth.

More Complex Generalizations
- Change can be intentional or unintentional.
- Change that humans make to their own environment in turn cause more change.

What would a park ranger tell a tourist about how to care for the national park's habitats and animals? Which intelligent behaviors would s/he expect of the visitors?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Play-doh or modeling clay
- Construction paper
- Crayons and markers
- Pencils
- Chart paper
- Thinking maps
- Puppet materials (paper bags, paper plates, socks, tongue depressors, etc.)

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
1. Is change necessary for growth?
2. Who benefits or is harmed from the growth?
3. How can change result in habitat destruction?
4. How can change result in conservation?
5. How can change be positive or negative?
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5. How could the dreaming child demonstrate the following intelligent behaviors?
   * metacognition
   * questioning and problem posing
   * creating, imagining and innovating
6. Why is it important to remain open to continuous learning when it comes to the subject of endangered animals?
7. Based on what you know about endangered species, how can you apply past knowledge to new situations in regard to conservation efforts?
8. What intelligent behaviors should endangered animals use?

Literary Perspective
1. We have discussed the physical characteristics and habitats of the endangered animals in <u>Panda Bear, Panda Bear, What Do You See?</u> Why do you think the author chose these particular verbs to describe their movements? Explain your thinking.
2. What synonyms could you use in place of the given verbs (movement words)?

Student/Teacher Reflections

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

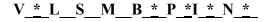| **Mastery Learner (A)** Sensing- Thinking	**Interpersonal Learner (B)** Sensing-Thinking
Identify and illustrate 3 or more endangered animals. Describe (by discussing, illustrating or writing) each animal's habitat. Explain the positive and/or negative changes that have caused each animal to become endangered. Were any of the changes intentional or unintentional? Which intelligent behaviors could humans use to keep other animals from becoming endangered? **V_*_L_*_S_*_M__B__P__I_*_N_***	Identify an endangered animal that we have learned about. Role-play that you are that animal. What would you say to humans or fellow endangered animals to express your opinion on protecting your habitat. Write a letter to a conservation group about your opinions, views and/or feelings on the changes in your habitat. Are all the changes negative? Which intelligent behaviors would you expect of these conservation groups? Are they the same as yours? Why or why not? **V_*_L__S__M__B_*_P_*I_*_N_*_**
Understanding Learner (C) Intuitive-Thinking	**Self-Expressive Learner (D)** Intuitive-Feeling
It is a good habit to write thank you letters. Write a thank you letter to an endangered animal for giving up their habitat for your new home. How would you evaluate the changes the new home has made in your life? Do the changes in your life affect the changes the endangered animal has experienced? Do you think the endangered animal demonstrated the intelligent behavior of taking responsible risk? Why or why not? **V_*_L__S_*_M__B__P_*_I_*_N_*_**	Find a partner and role-play that one is an endangered animal (each pair must choose a different animal) and one is a construction worker or developer. Perform a short skit in which each will debate by defending their position on the destruction of the animals habitat. Be sure to include supporting details in your debate. Discuss both positive and negative changes for each side. Was the intelligent behavior listening with understanding and empathy exhibited. Why or why not? **V_*_L__S__M__B_*_P_*_I_*_N_*_**

Language Arts Goals: *2.01, 2.03, 2.04, 2.05, 2.06, 2.07, 3.01, 3.02, 3.03, 3.04, 4.01, 4.02, 4.03, 4.04*

__Science Goals:__ *1.01, 1.02, 1.03, 1.04, 1.05, 3.02, 3.04, 3.05*
__Social Studies Goals:__ *1.01, 2.01, 2.03*

Real World Connections With Products
- identify, similar/different, compare/contrast, describe, explain, analyze, evaluate, interpret, predict

Real World Applications
- scientist, biologist, zoologist, veterinarian, park ranger, actor, environmental activist

Real World Terms
- discuss, explain, imagine, opinion, perform, choose, illustrate, role-play, examine, problem-solve

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

Overarching Generalizations
- Change can be positive or negative.
- Change can be evolutionary or revolutionary (caused by outside forces).
- Change is necessary for growth.

More Complex Generalizations
- Change can be intentional or unintentional.
- Change that humans make to their own environment in turn cause more change.

In which way(s) would you need to use persistence in your life (for example, going to a new school) just as conservation groups have to use persistence to protect endangered animals?

Materials Needed for Task Rotation and/or Task Rotation Menu

- paper
- construction paper
- crayons and markers
- pencils
- pictures of endangered animals with words (as references or visual cues)
- costumes for role-playing (if desired)

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
1. Is change necessary for growth?
2. Who benefits or is harmed from the growth?
3. How can change result in habitat destruction?
4. How can change result in conservation?
5. How can change be positive or negative?
6. Are the changes evolutionary or revolutionary?
7. Are the changes intentional or unintentional?
8. Can change cause even more change?
9. What factors can cause change?
10. Can changing your approach to solve a problem affect the outcome?
11. Is change **always** necessary for growth?

Intelligent Behaviors
1. As humans, which intelligent behaviors could we exhibit to help with conservation efforts?
2. How do you demonstrate these intelligent behaviors on a daily basis?
3. Which intelligent behaviors are **not** being shown that contribute to habitat destruction?
4. In what way(s) can we demonstrate the following intelligent behaviors?
   * thinking flexibly
   * applying past knowledge to new situations
   * remaining open to continuous learning
5. How could the dreaming child demonstrate the following intelligent behaviors?
   * metacognition
   * questioning and problem posing
   * creating, imagining and innovating
6. Why is it important to remain open to continuous learning when it comes to the subject of endangered animals?
7. Based on what you know about endangered species, how can you apply past knowledge to new situations in regard to conservation efforts?
8. What intelligent behaviors should endangered animals use?

Literary Perspective
1. Why do think Bill Martin, Jr. wrote a book about endangered animals?
2. What lesson is taught through this book selection? What was the author trying to teach us?

Student/Teacher Reflections

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

Mastery Learner (A)
Sensing- Thinking

Create 2 thinking maps (double bubble, Venn, etc.) on both endangered and nonendangered animals. *First* sort and classify them by physical characteristics and then by habitat. After sorting, create the thinking maps. What conclusions are you able to draw from the changes you observe between the two maps and the sorting groups. Discuss your thinking (metacognition) that helped you to complete this activity. Explore other ways of sorting the groups.

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

Interpersonal Learner (B)
Sensing-Thinking

A sea lion lives in the ocean. What do feel is the most dangerous pollutant to the sea lion's habitat. Are any of the pollutants intentional or unintentional? Collect and then organize the data as a group. Display the collected data on an individual graph and discuss the results. Is it important to use the intelligent behavior of thinking interdependently or as an individual to complete this task?

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

Understanding Learner (C)
Intuitive-Thinking

After summarizing the data in the sea lion's pollutant graph, compare/constrast the results (more/less/equal? how many more or less? etc.). How many solutions on ways to combat habitat destruction for the sea lion can you generate as an individual and how many as a class? When combining individual solutions to find the class total, discuss the need to eliminate matching solutions (it is not necessary to have the same solution twice). Will any of these solutions affect humans as well? Did you exhibit the intelligent behavior of creating, imagining and innovating? Why or why not?

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

Self-Expressive Learner (D)
Intuitive-Feeling

Having previously performed story problems, recreate teacher-generated story problems by using the various corresponding "fact families." For example, act out 3 bald eagles are sitting in a nest. 5 spider monkeys are swinging in the tree. How many endangered animals in all are in the tree? This is a 3+5=8 problem. It is possible to recreate the story as 5+3=8, 8-5=3, 8-3=5. What changes did you notice from story to story? Were you able to figure out the problem the first time or did you need to use the intelligent behavior of persistence?

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

Math Goals: 1.01, 1.03, 2.01, 4.01, 4.02, 5.01

Real World Connections With Products

- organize, analyze, similar/different, identify, compare/contrast, describe, sort/categorize, explain

Real World Applications

- mathematician, computer analyst, zoologist, veterinarian, environmental activist,

Real World Terms

- collect, display, discuss

Connect all products 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 positive or negative.
- Change can be evolutionary or revolutionary (caused by outside forces).
- Change is necessary for growth.

More Complex Generalizations
- Change can be intentional or unintentional.
- Change that humans make to their own environment in turn cause more change.

If you grew up to be a zoologist and were asked to design the habitat for the spider monkey, what intelligent behaviors would you use to make a safe and appropriate environment?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper
- Pencils
- Crayons and markers
- Endangered animal pictures with labels as visual cues
- Appropriate thinking maps
- Individual and class-size graphs

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
1. Is change necessary for growth?
2. Who benefits or is harmed from the growth?
3. How can change result in habitat destruction?
4. How can change result in conservation?
5. How can change be positive or negative?
6. Are the changes evolutionary or revolutionary?
7. Are the changes intentional or unintentional?
8. Can change cause even more change?
9. What factors can cause change?
10. Can changing your approach to solve a problem affect the outcome?
11. Is change **always** necessary for growth?

Intelligent Behaviors
1. As humans, which intelligent behaviors could we exhibit to help with conservation efforts?
2. How do you demonstrate these intelligent behaviors on a daily basis?
3. Which intelligent behaviors are **not** being shown that contribute to habitat destruction?
4. In what way(s) can we demonstrate the following intelligent behaviors?
   * thinking flexibly
   * applying past knowledge to new situations
   * remaining open to continuous learning
5. How could the dreaming child demonstrate the following intelligent behaviors?
   * metacognition
   * questioning and problem posing
   * creating, imagining and innovating
6. Why is it important to remain open to continuous learning when it comes to the subject of endangered animals?
7. Based on what you know about endangered species, how can you apply past knowledge to new situations in regard to conservation efforts?
8. What intelligent behaviors should endangered animals use?

Literary Perspective
1. How could you use thinking maps to organize the information in the story? Could you only make one thinking map or more than one? What types of information could you show in the maps? Would they look the same?
2. Are there any other ways in which to graph the information gained from the thinking maps?

Student/Teacher Reflections

Additional Support Materials

Favorite Read-Alouds
Brown Bear, Brown Bear, What Do You See?
Polar Bear, Polar Bear, What Do You Hear?
Endangered Animals Dictionary
Animals in Hiding – big book
National Geographic for Kids
Time Life Readers
- _Research classroom and media center resources for more stories related to endangered animals and the concept of change_

Finger Plays, Nursery Rhymes and Songs
5 Little Monkeys
- _Mailbox is a great resource!_
- _Research classroom and other resources for more songs, poems, finger plays, etc._

Video Clips
The Great Panda Adventure
Free Willy
The Land Before Time

Paintings & Prints
- _Research for resources_
- _Utilize art teacher for ideas and/or resources to use in the classroom_

Teacher Reflections

Literary Selection

Date   **School**   **Grade**

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

2. How did the task rotations and/or activities reveal students' 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: Environment
Carolyn Dixon Guilford County Schools
Rebecca Morford Hickory City 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 - Environment**
>
> **Literature Selection –<u>Recycle Every Day!</u>**
> **Author – Nancy Elizabeth Wallace**

Concepts	Themes
Change Change can be positive or negative Change is necessary for growth	Community Community Service Conservation
Issues or Debates	**Problems or Challenges**
Recycling Cost	Commitment Cost
Processes	**Theories**
Class Discussion Research Problem Solving and Decision Making	Balance of Nature
Paradoxes	**Assumptions or Perspectives**
"To each his own" "One person can't change the world" "Think globally- act locally"	People can make the world a better place. Everyone must do his or her part. Someone else will do it.

Big Ideas Manifested

Topic -

Literature Selection –
Author -

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

Big Ideas Manifested

Topic -
Literature Selection –
Author -

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

Concept – Change   Topic – Environment

Suggested Literature Selection**(s) – <u>Recycle Every Day!</u>** by Nancy Elizabeth Wallace

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Look and Listen for…

Intelligent Behaviors

      Story Focus   **Creating, Imagining, and Innovating**
                      Persisting
                      Thinking and Working Interdependently
                      Gathering Data Through All Senses

      Student Activities   **Creating, Imagining, and Innovating**
                      Persisting
                      Metacognition
                      Posing Questions

Thinking Skills Focus -   *Beginning Building Thinking Skills*- Parks and DeArmas
                                   Patterns

Topic Focus - Environment

Concept Focus - Changes

Overarching Generalizations – Changes can be positive or negative.
                             Change is necessary for growth.
                             Change generates additional change.

More Complex Generalizations – Changes can be positive or negative by the different conflicts caused by patterns in the environment.

Directions for Teachers

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

Suggested Topics for Discussion
What is recycling? Why do we recycle? Who recycles? Who is affected by recycling? Is recycling important?

Suggested Vocabulary Words for Discussion
Environment, Reuse, Reduce, Recycle, community, tote bag, soil, compost maker, scrunch, thing, onomotoepia, aluminum, plastic, leftovers, container

Vocabulary Extension
Chart with vocabulary words and picture.
Sentence strips with vocabulary word and definition. Read, Sort, and Match

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

Six Facets of Understanding

Facet 1 – EXPLANATION
Dump a variety of trash items on floor. Examine items. Children choose one and explain what it originally looked like and how it has changed over time.   What do you think has caused these changes? Generate a list of possibilities.

Facet 2 - INTERPRETATION
Display pictures that show environments that have been polluted. Why does it matter that these areas have been polluted? Discuss the implications of the changes that are observed in the pictures.

Facet 3 - APPLICATION
Locate pictures in books and magazines that show people creating change in their environments that are positive and negative. Decide how these are positive or negative actions.

Facet 4 - PERSPECTIVE
Read *The Lorax* by Dr. Seuss. Compare examples of change from this story to the positive and negative changes in our local community. How are changes in *The Lorax* similar to or different from the changes in our community?
Facet 5 – EMPATHY
Watch the video *The Lorax*. Consider how you would feel if The Onceler moved to your community. Would the changes the Onceler makes create growth in your community?
Facet 6 – SELF-KNOWLEDGE
Draw a picture of yourself as a baby and as you are today. Include what you needed as a baby and what you need now. What in your environment has changed?

Read: <u>Recycle Every Day!</u> by Nancy Elizabeth Wallace

Task Rotation Learning Activities

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

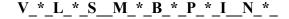|	
Mastery Learner (A) **Sensing- Thinking** After hearing the story Recycle Every Day!, make a list of items that Minna recycled. Explain why she decided to recycle these items. What intelligent behaviors did Minna demonstrate? What other intelligent behaviors might Minna have used? V_*_L_*_S__M__B__P_*_I_N__	**Interpersonal Learner (B)** **Sensing-Thinking** Imagine you are a (student chooses an animal). What would it be like to be to be a _____ in a world where no one recycled? Choose an environment. Draw yourself as that animal in the environment. What would it feel like to live there? What intelligent behaviors did your animal use in order to survive in an environment that has changed? V__L_*_S_*_M__B__P__I_*_N_*_
Understanding Learner (C) **Intuitive-Thinking** Display posters of two different environments. Compare the environments and label/list the natural resources. Explain why these resources are important. What intelligent behaviors did you use in deciding the importance of each resource? V_*_L_*_S_*_M__B__P_*_I_N_*_	**Self-Expressive Learner (D)** **Intuitive-Feeling** Play an environmental sound track to the class. After listening to the sounds- brainstorm a list of the sounds heard on the track. What animals or items made the sounds? Recall the sounds that some of Minna's trash made when it was recycled. With a partner imagine the sounds that other materials make when they are recycled. Perform the sounds you invented for the class. Which habits of minds did you use to invent your sounds? V_*_L_*_S__M_*_B_*_P_*_I__N_*_

Real World Connections With Products Application: List, compare, label, illustrate, discuss, recall, perform, invent

Real World Applications: Environmentalists, Park Ranger, Architect, Construction Manager, Surveyor, Sanitation Worker

Real World Terms: research, conserve, investigate

Connect all products 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, crayons
- Poster board
- Environmental sound track
-

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
1. How can change be positive or negative in your environment?
2. How is change important in your family?
3. How is change necessary for growth?
4. How are patterns of conflict affected by changes in the environment/

Intelligent Behaviors
1. What intelligent behaviors did Minna's family demonstrate in the story?
2. How did Minna's family use their intelligent behaviors in promoting change in their environment?
3. What intelligent behaviors do you think you would like to work on to create change in your environment?
4. What intelligent behaviors did you see as growth in these activities?

Literary Perspective
1. Identify the recycabel products in the story.
2. How would the story have ended if Minna had decided not to participate in the poster contest?
3. How did Minna's family help her in choosing an idea for the poster?
4. How did the family's actions affect the environment?

Student/Teacher Reflections

Draw a picture to show how change has occurred in something we have in our classroom or 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.

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking
Make a circle on the floor and place a collection of recyclable items in the center. Tell students you are going to think of one item and see if they can "read your mind" by guessing the mystery item. Children ask questions that can be answered by a "yes" or "no". They might ask: "Is it made of paper?" "Is it aluminum?" "Is it red?"… Remove items that have the attribute guessed until the mystery item is discovered. Allow the students to choose the mystery item and let their classmates try to "read their mind" to guess the item. What intelligent behaviors did you use in guessing the mystery items?	Working in pairs, students will explore how their size has changed over time. Using information gathered during a topic unit "All About Me" at the beginning of the year, students will take their size and measurement information as a baby and compare that to their present size. Use unifix cubes trains to represent both measurements (infant and present day). Children will observe the growth that has taken place over time. With their partner they will compare lengths of unifix trains to one another. What intelligent behaviors did you use to discover how your size has changed over time?
V_*_L__S_*_M__B__P_*_I__N_*_	**V_*_L_*_S_*_M__B_*_P_*_I_*_N__**

11

Understanding Learner (C) **Intuitive-Thinking** Explore the change of time by setting a timer for an hour in the classroom. Students will go about their school day and listen for the timer to go off. Reset timer through out the day. Ask students to think of things they can do in less than and hour and things that would take more than an hour to complete. Chart and compare student answers. Can you think of an activity or project that takes one day to complete? Can you think of an activity that takes one week or a year to complete? What intelligent behaviors did you use in deciding what you can do in less than an hour? What intelligent behaviors did you use in deciding what things take more than an hour?	Self-Expressive Learner (D) **Intuitive-Feeling** After reading the book *Recycle Every Day!*, students will explore illustrations throughout the story and locate objects that are different sizes. Students will illustrate various pictures found in the story that are depicted in different sizes. What intelligent behaviors did you use in locating illustrations that are drawn in different sizes?
V _ * _ L _ * _ S _ _ M _ _ B _ _ P _ * _ I _ _ N _ _	**V _ * _ L _ * _ S _ * _ M _ _ B _ _ P _ _ I _ * _ N _ _**

Math Competency Goal 2:
The learner will explore concepts of measurement.
2.01 Compare attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture).
2.02 Recognize concepts of calendar time using appropriate vocabulary (days of the week, months of the year, seasons)
Math Competency Goal 4:
The learner will model simple patterns and sort objects.
5.01 Sort and classify objects by one attribute

Real World Connections With Products: compare, sort, categorize, classify, discuss, illustrate, hypothesize, list

Real World Applications: Magician, Teacher, Mathematician, Seamstress, Doctor, Nurse

Real World Terms: explore, measure, calculate, size, estimate

Connect all products 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

- Collection recyclable items with various textures, size, color, type
- Chart paper
- Markers
- Unifix cubes
- Timer

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
1. How do you change and grow over time?
2. How can time generate change?
3. How is change measured by time?
4. How is change in the environment measured over time?

Intelligent Behaviors
1. What intelligent behaviors did you use in guessing the mystery items?
2. What intelligent behaviors did you use to discover how your size has changed over time?
3. What intelligent behaviors did you use in deciding what tasks take more than and hour to complete?
4. What intelligent behaviors did you use in locating objects of different sizes?

Literary Perspective

1. Identify the recycabel products in the story.
2. How did Minna's family decide to donate each item of clothing to the Community Clothing Bank?
3. How did Minna's family help her in choose an item to donate?
4. How did the family's actions affect the environment?

Student/Teacher Reflections

Draw a picture to show how change has occurred in something we have in our classroom or school.

Concept: Change

Topic: Environment

Generalization:

Essential Question(s)

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	After hearing the story <u>Recycle Every Day!</u>, make a list of items that Minna recycled. Explain why she decided to recycle these items. What intelligent behaviors did Minna demonstrate? What other intelligent behaviors might Minna have used?	Display posters of two different environments. Compare the environments and label/list the natural resources. Explain why these resources are important. What intelligent behaviors did you use in deciding the importance of each resource?	Paint a picture of a world that has been polluted. Choose colors that represent this change in the environment. What intelligent behaviors did you use in choosing your colors?	Play an environmental sound track to the class. After listening to the sounds- brainstorm a list of the sounds heard on the track. What animals or items made the sounds? Recall the sounds that some of Minna's trash made when it was recycled. With a partner imagine the sounds that other materials make when they are recycled. Perform the sounds you invented for the class. Which intelligent behaviors did you use to invent your sounds?
2	Choose one item of trash. Summarize the stages of the recycling process through this trash item. Use a diagram and label each step in the process. What intelligent behaviors did you use to sequence the steps?	Write a letter to the principal that expresses your viewpoint on the need to recycle around the school. What intelligent behaviors did you use in writing your letter?	Imagine you are a (student chooses an animal). What would it be like to be to be a _____ in a world where no one recycled? Choose an environment. Draw yourself as that animal in the environment. What would it feel like to live there? What intelligent behaviors did your animal use in order to survive in an environment	Compose a jingle or rap song about recycling. Include the different sounds that are created when trash is recycled. Perform your rap song for the class. Which intelligent behaviors did you use to write your jingle or rap song?

			that has changed?	
3	A new student enrolls in our class. Write a set of directions that will help explain the use of our classroom recycling center for our new classmate. What intelligent behaviors did you use in explaining the use of our recycling center?	Based on our study of the environment what have you learned about the positive and negative changes that can save or destroy the Earth? Summarize your findings by writing a slogan about the environment. What intelligent behaviors did you use in writing your slogan?	Invent a musical instrument using recycled materials. Create a rhythm pattern that represents a positive change in our environment. What intelligent behaviors did you use?	With a partner create an environment mural. Include in your mural natural resources that will sustain life. Take a position and justify the need to protect these resources. Which intelligent behaviors did you use in choosing the resources that you feel are the most important to protect?

Real World Connections With Products Application: list, explain, identify, summarize, compose, design, sequence

Real World Applications: Composer, Musician, Artist, Writer, Researcher, Entertainer, Teacher, Scientist, Ecologist

Real World Terms: research, create, evaluate, listening, compose, design, study, perform

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- Environmental sound track
- Paper
- Pencils, crayons, paints
- Recyclable materials (for sorting and constructing instrument)
- Environmental Posters
-
-

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
1. How can people make positive changes in our environment?
2. How is the environment effected by change?
3. How is change necessary for growth?
4. How can environmental patterns change over time?

Intelligent Behaviors
1. What intelligent behaviors did you use in deciding the importance of each resource in the environment?
2. Which intelligent behaviors did you use to write your jingle about protecting the environment?
3. What intelligent behaviors did you use in explaining the use of our recycling center?
4. What intelligent behaviors did you use in choosing the colors to create your picture of a world without recycling?

Literary Perspective
1. Identify the recyclable products in the story.
2. How would the story have ended if Minna had decided not to participate in the poster contest?
3. How did Minna's family help her in choosing an idea for the poster?
4. How did the family's actions affect the environment?

Student/Teacher Reflections
Draw a picture to show how change has occurred in something we have in our classroom or 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.
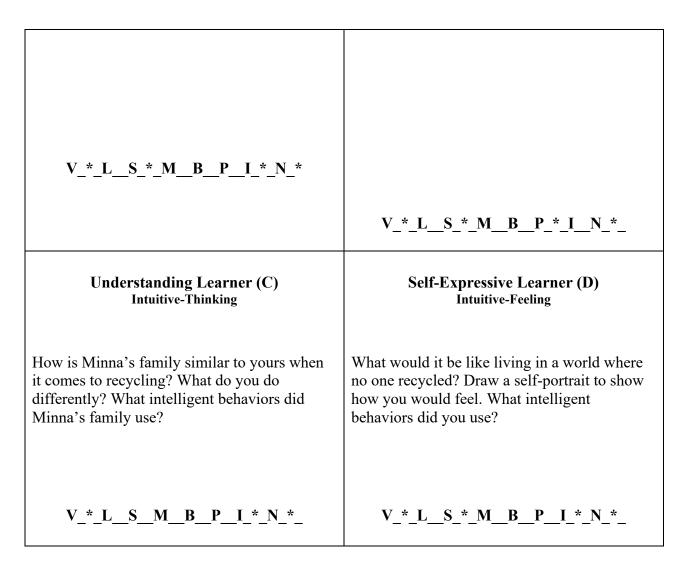
Mastery Learner (A) **Sensing- Thinking**	**Interpersonal Learner (B)** **Sensing-Feeling**
Draw a picture of one or two ways that you can make a positive change in your environment. How does your action effect the environment?	Work in pairs to create a poster that gives advice to others on how to recycle. What intelligent behaviors did you use in creating your poster?

V_*_L__S_*_M__B__P__I_*_N_*_	
	V_*_L__S_*_M__B__P_*_I__N_*_
Understanding Learner (C) **Intuitive-Thinking**	**Self-Expressive Learner (D)** **Intuitive-Feeling**
How is Minna's family similar to yours when it comes to recycling? What do you do differently? What intelligent behaviors did Minna's family use?	What would it be like living in a world where no one recycled? Draw a self-portrait to show how you would feel. What intelligent behaviors did you use?
V_*_L__S__M__B__P__I_*_N_*_	**V_*_L__S_*_M__B__P__I_*_N_*_**

Real World Connections With Products Application: list, explain, identify, summarize, compose, design, sequence

Real World Applications: Artist, Writer, Researcher, Teacher, Scientist, Ecologist

Real World Terms: research, create, evaluate, listening, design, study,

Connect all products 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

- Posters
- Crayons
- Paper

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
1. How can people make positive changes in our environment?
2. How is the environment effected by change?
3. How is change necessary for growth?
4. How can environmental patterns change over time?
5. How is change important in your family?

Intelligent Behaviors
1. What intelligent behaviors did you use in choosing a positive action to improve our environment?
2. What HOM did Minna's family demonstrate in the story?
3. What intelligent behaviors did you see as growth?

Literary Perspective
1. What would it be like living in a world with no change?
2. How did the actions of Minna's family effect change in the story?
3. Identify the recyclable products in the story.
4. How would the story have ended if Minna had decided not to participate in the poster contest?
5. How did Minna's family help her in choosing an idea for the poster?

Student/Teacher Reflections
Draw a picture of how change has occurred in our community.

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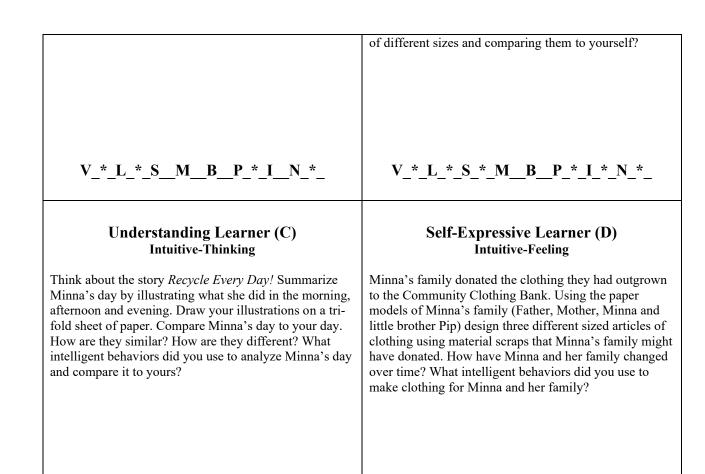**Task Rotation Learning Experience**
K-2
All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

Mastery Learner (A) Sensing- Thinking	**Interpersonal Learner (B)** Sensing-Thinking
Students will sort picture cards of recyclable items. Ask students to state their rule for sorting the cards. What intelligent behaviors did you use during this task?	Students will work with a partner to compare their height to three different objects. Ask students to find things that are taller than, just about the same height as, and shorter than they are. Record findings on paper. What intelligent behaviors did you use in locating items

	of different sizes and comparing them to yourself?
V _ * _ L _ * _ S _ _ M _ _ B _ _ P _ * _ I _ _ N _ * _	**V _ * _ L _ * _ S _ * _ M _ _ B _ _ P _ * _ I _ * _ N _ * _**
Understanding Learner (C) **Intuitive-Thinking** Think about the story *Recycle Every Day!* Summarize Minna's day by illustrating what she did in the morning, afternoon and evening. Draw your illustrations on a tri-fold sheet of paper. Compare Minna's day to your day. How are they similar? How are they different? What intelligent behaviors did you use to analyze Minna's day and compare it to yours? **V _ * _ L _ * _ S _ * _ M _ _ B _ _ P _ _ I _ * _ N _ _**	**Self-Expressive Learner (D)** **Intuitive-Feeling** Minna's family donated the clothing they had outgrown to the Community Clothing Bank. Using the paper models of Minna's family (Father, Mother, Minna and little brother Pip) design three different sized articles of clothing using material scraps that Minna's family might have donated. How have Minna and her family changed over time? What intelligent behaviors did you use to make clothing for Minna and her family? **V _ * _ L _ * _ S _ * _ M _ _ B _ _ P _ * _ I _ * _ N _ * _**

Math Competency Goal 2:
The learner will explore concepts of measurement.
2.03 Compare attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture).
2.04 Recognize concepts of calendar time using appropriate vocabulary (days of the week, months of the year, seasons)

Math Competency Goal 4:
The learner will model simple patterns and sort objects.
5.02 Sort and classify objects by one attribute

Real World Connections With Products Application: form, create, draw, depict, advise, sort, discuss

Real World Applications: Teacher, Mathematician, Artist, Homemaker, Seamstress

20

Real World Terms: measure, record, illustrate, summarize

Connect all products 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

- Picture Cards of recyclable items
- Paper
- Scissors
- Crayons
- Pencils
- Paper Models
- Scrap material
-

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
1. How do patterns of conflict produce change in your environment?
2. How does taking an activity part in your community promote change?
3. How does change occur when people help one another?

Intelligent Behaviors
1. What intelligent behaviors did you use in creating new clothing for Minna and her family?
2. What intelligent behaviors did you use to discover how your size has changed over time?
3. What intelligent behaviors did you use to analyze Minna's day and compare it to yours?

Literary Perspective
1. What would it be like living in a world with no change?
2. How did the actions of Minna's family effect change in the story?
3. Identify the recyclable products in the story.
4. How would the story have ended if Minna had decided not to participate in the poster contest?
5. How did Minna's family help her in choosing an idea for the poster?

Student/Teacher Reflections
What were the positive or negative changes observed in your environment today? Illustrate and explain changes.

Additional Support Materials

Favorite Read-Alouds
The Story of Rachel Carson, by Amy Ehrlich
Respecting Others, by Robin Nelson

Finger Plays, Nursery Rhymes and Songs

Video Clips

Paintings & Prints

Teacher Reflections

Literary Selection

Date   **School**   **Grade**

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

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

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

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

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

"Additional Comments

APPENDIX

A

Additional Instructional Concept-Based Activities

Project Bright IDEA 2: Interest Development Early Abilities

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

Concept: Relationships

Topic: Friendship
K-2

JoAnn Tucker, Wake County Public Schools
Christine Laurita, Moore County Public Schools

Big Ideas Manifested

Topic -Friendship

Literature Selection –The Honest To Goodness
Truth by Patricia C. McKissack

Concepts	Themes
Relationships Honesty Friendship	Friendship
Issues or Debates	**Problems or Challenges**
Truth vs. lie Hard truth vs. tactful truth	The truth can be hurtful. Telling the truth vs. tattling. Truth can be told at the wrong time, in the wrong way, or for the wrong reason.
Processes	**Theories**
Decision making What to tell and how to tell it	Honesty is the best policy. The truth will set you free.
Paradoxes	**Assumptions or Perspectives**
Honesty is the best policy. Sometimes the truth hurts.	Always tell the truth. The truth is never wrong.

Big Ideas Manifested

Topic - Friendship

Literature Selection – Danitra Brown Leaves Town by Nikki Grimes

Concepts	Themes
Relationships Friendship	Friendship True friendships will last.
Issues or Debates	**Problems or Challenges**
What is the key to long-term relationships? Old Friends vs. New Friends	Relationships may or may not change over time.
Processes	**Theories**
Problem solving Decision making How to keep a friendship alive.	If you let a bird go free, he'll come back to you.
Paradoxes	**Assumptions or Perspectives**
Absence makes the heart grow fonder.	Out of sight out of mind.

Big Ideas Manifested

Topic -
Literature Selection

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

Concept – Relationships   Topic – Friendship

Suggested Literature Selection(s) – *The Honest To Goodness Truth and Danitra Brown Leaves Town*

Look and Listen for…

Intelligent Behaviors

    Story Focus: Questioning and Posing Problems; Creating, Imagining, and Innovating; Persisting; and Thinking about Thinking (Metacognition).

    Student Activities : Questioning and Posing Problems; Thinking About Thinking (Metacognition); Creating, Imagining, and Innovating; Persisting

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Thinking Skills Focus – *Beginning Building Thinking Skills*
                Figural Similarities

Topic Focus -Friendship

Concept Focus -Relationships

Overarching Generalizations
    Relationships can be harmonious or discordant.
    Relationships can be unifying and dividing.

More Complex Generalizations –
    Relationships may or may not 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
    Relationships Harmonious   Unifying   Change   Discordant   Dividing

Suggested Vocabulary Words for Discussion
    Honest (y)   Mad   Truth   Mean Goodness   Friends
Vocabulary Extension
    Match vocabulary words and definition

Six Facets of Understanding

Generalizations – Relationships may or may not be harmonious or discordant.
Relationships may or may not be unifying or dividing.
Relationships may or may not change.

Essential Question – How may your relationships change?

Facet 1 – EXPLANATION
Find a picture in a magazine that shows (exhibits) a relationship between two people. As you think about the picture that you chose how might some of the characteristics of a relationship with a friend be depicted?

Facet 2 - INTERPRETATION
Tell a story about a time when a friend hurt your feelings.   **As you reflect on that situation what might it reveal about your relationship with your friend?**

Facet 3 - APPLICATION
Design a want ad for the perfect friend.   **What are some of the characteristics that you might want your perfect friend to have in a quality relationship?**

Facet 4 - PERSPECTIVE
Compare your perfect friend to a friend that you already have.   **How is your perfect friend similar / different to the friend that you already have?**

Facet 5 – EMPATHY
Imagine that you are that perfect friend. Role play how you would handle the following situations: a child fell on the playground, a child needed help with his/her work, a child was new to the class, etc….   **How might the person that you helped feel about you?**

Facet 6 – SELF-KNOWLEDGE
Make a list (self-assess) of the ways that you have been a good friend.   **What are my strengths and weaknesses as a friend in my relationships?**

Read: The Honest to Goodnes Truth by Patricia C. Mc Kissack

Task Rotation Learning Activities

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

Mastery Learner (A) **Sensing- Thinking** Draw a picture of someone that you have a relationship with and describe the relationship in writing. As you think about your friend what words could you use to describe your relationship? What intelligent behaviors did you use to describe this person that you have a relationship with? V <u>x</u> L__S <u>x</u> M__B <u>x</u> P <u>x</u> I__N__	**Interpersonal Learner (B)** **Sensing-Thinking** After hearing <u>Danitra Brown Leaves Town</u>, make an entry in Zuri's journal describing her feelings about how her relationship with Danititra since she left for the summer. As you write your letter from Zuri's point of view what words might you use to describe your relationship? What intelligent behaviors did you use to write your letter from Zuri's point of view? V <u>x</u> L__S__M__B__P <u>x</u> I__N__
Understanding Learner (C) **Intuitive-Thinking** Write a letter (book review) to a person that you have a relationship with and explain to them why they should or should not read the book <u>The Honest To Goodness Truth.</u> As you reflect on the story what might be some of the details you would include in your letter? As you wrote your letter what intelligent behaviors did you use? V <u>x</u> L <u>x</u> S__M__B__P__I <u>x</u> N__	**Self-Expressive Learner (D)** **Intuitive-Feeling** Create a collage using photos, pictures from magazines, etc. to reflect a variety of relationships. As you reflect on your collage, discuss with a partner why you chose those particular pictures? What intelligent behaviors did you use when choosing your pictures? V <u>x</u> L__S <u>x</u> M__B <u>x</u> P <u>x</u> I__N__

Real World Connections With Products
Application (describe, explain, reflect)

Real World Applications
Artist, Author

Real World Terms
Illustrate, Create, 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.
Relationships may or may not change.
Relationships may be harmonious or discordant.
Relationships may be unifying or dividing.

How might your intelligent behaviors help you to create lasting relationships with others that are artists or authors?
Discuss why relationships with people of the same career create lasting friendships?

Materials Needed for Task Rotation and/or Task Rotation Menu

- magazines   photos   glue   pencils   paper
- crayons   scissors

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives

Who are some of the people that you have relationships with?
Do your relationships with those people change?
Explain how and why?

Intelligent Behaviors

What intelligent behaviors did you use to complete the task rotation?
What intelligent behaviors did you use to describe a person that you have a relationship with?
What intelligent behavior did you use to write your letter?
What intelligent behavior did you express you Zuri's feelings in the journal entry?
What intelligent behaviors did you use when choosing the pictures for your collage?

Literary Perspective

Would you feel like Zuri did if your best friend went away for the summer?
Explain why or why not?
How did writing letters affect the relationship of Danitra and Zuri?

Student/Teacher Reflections

Create a dance with a partner that shows how Danitra and Zuri will feel when they see each other again.
What intelligent behaviors would be used to create this dance?

Math Task Rotation Learning Activities

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

Mastery Learner (A) **Sensing- Thinking** Sequence the days of the week by singing the classroom days of the week song while placing days of the week cards in order. As you recall as the names of the days of the week, what intelligent behaviors did you use to place the cards in sequence? What is the relationship between the days of the week and your school activities? **V <u>x</u> L <u>x</u> S <u>x</u> M <u>x</u> B <u>x</u> P__I <u>x</u> N__**	**Interpersonal Learner (B)** **Sensing-Thinking** Select your favorite and least favorite days of the week. Use pictures or words to explain your feelings about each day that you chose. What intelligent behaviors did you use to categorize your feelings about each day? How might your personal feelings relate to what days of the week it is? **V <u>x</u> L__S <u>x</u> M__B <u>x</u> P <u>x</u> I__N__**
Understanding Learner (C) **Intuitive-Thinking** Choose one weekend and one weekday and using a T-chart compare and contrast the activities you would do on each day. How might your intelligent behaviors help you with your activities on those days? Are your intelligent behaviors' the same on the weekend and weekday? Why or why not? **V <u>x</u> L <u>x</u> S__M__B__P__I <u>x</u> N__**	**Self-Expressive Learner (D)** **Intuitive-Feeling** Imagine you are a song -writer and you are writing a song about the days of the week. Use words with or without pictures to compose your song. Perform it for the class. As you think about your song, how might you relate the days of the week to the words/pictures that you chose? What intelligent behaviors did you use to compose your song? **V <u>x</u> L <u>x</u> S__M <u>x</u> B <u>x</u> P <u>x</u> I <u>x</u> N__**

Real World Connections With Products
Application (sequence, compare and contrast, imagine, explain)

Real World Applications
Song-writer, administrator, performer

Real World Terms
 Illustrate, Create, Rhythm, Accompaniment

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

Relationships may or may not change.

How might your intelligent behaviors create relationships between the days of the week and your activities and feelings on those days?

Materials Needed for Task Rotation and/or Task Rotation Menu
Days of the week song(s)   CD player   calendar   picture cards
Paper   crayons   pencils   T-chart
Instruments (optional)

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives

How may your actions change your relationships?
How may your environment change your relationships?

Intelligent Behaviors

What intelligent behaviors did you have to use to complete the task rotation?
As you think about what makes a friend what intelligent behaviors might friends display in good relationships?
Are your intelligent behaviors the same in different environments? Why or why not?

Literary Perspective

How did Danitra leaving for the summer change her relationship with Zuri?
How did writing letters to each other change the girls' relationship?
What do you think would have changed in the girls' relationship if they had not written letters to each other?

Student/Teacher Reflections

What days of the week do you get to spend time with your friends?
Create a collage of activities you and your friend do on that special day.

Concept: Relationships

Topic: Friendship

Generalization: Relationships may or may not change.

Essential Question(s) How may your relationships change?

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Identify the people in your life that you have relationships with and make a list of them using pictures or words.	Compare and contrast photos/pictures that display people in relationships.	Brainstorm on a piece of paper ways that you could have a better relationship with your classmates.	Describe with pictures or words what you like and dislike about a relationship that you have now.
2	Using a T-chart name the people that you have relationships with in your family and at school.	After hearing the story **Danitra Brown Leaves Town** explain how the girls were able to maintain a good relationship.	After hearing the story **Danitra Brown Leaves Town** predict what the relationship of the two girls would have been if they had not written letters to each other.	Choose a person you have a relationship with and write about that relationship for five days. Did your relationship change? Explain why or why not. Explain how it changed.
3	Create a timeline showing how your relationship with a family member has changed since you started school.	Propose a solution for how you could improve a relationship with a family member or a friend. (Think -Pair-Share)	Design a bumper sticker showing how good relationships make you feel.	After hearing the story **The Honest To Goodness Truth** write a letter to Libby and tell her why or why not she should follow Miz Tusselbury's advice regarding her relationships with her friends.

Real World Connections With Products
Application (identify, compare and contrast, describe, create, organize, explain, predict)

Real World Applications
Author, Graphic Designer, Counselor, Administrator

Real World Terms
Interpret, Inquire, Illustrate, Create, Listen

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

Relationships may be harmonious or discordant.
Relationships may be unifying or dividing.
Relationships may or may not change.

How might your intelligent behaviors help you to create relationships with others that are artists, graphic designers, counselors, or administrators?
Discuss why relationships with people of the same career create lasting friendships.

Materials Needed for Task Rotation and/or Task Rotation Menu

Pencils	paper	photos	magazine pictures	T-chart
Crayons	markers	scissors	glue	

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives

How may actions change your relationships?
How may time change your relationships?
How may your environment change your relationships?

Intelligent Behaviors

What intelligent behaviors did you have to use to complete the task rotation?
As you think about what makes a relationship, what intelligent behaviors might people in those relationships display?
Are your intelligent behaviors the same over time, with different people and across environments? Explain why or why not.

Literary Perspective

Compare and contrast the relationships found in Danitra Brown Leaves Town and The Honest to Goodness Truth.
What were some of the ways the relationships in both stories changed over time and across environments?

Student/Teacher Reflections
Make a class book retelling the story of The Honest to Goodness Truth or Danitra Brown Leaves Town.
Make an innovation (in the form of a class book) of the story The Honest to Goodness Truth or Danitra Brown Leaves Town.
Create a story combining both books where the main characters of both stories meet and build a relationship with each other.

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

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

Draw a picture of a friend doing something nice for you and describe the action in writing. How did that action affect your relationship with your friend? (Think, Pair, Share) As you think about what makes a friend what intelligent behaviors might good friends display? **V** <u>x</u> **L** <u>x</u> **S** <u>x</u> **M__B__P** <u>x</u> **I__N**	Role- play how a good friend acts in the classroom or on the playground. How may your relationship with your friend change in each setting? How might your intelligent behaviors help your relationships in each setting? Are your intelligent behaviors the same in the classroom and on the playground? Why or why not? **V** <u>x</u> **L__S** <u>x</u> **M__B** <u>x</u> **P__I** <u>x</u> **N__**
Understanding Learner (C) **Intuitive-Thinking** Using a T-chart, compare and contrast pictures displaying good and bad relationships. As you reflect on the pictures on your chart what are some of the conclusions you might draw about friendship? What are some intelligent behaviors that friends in good relationships might display? **V** <u>x</u> **L__S** <u>x</u> **M__B** <u>x</u> **P** <u>x</u> **I__N__**	**Self-Expressive Learner (D)** **Intuitive-Feeling** Imagine that your friend is a lollipop. Draw a picture of your friend as a lollipop. Create a lollipop that has the same characteristics as your friend using craft materials. What flavor may they be and why? What characteristics might a lollipop and a relationship with a good friend have in common? **V** <u>x</u> **L__S** <u>x</u> **M__B** <u>x</u> **P** <u>x</u> **I__N__**

Real World Connections With Products

Application (describe, imagine, compare and contrast, display, reflect)

Real World Applications
Artist, Author, Actor, Chef, Presenter

Real World Terms
Interpret, Inquire, Illustrate, Create

Connect all products in the unit to real world applications reflecting the concept, generalizations and topic. The above is an example of how this might be accomplished.
Relationships can be harmonious or discordant.
Relationships can be unifying or dividing.
Relationships may or may not change.

How might your Intelligent Behaviors help you to create relationships with others that are artists, authors, actors, chefs, or presenters?
Discuss why relationships with people of the same career create lasting friendships?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Magazines scissors glue markers paper
  Lollipops crayons pencils T-chart assorted craft
  materials

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives

How do characteristics of people change relationships?

Intelligent Behaviors

What intelligent behaviors did you have to use to complete the task rotation?
What intelligent behaviors did Libby use in the story to rebuild her relationships?
Which intelligent behaviors do you use to maintain positive relationships in your life?

Literary Perspective

How did the conflict that Libby created arise?
How did Miz Tusselbury help Libby?
What do you think would have happened if Libby had not gotten advice from Miz Tusselbury?

Student/Teacher Reflections

Create a recipe for the perfect relationship.
Compile the recipes and develop a class cookbook.

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

Mastery Learner (A) **Sensing- Thinking** Construct a weekly gird depicting the days of the week in sequence. Create a symbol to represent each day. What relationship is there between the day of the week and the symbol you chose? What intelligent behaviors did you use to choose your symbols? V__ L <u>x</u> S <u>x</u> M__ B__ P__ I <u>x</u> N__	**Interpersonal Learner (B)** **Sensing-Thinking** Keep a reflective journal reflecting what you do on each day of the week with a friend. How do your activities create relationships with this friend? What intelligent behaviors did you use to create your journal? V <u>x</u> L__S__ M__B__ P__ I <u>x</u> N__
Understanding Learner (C) **Intuitive-Thinking** Conduct a debate about your favorite season. Provide supporting evidence why it is your favorite season. What intelligent behaviors did you use when planning your debate? V <u>x</u> L <u>x</u> S__M <u>x</u> B__P <u>x</u> I__N__	**Self-Expressive Learner (D)** **Intuitive-Feeling** Produce a scrapbook that depicts your favorite time of year. Pair-Share the scrapbook and have your partner guess what season your books depicts. How did your scrapbook show the relationship between the pictures and the season? What intelligent behaviors did you to assemble your scrapbook? V <u>x</u> L <u>x</u> S <u>x</u> M <u>x</u> B__P <u>x</u> I <u>x</u> N__

Real World Connections With Products
Application (sequence, compare and contrast, explain)

Real World Applications
Debator, administrator, collector, scrapbooker

Real World Terms
 Illustrate, Create, Write, Archives

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

Relationships may or may not change.

How might your intelligent behaviors create relationships between the days of the week and your activities and feelings on those days?

Materials Needed for Task Rotation and/or Task Rotation Menu

Days of the week song(s)	CD player	calendar	picture cards
Paper	crayons	pencils	T-chart
Instruments (optional)			

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives

How may your actions change your relationships?
How may your environment change your relationships?

Intelligent Behaviors
What intelligent behaviors did you have to use to complete the task rotation?
As you think about what makes a friend what intelligent behaviors might friends display in good relationships?
Are your intelligent behaviors the same in different environments? Why or why not?

Literary Perspective
What would happen if Danitra had left in the winter? How would it change her relationship with Zuri?
What day would be best for the girls to write to each other? Explain why you feel that day is best.

Student/Teacher Reflections
Examine an art print. How is the print like your relationship between your friend and the days of the week.

Additional Support Materials

Favorite Read-Alouds
Rainbow Fish
Cookies Week
Wednesday is Spaghetti Day
Today is Monday

Finger Plays, Nursery Rhymes and Songs

Jack and Jill
Humpty Dumpty
The Friendship March Song – Dr. Maggie Allen
Days of the Week – Greg and Steve
Today is Sunday – Dr. Jean

Video Clips
The Rainbow Fish
The Emperors New Groove
Shrek
Tarzan
The Fox and the Hound
Babe

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: Nutrition

Topic: Systems

K-2
Kim Vincent, Beverly McLawhorn
Roanoke Rapids and Lenoir County

Big Ideas Manifested

Topic - Measurement/ Nutrition	
Literature Selection – *Lulu's Lemonade*	
Author - Barbara deRubertis	

Concepts	Themes
Systems	Capacity of gallon, quart, pint, tablespoon, teaspoon Connections between nutrition and healthy living
Issues or Debates	**Problems or Challenges**
Healthy foods vs. unhealthy foods Measurement connections	Measuring and following a recipe
Processes	**Theories**
Problem solving in real life situations	
Paradoxes	**Assumptions or Perspectives**
Things are not always what they seem.	Math is directly correlated with everyday life. A healthy body system is attributed to healthy choices.

Big Ideas Manifested

Topic - Nutrition/measurement

Literature Selection – *Pancakes, Pancakes*
Author: Eric Carle

Concepts	Themes
Systems	Persistence precedes success
Issues or Debates	**Problems or Challenges**
Wants vs. Needs	Following a recipe
Processes	**Theories**
Problem solving	
Paradoxes	**Assumptions or Perspectives**
Persistence vs. complacency	Hard work always pays off in the end.

Big Ideas Manifested

Topic -
Literature Selection –   **Author -**

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

Concept – Systems   Topic – Nutrition

Suggested Literature Selection(s) – <u>Lulu's</u> *Lemonade; Pancake, Pancake*

Look and Listen for…

Intelligent Behaviors

      Story Focus : Persisting, Probing and Questioning, Metacognition, Creating**,** imagining, innovating

      Student Activities : Persisting, Probing and Questioning, Metacognition, Creating, imagining, innovating

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Thinking Skills Focus - Describing similarities and differences in food

Topic Focus - Nutrition

Concept Focus - Systems

Overarching Generalizations - Systems may be influenced by other systems; Systems have parts that work to complete a task; Systems follow rules.

More Complex Generalizations - Systems may change over time

Directions for Teachers

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

Suggested Topics for Discussion
  Food guide pyramid, systems, healthy bodies, measurement, nutrition, capacity

Suggested Vocabulary Words for Discussion
  Cup, gallon, quart, pint, tablespoon, teaspoon, recipe, capacity

Vocabulary Extension
  Math journals

Hooks

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

Six Facets of Understanding

Facet 1 – EXPLANATION
Draw and label the parts of the food guide pyramid. What are examples of healthy and unhealthy foods? Describe what a healthy and unhealthy body would look like. What might happen if we did not use the parts of the food guide pyramid to create a healthy diet?
Facet 2 - **INTERPRETATION**
Critique the lunchroom menu for healthy and unhealthy foods. Illustrate how our body would change over time if we only ate unhealthy foods. How is the food guide pyramid like a system? How is our body like a system?
Facet 3 - APPLICATION
How might following the food guide serving suggestions help us to maintain a healthy body? Plan a menu for a class party consisting of healthy snacks.
Facet 4 - PERSPECTIVE
Use exercise 14…"Similarities and Differences in Foods" in the Critical Thinking Skills Book Compare and contrast our lunchroom menu to McDonald's menu. Compare and contrast a healthy and unhealthy body in your journals. How are the parts of our lunchroom system similar or different to the parts of a restaurant system?
Facet 5 – EMPATHY
How would you feel if you were not allowed to eat certain foods? Assume the role of a chef; plan a menu that you would serve to your family including all of the parts of the food guide pyramid.
Facet 6 – SELF-KNOWLEDGE
Draw and write about how might you become a healthy eater. How do I know that systems influence other systems?

Read: *Lulu's Lemonade:*

Task Rotation Learning Activities

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

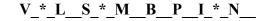| **Mastery Learner (A)** **Sensing- Thinking**	**Interpersonal Learner (B)** **Sensing-Thinking**
Using the provided felt foods, categorize and complete the food guide system interactive bulletin board. Explain how you classified the food items. As you reflect on your knowledge of the food guide pyramid, what conclusions might you draw about systems? **V_*_L__S_*_M__B_*_P__I_*_N__**	Role-play you are cafeteria manager, discuss what parts of the system you would have to use to make your lunchroom run successfully. What intelligent behaviors should a cafeteria worker possess in order to make the system a success? **V_*_L__S__M__B_*_P__I_*_N__**
Understanding Learner (C) **Intuitive-Thinking**	**Self-Expressive Learner (D)** **Intuitive-Feeling**
Using the models "Sweet Tooth Sue" (unhealthy body) and " Healthy Harry" (healthy body), deduce within your group which food items provided would be a food choice for healthy or unhealthy bodies. Be prepared to explain your reasoning. What do you predict will happen in "Sweet Tooth Sue" and "Healthy Harry's" diet systems if you switched their food items? **V_*_L__S_*_M__B_*_P__I_*_N__**	Imagine the class has to create a new fruit drink, illustrate a label for the class fruit drink. Illustrate the ingredients on your label that are included in the fruit drink. As you think about your new fruit drink, what flavor combinations could you use to change the taste? What intelligent behaviors are you demonstrating in this activity? **V_*_L__S_*_M__B__P__I_*_N__**

Learning Targets:

Healthful Living:

5.01-Place foods in the appropriate group of the Food Guide Pyramid.
5.04- Keep foods and their containers clean.
5.05- Keep hands clean, using appropriate cleaning techniques.
5.07-Identify snack foods that help the teeth and body.
1.01 Describe influences on health, e.g. food, rest, exercise, hygiene/cleanliness

Literacy:

4.01-Use new vocabulary in own speech and writing.

Real World Connections With Products
Explain, discuss, describe, imagine, conclude

Real World Applications
Cafeteria manager/workers, nutritionist, restaurant manager/workers

Real World Terms
Organize, evaluate, apply, observe

Connect all products 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

Systems may be influenced by other systems
Systems have parts that work together to complete a task
Systems follow rules

Complex Generalizations

Systems may change over time

Materials Needed for Task Rotation and/or Task Rotation Menu

- Felt food guide pyramid and individual food pieces
- "Sweet Tooth Sue"/ "Healthy Harry"- interactive bulletin board cut outs
- Journals
- Art materials
- Intelligent Behavior Chart

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspective

1. How can systems be influenced by other systems?
2. How can one system be positive or negative?
3. How can systems work together to complete a task?
4. How can a system contribute to growth?
5. How may systems change over time?
6. How can a system be successful by following rules?

Intelligent Behaviors

1. What Habits of Mind (HOM) did you use in completing the task rotation activities from the unit of study?
2. How do you demonstrate these HOM daily?
3. What HOM did you see as your strength in these activities?

Literary Perspective

1. Identify the measurements used in our book.
2. Discuss why it is important to follow a recipe.
3. What would the lemonade taste like without following the recipe?
4. How would you describe *Lulu's Lemonade* to a person who has never read this literature piece in three or more sentences?
5. How do the foods in the book contribute to a healthy body as a system?

Student/Teacher Reflections

As you reflect on the lesson, compare and contrast in seminar style our cafeteria to a restaurant.

Math Task Rotation Learning Activities

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

Mastery Learner (A) **Sensing- Thinking**	**Interpersonal Learner (B)** **Sensing-Thinking**
Looking at two different shaped gallon pitchers, determine if they would hold the same amount of liquid. Draw and write in your math journal about what you had to do to solve this math problem. What conclusions might you draw about intelligent behaviors from participating in this activity? **V _ * _ L _ * _ S _ * _ M _ _ B _ _ P _ _ I _ * _ N _ _**	Compose a letter to Eric Carle convincing him to add your favorite ingredients to his pancakes. After adding your ingredients to his pancakes, how many ingredients will you have in all? What habit of mind do you think Eric Carle used when writing *Pancakes, Pancakes?* **V _ * _ L _ * _ S _ * _ M _ _ B _ _ P _ _ I _ * _ N _ _**
Understanding Learner (C) **Intuitive-Thinking**	**Self-Expressive Learner (D)** **Intuitive-Feeling**
Read *Pancake, Pancake* and tally the number of times the vocabulary word cup is heard throughout the story. Formulate an addition fact that would equal the amount of tally marks recorded. What habit of mind did the characters demonstrate in the book? **V _ * _ L _ * _ S _ * _ M _ _ B _ _ P _ _ I _ * _ N _ _**	Create your own nonstandard unit of measurement for a cup using the provided materials: clay, Lego's, cubes, waffle blocks, etc. Investigate your results. Name two or more habits of mind that you used in this activity. How did you use them in this activity? **V _ * _ L _ * _ S _ * _ M _ _ B _ * _ P _ _ I _ * _ N _ _**

Learning Targets:

Science:

4.05- Demonstrate that standard units of measure produce more consistent results than nonstandard units, allowing information to be shared.

Math:

1.01- Develop number sense for whole numbers through 30.

       a. Connect model, number word (orally), and number, using a variety of representations.

       b. Count objects in a set.

       c. Read and write numerals

       g. Recognize equivalence in sets and numbers 1-10.

1.03- Solve problems and share solutions to problems in small groups.

2.01- Compare attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture)

Real World Connections With Products
Determine, compare, generate, conclude

Real World Applications
Chef, author, mathematician

Real World Terms
Produce, disseminate, measure, analyze, gather

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

<div align="center">

Overarching Generalizations

Systems may be influenced by other systems
Systems have parts that work together to complete a task
Systems follow rules

Complex Generalizations

Systems may change over time

</div>

Materials Needed for Task Rotation and/or Task Rotation Menu

- Journals
- Different shaped gallon pitchers
- book: *Pancakes, Pancakes*
- building manipulatives

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
1. How can systems be influenced by other systems?
2. How can one system be positive or negative?
3. How can systems work together to complete a task?
4. How can a system contribute to growth?
5. How may systems change over time?
6. How can a system be successful by following rules?

Intelligent Behaviors

1. What Habits of Mind (HOM) did you use in completing the task rotation activities from the unit of study?
2. How do you demonstrate these HOM daily?
3. What HOM did you see as your strength in these activities?

Literary Perspective

1. Identify the measurements used in our books.
2. Discuss why it is important to follow a recipe.
3. What would the lemonade/pancakes taste like without following the recipe?
4. How would you describe *Lulu's Lemonade* and *Pancakes, Pancakes* to a person who has never read these literature pieces in three or more sentences?

Student/Teacher Reflections

Give students a piece of paper to draw and write about the lesson on pancakes. Students will discuss what they are doing with those around them so that when they are finished, the pictures will be combined to create a classroom book about pancakes.

Concept: Systems

Topic: Nutrition

Generalization: Systems maybe influenced by other systems

Essential Question(s): How can systems influence other systems?

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Using the provided felt foods, categorize and complete the food guide system interactive bulletin board.	Illustrate one item from each food group and explain how it is healthy for your body.	Generate a healthy menu that you would serve in our cafeteria for one week.	Using the provided menus, determine where your family would prefer to eat dinner tonight.
2	Identify and graph the parts presents in each level of the food guide pyramid.	If you were to eliminate one food group, how would it affect your body?	Speculate why all restaurants do not have a good grade. Discuss what parts of the restaurant system would affect their grade.	If you were our cafeteria manger, what systems would you have to use to make our lunchroom a success, draw and write about it in your journal.
3	Reconstruct and label the food guide pyramid in your journal.	Using your knowledge of the food guide pyramid, why do you think your parents feel it is important for you to eat your vegetables everyday?	Invent a solution so that all restaurants have a good grade.	Compose a letter to send to the cafeteria manager convincing her to use healthier snack alternatives your group has developed.

Real World Connections With Products
Categorize, identify, explain, determine

Real World Applications
Cafeteria workers/manager, nutritionist, restaurant workers/manager

Real World Terms
Evaluate, observe, apply, analyze

Overarching Generalizations

Systems may be influenced by other systems
Systems have parts that work together to complete a task
Systems follow rules

Complex Generalizations

Systems may change over time

Connect all products 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

- Felt food guide pyramid and individual food cut outs
- Journals
- Art materials
- Various restaurant menus

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives

1. How can systems be influenced by other systems?
2. How can one system be positive or negative?
3. How can systems work together to complete a task?
4. How can a system contribute to growth?
5. How may systems change over time?
6. How can a system be successful by following rules

Intelligent Behaviors

1. What Habits of Mind (HOM) did you use in completing the task rotation activities from the unit of study?
2. How do you demonstrate these HOM daily?
3. What HOM did you see as your strength in these activities

Literary Perspective

1. Identify the measurements used in our books.
2. Discuss why it is important to follow a recipe.
3. What would the lemonade/pancakes taste like without following the recipe?
4. How would you describe Lulu's Lemonade and Pancakes, Pancakes to a person who has never read these literature pieces in three or more sentences?
5. How do the foods in the books contribute to a healthy body as a system?

Student/Teacher Reflections

After participating in a taste explorer activity discuss how each food item may contribute to a healthy body system.

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

Mastery Learner (A) **Sensing- Thinking** Using the magazine food cut outs, categorize and place on the food guide pyramid provided. How can these foods contribute to a healthy body as a system? **V_*_L__S_*_M__B__P_*_I__N__**	**Interpersonal Learner (B)** **Sensing-Thinking** Using the provided menus, determine where your family would prefer to eat dinner tonight. From what we have learned about the food guide pyramid and nutrition, why did you choose this restaurant for your family? What intelligent behaviors did you demonstrate in completing this activity? **V_*_L__S_*_M__B__P__I_*_N__**
Understanding Learner (C) **Intuitive-Thinking** Illustrate one item from each food group and explain how it is healthy for your body. If you were to eat sweets all day long, how would this affect your body as a system? **V_*_L__S_*_M__B__P_*_I__N__**	**Self-Expressive Learner (D)** **Intuitive-Feeling** Generate a healthy menu that you would serve in our cafeteria for one week. What occupations contribute to the lunchroom system to make it a success? **V_*_L__S _*_M__B__P__I_*_N__**

Learning Targets:

Healthful Living:
5.01-Place foods in the appropriate group of the Food Guide Pyramid.
5.03-Select a school breakfast and lunch that contain a variety of grains, vegetables and fruit.
5.07-Identify snack foods that help the teeth and body.
1.01- Describe influences on health, e.g., food, rest, exercise, hygiene/cleanliness
Language Arts:
4.04-Maintain conversation and discussions

Real World Connections With Products
 Generate, categorize, describe, explain

Real World Applications
 Cafeteria manager/workers, nutritionist, restaurant manager/workers

Real World Terms
Produce, manufacture, evaluate, 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.

Overarching generalizations

Systems may be influenced by other systems
Systems have parts that work to complete a task
Systems follow rules

Complex generalizations
Systems may change over time

Materials Needed for Task Rotation and/or Task Rotation Menu

- Magazines
- Scissors
- Food guide pyramid
- Journals
- Various restaurant menus/ lunchroom menu
- Art materials

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives

1. How can systems be influenced by other systems?
2. How can one system be positive or negative?
3. How can systems work together to complete a task?
4. How can a system contribute to growth?
5. How may systems change over time?
6. How can a system be successful by following rules?

Intelligent Behaviors

1. What Habits of Mind (HOM) did you use in completing the task rotation activities from the unit of study?
2. How do you demonstrate these HOM daily?
3. What HOM did you see as your strength in these activities?

Literary Perspective

1. Identify the measurements used in our books.
2. Discuss why it is important to follow a recipe.
3. What would the lemonade/pancakes taste like without following the recipe?
4. How would you describe *Lulu's Lemonade* and *Pancakes, Pancakes* to a person who has never read these literature pieces in three or more sentences?
5. How do the foods in the books contribute to a healthy body as a system?

Student/Teacher Reflections

Students and teacher together will choose ten recipes. Students in small groups will illustrate the recipes so that when they are finished, they will combine all recipes to make a classroom cookbook.

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

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking
Demonstrate the number on the given card by using the manipulatives provided.	Role play a chef creating a new pizza and allow your audience to determine the number and type of toppings to be added to your pizza.
What intelligent behavior did you use to demonstrate the given number on the card?	Which habits of mind would a chef possess?
V_ * _L_ * _S_ * _M__B__P_ * _I__N__	**V_ * _L_ * _S__M__B_ * _P__I_ * _N__**
Understanding Learner (C) Intuitive-Thinking	**Self-Expressive Learner (D) Intuitive-Feeling**
Decide which holds more using the following containers: cup, pint, gallon, quart. Investigate the amount in each container and compare the results.	Create a robot using the provided containers: gallon, pint, quart, and cup. Speculate how the containers could fit inside one another.
How did you use the questioning habit of mind when comparing the containers?	Which intelligent behavior did you use to complete this task?
V_ * _L__ * S__M__B__P__I_ * _N__	**V_ * _L_ * _S__M__B__P__I_ * _N__**

Learning Targets:

Math:
1.01- Develop number sense for whole numbers through 30.
        a. Connect model, number word (orally), and number, using a variety of representations.
        b. Count objects in a set.
        c. Read and write numerals
        g. Recognize equivalence in sets and numbers 1-10.
1.03- Solve problems and share solutions to problems in small groups.
2.01- Compare attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture)

Real World Connections With Products
Investigate, determine, comparing

Real World Applications
Chef, author, mathematician

Real World Terms
Produce, disseminate, measure, analyze, gather

Connect all products 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

Systems may be influenced by other systems
Systems have parts that work to complete a task
Systems follow rules

Complex generalizations
Systems may change over time

Materials Needed for Task Rotation and/or Task Rotation Menu

- Manipulatives
- Number cards
- Measurement containers

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives

1. How can systems be influenced by other systems?
2. How can one system be positive or negative?
3. How can systems work together to complete a task?
4. How can a system contribute to growth?
5. How may systems change over time?
6. How can a system be successful by following rules?

Intelligent Behaviors

1. What Habits of Mind (HOM) did you use in completing the task rotation activities from the unit of study?
2. How do you demonstrate these HOM daily?
3. What HOM did you see as your strength in these activities?

Literary Perspective

1. Identify the measurements used in our books.
2. Discuss why it is important to follow a recipe.
3. What would the lemonade/pancakes taste like without following the recipe.
4. How would you describe Lulu's Lemonade and Pancakes, Pancakes to a person who has never read these literature pieces in three or more sentences?

Student/Teacher Reflections

In your math journals have students depict which habits of mind are important when exploring measurement systems.

Additional Support Materials

Favorite Read-Alouds
Lemonade for Sale
Bread, Bread,Bread: Ken Heyman
Blueberries for Sal: McKlosky
Piggy's Pizza Parlor

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: Systems

Topic: Nutrition

K-2
Kim Vincent, Beverly McLawhorn
Roanoke Rapids and 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

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Topic - Measurement/ Nutrition

Literature Selection – *Lulu's Lemonade*
Author - Barbara deRubertis

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Concepts	Themes
Systems	Capacity of gallon, quart, pint, tablespoon, teaspoon Connections between nutrition and healthy living
Issues or Debates	**Problems or Challenges**
Healthy foods vs. unhealthy foods Measurement connections	Measuring and following a recipe
Processes	**Theories**
Problem solving in real life situations	
Paradoxes	**Assumptions or Perspectives**
Things are not always what they seem.	Math is directly correlated with everyday life. A healthy body system is attributed to healthy choices.

Big Ideas Manifested

Topic - Nutrition/measurement

Literature Selection – *Pancakes, Pancakes*
Author: Eric Carle

Concepts	Themes
Systems	Persistence precedes success
Issues or Debates	**Problems or Challenges**
Wants vs. Needs	Following a recipe
Processes	**Theories**
Problem solving	
Paradoxes	**Assumptions or Perspectives**
Persistence vs. complacency	Hard work always pays off in the end.

Big Ideas Manifested

Topic -

Literature Selection –
Author -

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

Concept – Systems   Topic – Nutrition

Suggested Literature Selection(s) – <u>Lulu's</u> *Lemonade; Pancake, Pancake*

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Look and Listen for…

Intelligent Behaviors

     Story Focus : Persisting, Probing and Questioning, Metacognition, Creating**,** imagining, innovating

     Student Activities : Persisting, Probing and Questioning, Metacognition, Creating, imagining, innovating

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Thinking Skills Focus - Describing similarities and differences in food

Topic Focus - Nutrition

Concept Focus - Systems

Overarching Generalizations - Systems may be influenced by other systems; Systems have parts that work to complete a task; Systems follow rules.

More Complex Generalizations - Systems may change over time

Directions for Teachers

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

Suggested Topics for Discussion
  Food guide pyramid, systems, healthy bodies, measurement, nutrition, capacity

Suggested Vocabulary Words for Discussion
  Cup, gallon, quart, pint, tablespoon, teaspoon, recipe, capacity

Vocabulary Extension
  Math journals

Hooks

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

Six Facets of Understanding

Facet 1 – EXPLANATION
Draw and label the parts of the food guide pyramid. What are examples of healthy and unhealthy foods? Describe what a healthy and unhealthy body would look like. What might happen if we did not use the parts of the food guide pyramid to create a healthy diet?
Facet 2 - **INTERPRETATION**
Critique the lunchroom menu for healthy and unhealthy foods. Illustrate how our body would change over time if we only ate unhealthy foods. How is the food guide pyramid like a system? How is our body like a system?
Facet 3 - APPLICATION
How might following the food guide serving suggestions help us to maintain a healthy body? Plan a menu for a class party consisting of healthy snacks.
Facet 4 - PERSPECTIVE
Use exercise 14…"Similarities and Differences in Foods" in the Critical Thinking Skills Book Compare and contrast our lunchroom menu to McDonald's menu. Compare and contrast a healthy and unhealthy body in your journals. How are the parts of our lunchroom system similar or different to the parts of a restaurant system?
Facet 5 – EMPATHY
How would you feel if you were not allowed to eat certain foods? Assume the role of a chef; plan a menu that you would serve to your family including all of the parts of the food guide pyramid.
Facet 6 – SELF-KNOWLEDGE
Draw and write about how might you become a healthy eater. How do I know that systems influence other systems?

Read: *Lulu's Lemonade:*

Task Rotation Learning Activities

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

Mastery Learner (A) **Sensing- Thinking**	**Interpersonal Learner (B)** **Sensing-Thinking**
Using the provided felt foods, categorize and complete the food guide system interactive bulletin board. Explain how you classified the food items. As you reflect on your knowledge of the food guide pyramid, what conclusions might you draw about systems? **V_*_L__S_*_M__B_*_P__I_*_N__**	Role-play you are cafeteria manager, discuss what parts of the system you would have to use to make your lunchroom run successfully. What intelligent behaviors should a cafeteria worker possess in order to make the system a success? **V_*_L__S__M__B_*_P__I_*_N__**
Understanding Learner (C) **Intuitive-Thinking**	**Self-Expressive Learner (D)** **Intuitive-Feeling**
Using the models "Sweet Tooth Sue" (unhealthy body) and " Healthy Harry" (healthy body), deduce within your group which food items provided would be a food choice for healthy or unhealthy bodies. Be prepared to explain your reasoning. What do you predict will happen in "Sweet Tooth Sue" and "Healthy Harry's" diet systems if you switched their food items? **V_*_L__S_*_M__B_*_P__I_*_N__**	Imagine the class has to create a new fruit drink, illustrate a label for the class fruit drink. Illustrate the ingredients on your label that are included in the fruit drink. As you think about your new fruit drink, what flavor combinations could you use to change the taste? What intelligent behaviors are you demonstrating in this activity? **V_*_L__S_*_M__B__P__I_*_N__**

Learning Targets:
Healthful Living:
5.01-Place foods in the appropriate group of the Food Guide Pyramid.
5.04- Keep foods and their containers clean.
5.05- Keep hands clean, using appropriate cleaning techniques.
5.07-Identify snack foods that help the teeth and body.
1.01 Describe influences on health, e.g. food, rest, exercise, hygiene/cleanliness
Literacy:
4.01-Use new vocabulary in own speech and writing.

Real World Connections With Products
Explain, discuss, describe, imagine, conclude

Real World Applications
Cafeteria manager/workers, nutritionist, restaurant manager/workers

Real World Terms
Organize, evaluate, apply, observe

Connect all products 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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Overarching Generalizations

Systems may be influenced by other systems
Systems have parts that work together to complete a task
Systems follow rules

Complex Generalizations

Systems may change over time

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Materials Needed for Task Rotation and/or Task Rotation Menu

- Felt food guide pyramid and individual food pieces
- "Sweet Tooth Sue"/ "Healthy Harry"- interactive bulletin board cut outs
- Journals
- Art materials
- Intelligent Behavior Chart

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspective

1. How can systems be influenced by other systems?
2. How can one system be positive or negative?
3. How can systems work together to complete a task?
4. How can a system contribute to growth?
5. How may systems change over time?
6. How can a system be successful by following rules?

Intelligent Behaviors

1. What Habits of Mind (HOM) did you use in completing the task rotation activities from the unit of study?
2. How do you demonstrate these HOM daily?
3. What HOM did you see as your strength in these activities?

Literary Perspective

1. Identify the measurements used in our book.
2. Discuss why it is important to follow a recipe.
3. What would the lemonade taste like without following the recipe?
4. How would you describe *Lulu's Lemonade* to a person who has never read this literature piece in three or more sentences?
5. How do the foods in the book contribute to a healthy body as a system?

Student/Teacher Reflections

As you reflect on the lesson, compare and contrast in seminar style our cafeteria to a restaurant.

Math Task Rotation Learning Activities

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

Mastery Learner (A) Sensing- Thinking	**Interpersonal Learner (B)** Sensing-Thinking
Looking at two different shaped gallon pitchers, determine if they would hold the same amount of liquid. Draw and write in your math journal about what you had to do to solve this math problem. What conclusions might you draw about intelligent behaviors from participating in this activity? **V_ * L_ * S_ * M__ B__ P__ I_ * N__**	Compose a letter to Eric Carle convincing him to add your favorite ingredients to his pancakes. After adding your ingredients to his pancakes, how many ingredients will you have in all? What habit of mind do you think Eric Carle used when writing *Pancakes, Pancakes?* **V_ * L_ * S_ * M__ B__ P__ I_ * N__**
Understanding Learner (C) Intuitive-Thinking	**Self-Expressive Learner (D)** Intuitive-Feeling
Read *Pancake, Pancake* and tally the number of times the vocabulary word cup is heard throughout the story. Formulate an addition fact that would equal the amount of tally marks recorded. What habit of mind did the characters demonstrate in the book? **V_ * L_ * S_ * M__ B__ P__ I_ * N__**	Create your own nonstandard unit of measurement for a cup using the provided materials: clay, Lego's, cubes, waffle blocks, etc. Investigate your results. Name two or more habits of mind that you used in this activity. How did you use them in this activity? **V_ * L_ * S_ * M__ B_ * P__ I_ * N__**

Learning Targets:
Science:

4.05- Demonstrate that standard units of measure produce more consistent results than nonstandard units, allowing information to be shared.

Math:

1.01- Develop number sense for whole numbers through 30.
       a. Connect model, number word (orally), and number, using a variety of representations.
       b. Count objects in a set.
       c. Read and write numerals
       g. Recognize equivalence in sets and numbers 1-10.

1.03- Solve problems and share solutions to problems in small groups.

2.01- Compare attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture)

Real World Connections With Products
Determine, compare, generate, conclude

Real World Applications
Chef, author, mathematician

Real World Terms
Produce, disseminate, measure, analyze, gather

Connect all products 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

Systems may be influenced by other systems
Systems have parts that work together to complete a task
Systems follow rules

Complex Generalizations

Systems may change over time

Materials Needed for Task Rotation and/or Task Rotation Menu

- Journals
- Different shaped gallon pitchers
- book: *Pancakes, Pancakes*
- building manipulatives

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
1. How can systems be influenced by other systems?
2. How can one system be positive or negative?
3. How can systems work together to complete a task?
4. How can a system contribute to growth?
5. How may systems change over time?
6. How can a system be successful by following rules?

Intelligent Behaviors

1. What Habits of Mind (HOM) did you use in completing the task rotation activities from the unit of study?
2. How do you demonstrate these HOM daily?
3. What HOM did you see as your strength in these activities?

Literary Perspective

1. Identify the measurements used in our books.
2. Discuss why it is important to follow a recipe.
3. What would the lemonade/pancakes taste like without following the recipe?
4. How would you describe *Lulu's Lemonade* and *Pancakes, Pancakes* to a person who has never read these literature pieces in three or more sentences?

Student/Teacher Reflections

Give students a piece of paper to draw and write about the lesson on pancakes. Students will discuss what they are doing with those around them so that when they are finished, the pictures will be combined to create a classroom book about pancakes.

Concept: Systems

Topic: Nutrition

Generalization: Systems maybe influenced by other systems

Essential Question(s): How can systems influence other systems?

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Using the provided felt foods, categorize and complete the food guide system interactive bulletin board.	Illustrate one item from each food group and explain how it is healthy for your body.	Generate a healthy menu that you would serve in our cafeteria for one week.	Using the provided menus, determine where your family would prefer to eat dinner tonight.
2	Identify and graph the parts presents in each level of the food guide pyramid.	If you were to eliminate one food group, how would it affect your body?	Speculate why all restaurants do not have a good grade. Discuss what parts of the restaurant system would affect their grade.	If you were our cafeteria manger, what systems would you have to use to make our lunchroom a success, draw and write about it in your journal.
3	Reconstruct and label the food guide pyramid in your journal.	Using your knowledge of the food guide pyramid, why do you think your parents feel it is important for you to eat your vegetables everyday?	Invent a solution so that all restaurants have a good grade.	Compose a letter to send to the cafeteria manager convincing her to use healthier snack alternatives your group has developed.

Real World Connections With Products
Categorize, identify, explain, determine

Real World Applications
Cafeteria workers/manager, nutritionist, restaurant workers/manager

Real World Terms
Evaluate, observe, apply, analyze

Overarching Generalizations

Systems may be influenced by other systems
Systems have parts that work together to complete a task
Systems follow rules

Complex Generalizations

Systems may change over time

Connect all products 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

- Felt food guide pyramid and individual food cut outs
- Journals
- Art materials
- Various restaurant menus

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives

1. How can systems be influenced by other systems?
2. How can one system be positive or negative?
3. How can systems work together to complete a task?
4. How can a system contribute to growth?
5. How may systems change over time?
6. How can a system be successful by following rules

Intelligent Behaviors

1. What Habits of Mind (HOM) did you use in completing the task rotation activities from the unit of study?
2. How do you demonstrate these HOM daily?
3. What HOM did you see as your strength in these activities

Literary Perspective

1. Identify the measurements used in our books.
2. Discuss why it is important to follow a recipe.
3. What would the lemonade/pancakes taste like without following the recipe?
4. How would you describe Lulu's Lemonade and Pancakes, Pancakes to a person who has never read these literature pieces in three or more sentences?
5. How do the foods in the books contribute to a healthy body as a system?

Student/Teacher Reflections

After participating in a taste explorer activity discuss how each food item may contribute to a healthy body system.

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

Mastery Learner (A) **Sensing- Thinking** Using the magazine food cut outs, categorize and place on the food guide pyramid provided. How can these foods contribute to a healthy body as a system? **V_*_L__S_*_M__B__P_*_I__N__**	**Interpersonal Learner (B)** **Sensing-Thinking** Using the provided menus, determine where your family would prefer to eat dinner tonight. From what we have learned about the food guide pyramid and nutrition, why did you choose this restaurant for your family? What intelligent behaviors did you demonstrate in completing this activity? **V_*_L__S_*_M__B__P__I_*_N__**
Understanding Learner (C) **Intuitive-Thinking** Illustrate one item from each food group and explain how it is healthy for your body. If you were to eat sweets all day long, how would this affect your body as a system? **V_*_L__S_*_M__B__P_*_I__N__**	**Self-Expressive Learner (D)** **Intuitive-Feeling** Generate a healthy menu that you would serve in our cafeteria for one week. What occupations contribute to the lunchroom system to make it a success? **V_*_L__S_*_M__B__P__I_*_N__**

Learning Targets:

Healthful Living:
5.01-Place foods in the appropriate group of the Food Guide Pyramid.
5.03-Select a school breakfast and lunch that contain a variety of grains, vegetables and fruit.
5.07-Identify snack foods that help the teeth and body.
1.01- Describe influences on health, e.g., food, rest, exercise, hygiene/cleanliness
Language Arts:
4.04-Maintain conversation and discussions

Real World Connections With Products
 Generate, categorize, describe, explain

Real World Applications
 Cafeteria manager/workers, nutritionist, restaurant manager/workers

Real World Terms
Produce, manufacture, evaluate, 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.

<div align="center">

Overarching generalizations

Systems may be influenced by other systems
Systems have parts that work to complete a task
Systems follow rules

Complex generalizations
Systems may change over time

</div>

Materials Needed for Task Rotation and/or Task Rotation Menu

- Magazines
- Scissors
- Food guide pyramid
- Journals
- Various restaurant menus/ lunchroom menu
- Art materials

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives

1. How can systems be influenced by other systems?
2. How can one system be positive or negative?
3. How can systems work together to complete a task?
4. How can a system contribute to growth?
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1. What Habits of Mind (HOM) did you use in completing the task rotation activities from the unit of study?
2. How do you demonstrate these HOM daily?
3. What HOM did you see as your strength in these activities?

Literary Perspective

1. Identify the measurements used in our books.
2. Discuss why it is important to follow a recipe.
3. What would the lemonade/pancakes taste like without following the recipe?
4. How would you describe *Lulu's Lemonade* and *Pancakes, Pancakes* to a person who has never read these literature pieces in three or more sentences?
5. How do the foods in the books contribute to a healthy body as a system?

Student/Teacher Reflections

Students and teacher together will choose ten recipes. Students in small groups will illustrate the recipes so that when they are finished, they will combine all recipes to make a classroom cookbook.

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

Mastery Learner (A) **Sensing- Thinking** Demonstrate the number on the given card by using the manipulatives provided. What intelligent behavior did you use to demonstrate the given number on the card? **V_ * _L_ * _S_ * _M__B__P_ * _I__N__**	**Interpersonal Learner (B)** **Sensing-Thinking** Role play a chef creating a new pizza and allow your audience to determine the number and type of toppings to be added to your pizza. Which habits of mind would a chef possess? **V_ * _L_ * _S__M__B_ * _P__I_ * _N__**
Understanding Learner (C) **Intuitive-Thinking** Decide which holds more using the following containers: cup, pint, gallon, quart. Investigate the amount in each container and compare the results. How did you use the questioning habit of mind when comparing the containers? **V_ * _L__ * S__M__B__P__I_ * _N__**	**Self-Expressive Learner (D)** **Intuitive-Feeling** Create a robot using the provided containers: gallon, pint, quart, and cup. Speculate how the containers could fit inside one another. Which intelligent behavior did you use to complete this task? **V_ * _L_ * _S__M__B__P__I_ * _N__**
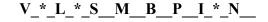
Learning Targets:

Math:
1.01- Develop number sense for whole numbers through 30.
        a. Connect model, number word (orally), and number, using a variety of representations.
        b. Count objects in a set.
        c. Read and write numerals
        g. Recognize equivalence in sets and numbers 1-10.
1.03- Solve problems and share solutions to problems in small groups.
2.01- Compare attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture)

Real World Connections With Products
Investigate, determine, comparing

Real World Applications
Chef, author, mathematician

Real World Terms
Produce, disseminate, measure, analyze, gather

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

<div align="center">

Overarching generalizations

Systems may be influenced by other systems
Systems have parts that work to complete a task
Systems follow rules

Complex generalizations
Systems may change over time

</div>

Materials Needed for Task Rotation and/or Task Rotation Menu

- Manipulatives
- Number cards
- Measurement containers

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives

1. How can systems be influenced by other systems?
2. How can one system be positive or negative?
3. How can systems work together to complete a task?
4. How can a system contribute to growth?
5. How may systems change over time?
6. How can a system be successful by following rules?

Intelligent Behaviors

1. What Habits of Mind (HOM) did you use in completing the task rotation activities from the unit of study?
2. How do you demonstrate these HOM daily?
3. What HOM did you see as your strength in these activities?

Literary Perspective

1. Identify the measurements used in our books.
2. Discuss why it is important to follow a recipe.
3. What would the lemonade/pancakes taste like without following the recipe.
4. How would you describe Lulu's Lemonade and Pancakes, Pancakes to a person who has never read these literature pieces in three or more sentences?

Student/Teacher Reflections

In your math journals have students depict which habits of mind are important when exploring measurement systems.

Additional Support Materials

Favorite Read-Alouds
Lemonade for Sale
Bread, Bread,Bread: Ken Heyman
Blueberries for Sal: McKlosky
Piggy's Pizza Parlor

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

Big Ideas Manifested

> **Topic - Plants**
>
> **Literature Selection – Tops and Bottoms**
> **Author – Janet Stevens**

Concepts	Themes
Conflict Change	Nature vs. Beast
Issues or Debates	**Problems or Challenges**
Cooperation vs. Conflict	Overcoming Problems
Processes	**Theories**
Working together Learn by doing	Hard work done well has it's own reward.
Paradoxes	**Assumptions or Perspectives**
	Everyone working together makes the work easier.

Big Ideas Manifested

> **Topic -Change**
>
> **Literature Selection –The Tiny Seed**
> **Author – Eric Carle**

Concepts	Themes
Change Patterns Survival	Dependency on your environment
Issues or Debates	**Problems or Challenges**
Life vs. death Nature vs. man Nature vs. nature	Adapting to your environment Survive against nature
Processes	**Theories**
Adjusting to challenges (lack of)	Survival of the fittest
Paradoxes	**Assumptions or Perspectives**
	Assume that life cycle will continue

Big Ideas Manifested

Topic - Change	
Literature Selection – Bluebonnet Girl	
Author – Michael Lind	

Concepts	Themes
Survival Interdependence Balance Scarcity Sacrifice	"Pride goeth before the fall"
Issues or Debates	**Problems or Challenges**
Scarcity vs. abundance Generosity vs. selfishness Rigidity vs. flexibility	Surviving the drought Giving up prized possessions
Processes	**Theories**
Problem solving Risk-taking	Change is inevitable
Paradoxes	**Assumptions or Perspectives**
Character with the least gave up the most A little child shall lead you	Bluebonnet flower originated by an Indian girl's gift

Concept – Change   Topic – Plants

Suggested Literature Selection(s) – Tops and Bottoms by Janet Stevens
Supporting Literature - The Tiny Seed by Eric Carle
                         Bluebonnet Girl by Michael Lind

Look and Listen for…

Intelligent Behaviors

Story Focus	**Creating, Imagining, and Innovation**
	Persisting
Student Activities	**Creating, Imagining, Innovating**
	Persisting
	Metacognition
	Posing Questions

Thinking Skills Focus – *Beginning Building Thinking Skills* – Parks and DeArmas
                         Describing Similarities and Differences

Topic Focus - Plants

Concept Focus – Change

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

More Complex Generalizations – Change can be positive or negative.
                         Patterns are found in nature.
                         Conflict can bring about change.
                         Conflict occurs between man and nature.

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
decision making, wants vs. needs, patterns, change, identify common organisms/plants, use of plants as natural resources, parts of plants, how plant life cycles ensure our continuous use of plants

Suggested Vocabulary Words for Discussion
business partners, harvesting, season, gather, scowled, roots, tassels, stem, leaves, seeds, flowers, profit

Vocabulary Extension
Discuss the meaning of the above vocabulary words. Have children demonstrate the meaning of the selected words through role-play.

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

Six Facets of Understanding

Facet 1 – EXPLANATION
Read the story "Tops and Bottoms" to the class. What are examples of plants tops and bottoms that we eat? Explain why rabbit changed from growing tops one season to growing bottoms the next season. As you reflect on the story, what might some patterns be in rabbit's and bear's behavior? How did their conflict bring about change?

Facet 2 – INTERPRETATION
Place a white carnation in a vase filled with colored water. Evaluate what happened to the flower. Why might this have happened? Why is change important in the life cycle of a plant?

Facet 3 – APPLICATION
Perform the action poem "Planting Seeds" with the class (see additional support materials). What did you learn about plants through this poem? Apply this knowledge to create a song or perform a dance about plants. What changes occur in the life cycle of a plant?

Facet 4 – PERSPECTIVE
Imagine that you are an ant. How would a seed look from your perspective? Compare that to the perspective of a person. Fold a sheet of paper in half. Draw a picture of ant's perspective on one side. Draw a picture of the person's perspective on the other side. Write about your comparisons. How did your perspective change?

Facet 5 – EMPATHY
Read "The Tiny Seed". Role-play the part of the seed. How would you feel if you walked in the tiny seed's shoes? What changes occurred in his journey? Would you make any other changes in his journey? Why or why not?

Facet 6 – SELF-KNOWLEDGE
If you were a plant, would you prefer a sunny day or a rainy day? At the end of the day, reflect on how you felt. Create a song showing how you felt. What would you change in your day?

Read:

Task Rotation Learning Activities

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

Mastery Learner (A) **Sensing- Thinking** Sequence the life cycle of a plant using picture cards. Label each step. Change is inevitable. How is this seen in a life cycle? How were you metacognition in completing this task? **V*L*S__M__B__P__I*N__**	**Interpersonal Learner (B)** **Sensing-Thinking** If you were a plant, how would you feel if you were an endangered species? Write a letter to the president showing your reflections about how you feel and asking him for help. How does conflict occur between man and nature? What habit of mind did you use? **V*L*S__M__B__P__I*N__**
Understanding Learner (C) **Intuitive-Thinking** Discuss the importance of plants. Group students in pairs. Have the students select two reasons that plants are important and explain their thinking. Does using plants create a conflict between man and nature? How did you use metacognition in this task? **V*L*S__M__B__P__I*N__**	**Self-Expressive Learner (D)** **Intuitive-Feeling** Imagine what the world would be like if there were no trees. Make a web as you brainstorm your ideas. How might this negative change affect our environment? Which habit of mind did you use to complete this task? **V*L__S*M__B__P__I__N***

Real World Connections With Products
examine
generate
observe
compare/contrast

Real World Applications
gardner
scientist
researcher

Real World Terms
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.

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

Complex Generalizations
Change can be positive or negative.
Patterns are found in nature.
Conflict can bring about change.
Conflict occurs between man and nature.

Materials Needed for Task Rotation and/or Task Rotation Menu

- copy of "The Tiny Seed"
- copy of "Tops and Bottoms"
- pictures of story events
- various seeds
- various plants
- soil
- Styrofoam cups or plant pots
- drawing paper
- story paper

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
1. How is change necessary for growth?
2. How is change inevitable?
3. How can change be positive? negative?
4. Where can patterns be found in nature?
5. How does conflict bring about change?

Intelligent Behaviors
1. What Intelligent Behaviors did the characters in the story demonstrate?
2. How did you use these or other Intelligent Behaviors in completing the task rotation activities from the unit of study?
3. How do you demonstrate these Intelligent Behaviors?

Literary Perspective
1. Would you recommend the book to someone? Why or why not?
2. How can the conflict between the bear and the rabbit be resolved?
3. Was the change in bear positive or negative?

Student/Teacher Reflections
Assign each student a partner. Have them role-play the conflict between bear and rabbit and develop a mural showing how bear changed at the end of the story.

Math Task Rotation Learning Activities

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

Mastery Learner (A) **Sensing- Thinking** Go on a living number hunt. Have students find plants whose petals/leaves are associated with a certain number. Grass =1; clover = 3; buttercups = 5 etc. Discuss patterns in nature and how almost always one type of plant/flower will have the same number of petals/leaves. Choose a recorder to document their findings. What are some of the patterns that you observed in nature? Discuss your findings. What intelligent behavior did you use? **V*L*S__M__B__P*I__N***	**Interpersonal Learner (B)** **Sensing-Thinking** Explain to the students that they are going to make their own grass cups. Read and discuss each step of the recipe (see additional support materials). Assign each student a partner. Pairs of students will measure ingredients as they create their grass cups. What outcomes do you seek? After completion, announce to the class that they may eat their creation. Have the students discuss how they feel about eating "dirt, grass, and worms." What are some of the benefits you will derive from engaging in this activity? How were your intelligent behaviors used? **V*L*S__M__B__P*I*N__**
Understanding Learner (C) **Intuitive-Thinking** Plant bean seeds and sunflower seeds. Compare and contrast the growth of each plant. Be prepared to explain your results. What conclusions might you draw? What changes might you notice as you compare your plants' growth? How are intelligent behaviors reflected in this activity? **V*L*S__M__B__P__I*N__**	**Self-Expressive Learner (D)** **Intuitive-Feeling** Create a new type of plant using attribute blocks. How can this plant be used as a natural resource? Would this be a positive or negative change in the environment? What habits of mind did you use when completing this task? **V*L*S*M__B__P__I*N***

Real World Connections With Products
Observe, explain, compare, contrast, conclude

Real World Applications
gardener, researcher, scientist

Real World Terms
analyze, observe, evaluate

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

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

More Complex Generalizations – Change can be positive or negative.
Patterns are found in nature.
Conflict can bring about change.
Conflict occurs between man and nature.

Materials Needed for Task Rotation and/or Task Rotation Menu

- sunflower seeds/bean seeds
- attribute blocks
- see recipe in appendix (need ingredients)
- paper/pencil
- dirt
- cups
- rulers

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
1. How is change necessary fro growth?
2. How is change inevitable?
3. How can change be positive? negative?
4. Where can patterns be found in nature?
5. How does conflict bring about change?

Intelligent Behaviors
1. What Intelligent Behaviors did the characters in the story demonstrate?
2. How did you use these or other Intelligent Behaviors in completing the task rotation activities from the unit of study?
3. How do you demonstrate these Intelligent Behaviors?

Literary Perspective
1. Would you recommend the book to someone? Why or why not?
2. How can the conflict between the bear and the rabbit be resolved?
3. Was the change in bear positive or negative?

Student/Teacher Reflections
Give students a piece of paper to draw a picture about the lesson on plants. Students will discuss what they are doing with those around them so that when they are finished the pictures will be combined to create a classroom book about plants.

Concept: Change

Topic: Plants

Generalization: Change generates additional change.
                Change is inevitable.
                Change is necessary for growth.

Essential Question(s)

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Draw the parts of a plant that we use. Then draw a picture of one way it can be used.	Examine seeds from various types of plants. Choose two types of seeds. Compare and contrast them using a Venn diagram.	Imagine what the world would be like if there were no trees. Make a web as you brainstorm your ideas.	If you were a plant, would you prefer a sunny day or a rainy day? How would you feel on this day? Create a song telling how you would feel.
2	Sequence the life cycle of a plant using picture cards of each step. Label each step.	Discuss the importance of plants. Group students in pairs. Have the students select two reasons that plants are important and explain their thinking.	Predict what our world would look like if there were no plants. Choose a habitat and draw a picture demonstrating this new world. ➢ ocean ➢ mountain ➢ forest ➢ desert	If you were a plant, how would you feel if you were an endangered species? Write a letter to the president showing your reflections about how you feel and asking him for help.
3	Demonstrate the life cycle of plant growth by germinating seeds and documenting it's growth to the adult stage.	Discuss our need to continue the existence of plants as natural resources. Have students role play a scene where one student persuades the other to take care of an endangered plant species.	Create a new type of plant. Draw and label the parts of this plant using the computer program "KidsPix." Explain how one of its parts could be used as a natural resource.	Generate a list of laws to protect your plant. Decide which are the most important and the easiest to enforce. Decide how these laws will be enforced.

Real World Connections With Products
Examine, compare and contrast, generate, predict

Real World Applications
president, farmer, gardener, scientist

Real World Terms
observe, evaluate, 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.

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

More Complex Generalizations – Change can be positive or negative.
                                                Patterns are found in nature.
                                                Conflict can bring about change.
                                                Conflict occurs between man and nature.

Materials Needed for Task Rotation and/or Task Rotation Menu

- writing paper
- pencils
- picture cards
- drawing paper
- drawing utensils
- seeds
- potting soil
- cups
- computer
- computer program "KidsPix"

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives

1. How is change necessary for growth?
2. How is change inevitable?
3. How can change be positive? negative?
4. Where can patterns be found in nature?
5. How does conflict bring about change?

Intelligent Behaviors

1. What Intelligent Behaviors did the characters in the story demonstrate?
2. How did you use these or other Intelligent Behaviors in completing the task rotation activities from the unit of study?
3. How do you demonstrate these Intelligent Behaviors?

Literary Perspective

1. Would you recommend the book to someone? Why or why not?
2. How can the conflict between the bear and the rabbit be resolved?
3. Was the change in bear positive or negative?

Student/Teacher Reflections

Debate the pros and cons of this unit.

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

Mastery Learner (A) **Sensing- Thinking** Retell the story, <u>Tops and Bottoms,</u> in your own words. Examine pictures showing events. Place the pictures in the correct sequence. As you reflect on the events, how would the outcome change with different plants or animals? What intelligent behaviors did rabbit and bear demonstrate? **V*L*S*M__B__P__I*N***	**Interpersonal Learner (B)** **Sensing-Thinking** If you were a plant, would you prefer a sunny day or a rainy day? How would you feel on this day? Create a song about how you would feel. As you reflect on your choice, what are some weather patterns that you might find in nature? What intelligent behavior did you use when making your selection? **V*L__S__M__B*P__I*N__**
Understanding Learner (C) **Intuitive-Thinking** Discuss our need to continue the existence of plants as natural resources. Have students role play a scene where one student persuades the other to take care of an endangered plant species. Would the loss of a plant species be a positive or negative change? Explain. What conclusions might you draw? What intelligent behavior did you use when making this decision? **V*L*S__M__B*P__I__N__**	**Self-Expressive Learner (D)** **Intuitive-Feeling** Imagine that you are a seed. How might you travel? Where would you go? As you plan your trip, generate a map tracking your journey as well as showing your mode of transportation. What conflicts may you encounter between man and nature while on your journey? How might your intelligent behaviors help you imagine your task? **V*L*S*M__B__P__I*N__**

Real World Connections With Products
explain, generate, observe

Real World Applications
gardener, researcher, scientist

Real World Terms
analyze, observe, evaluate

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

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

More Complex Generalizations – Change can be positive or negative.
Patterns are found in nature.
Conflict can bring about change.
Conflict occurs between man and nature.

Materials Needed for Task Rotation and/or Task Rotation Menu

- Picture cards
- map

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
1. How is change necessary for growth?
2. How is change inevitable?
3. How can change be positive? negative?
4. Where can patterns be found in nature?
5. How does conflict bring about change?

Intelligent Behaviors
1. What Intelligent Behaviors did the characters in the story demonstrate?
2. How did you use these or other Intelligent Behaviors in completing the task rotation activities from the unit of study?
3. How do you demonstrate these Intelligent Behaviors?

Literary Perspective
1. Would you recommend the book to someone? Why or why not?
2. How can the conflict between the bear and the rabbit be resolved?
3. Was the change in bear positive or negative?

Student/Teacher Reflections
Using different colored sentence strips, have students write what they learned about each step of a plant's life cycle. Arrange the strips in a pattern to represent the cycle.

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

Mastery Learner (A) **Sensing- Thinking**	**Interpersonal Learner (B)** **Sensing-Thinking**
Sort and graph pictures of fruits and vegetables. Explain how you categorized them. How did you use persistence when completing this activity? **V*L*S__M__B__P*I__N***	Role-play how a seed grows into a plant. How does a plant change as it grows? How did you use your imagination in this role play? **V*L*S__M__B*P__I__N***
Understanding Learner (C) **Intuitive-Thinking**	**Self-Expressive Learner (D)** **Intuitive-Feeling**
Illustrate the components that are important for a plant to grow. Explain how changes in the environment affect plant growth. Is change in a plant's environment positive or negative? How can plants be persistant? **V*L*S*M__B__P__I*N***	Have various vegetables available for observation. Generate a healthy dish, using your vegetables. Share with those around you how you would make this dish. How did you use metacognition in this process? **V*L*S*M__B__P*I__N__**

Real World Connections With Products
similar/differences, identify, compare/contrast, describe, examine, apply

Real World Applications
gardener, chef

Real World Terms
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.

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

More Complex Generalizations – Change can be positive or negative.
                                                    Patterns are found in nature.
                                                    Conflict can bring about change.
                                                    Conflict occurs between man and nature.

Materials Needed for Task Rotation and/or Task Rotation Menu

- picture cards
- drawing paper
- drawing utensils
- vegetables

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
1. How is change necessary fro growth?
2. How is change inevitable?
3. How can change be positive? negative?
4. Where can patterns be found in nature?
5. How does conflict bring about change?

Intelligent Behaviors
1. What Intelligent Behaviors did the characters in the story demonstrate?
2. How did you use these or other Intelligent Behaviors in completing the task rotation activities from the unit of study?
3. How do you demonstrate these Intelligent Behaviors?

Literary Perspective
1. Would you recommend the book to someone? Why or why not?
2. How can the conflict between the bear and the rabbit be resolved?
3. Was the change in bear positive or negative?

Student/Teacher Reflections
Assign each student a partner. Have them role-play the conflict between bear and rabbit and develop a mural showing how bear changed at the end of the story.

Additional Support Materials

Favorite Read-Alouds

Recipes
"Dirt Cups"
crushed Oreo cookies
cool-whip (colored green)
sour straws (cut into 1-inch pieces)
gummy worms

Directions:
Measure ½ cup of Oreo cookies into a Styrofoam cup.
Place a gummy worm in the cookies.
Next, measure 3 tablespoons of cool-whip and spread on top.
Place 8 sour straw pieces into the cool-whip for grass.

Finger Plays, Nursery Rhymes and Songs
"Planting Seeds"
First we dig up the soil
Cheered by spring air.
Pantomine digging up the soil
Then we rake and we rake and we rake.
Pantomine raking.
Next we plant our seeds
With the greatest of care.
Pantomine planting seeds in the ground.
Then we wait and we wait and we wait.
Fold arms and wait.
Under the ground
The young seeds grow.
Curl up on the floor.
Then slowly they start to rise.
Slowly rise up.
Soon, up they sprout
To greet the sun.
Stand up to full height and spread arms.
Oh, what a lovely surprise!

Video Clips

Paintings & Prints

Teacher Reflections

Literary Selection

Date   **School**   **Grade**

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

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

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

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

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

"Additional Comments

APPENDIX

A

Additional Instructional Concept-Based Activities

Project Bright IDEA 2: Interest Development Early Abilities

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

Concept: Relationships

Topic: Citizenship

K-2
Joan Gordon – Guilford County
April Icard – 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

<table>
<tr><td colspan="2">Topic - Respect

Literature Selection – Respecting Others
Author - Robin Nelson</td></tr>
</table>

Concepts	Themes
Relationships Self/Relationship	Change generates change. Change is necessary for growth. Community
Issues or Debates	**Problems or Challenges**
Lack of respect Who teaches it home or school	Responsible for actions Change (attitude)
Processes	**Theories**
Role play/puppets Discussion Guest Speaker Problem Solving Imagine	Respect generates respect
Paradoxes	**Assumptions or Perspectives**
Me First!	Lack of Respect "Do unto others as you would have them do unto you." – Golden Rule

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** – *Citizenship*

Suggested Literature Selection(s) – ** Respecting Others
The Honest to Goodness Truth
Cockroach's Cooties

Look and Listen for…

Intelligent Behaviors

    Story Focus   Metacognition
                       Posing questions
                       Tasking Resposible Risk
                       Persisting
                       Creating, Imagining, and Innovative
                       Managing Impulsivity

    Student Activities   Metacognition
                       Posing questions
                       Tasking Resposible Risk
                       Persisting
                       Creating, Imagining, and Innovative
                       Managing Impulsivity

Thinking Skills Focus – *Building Thinking Skills* by Parks and Black
Describing Similarities and Differences

Topic Focus - Citizenship

Concept Focus - Relationships

Overarching Generalizations –
Everything is related in someway.
Relationships are important.

More Complex Generalizations -
In relationships everyone deserves respect.
Relationships change overtime.
Without respect, conflict may or may not occur in relationships.

Directions for Teachers

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

Suggested Topics for Discussion
    relationships   being respectful   pollution   leadership

Suggested Vocabulary Words for Discussion
    chores   fair   resepect   privacy   deserves   manners   judge

Vocabulary Extension
        There will be a pre made bag of puzzle pieces with a vocabulary word on each piece. The students will pass the bag around. As they pass the bag they will pull out a puzzle piece. They will define the word and then match the piece to a shape on a pre-drawn puzzle mat.

Learning Targets
    Math
        1.01 Develop number sense for whole numbers through 30.
            a.   connect model, number word (orally), and number, using a variety of representations
            b.   count objects in a set
            f.   estimate quantities fewer than or equal to 10
            g.   recognize equivalence in sets and numbers 1-10
        1.03 Solve problems and share solutions to problems in small groups.
        2.01 Compare attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture).
        3.01 Identify, build, draw, and name triangles, rectangles, and circles; identify, build, and name spheres and cubes.
        3.02 Compare geometric shapes (identify likenesses and differences).
        4.01 Collect and organize data as a group activity.
        4.02 Display and describe data with concrete and pictorial graphs as a group activity.
        5.01 Sort and classify objects by one attribute
    Language Arts
        1.01 Develop book and print awareness.
        1.04 Read or begin to read
        2.01 Demonstrate sense of story (e.g. beginning, middle, end, characters, details, and setting.)
        2.02 Demonstrate familiarity of a variety types of books and selections.
        2.03 Use preparation strategies to activate prior knowledge and experience before and during the reading of a text.
        2.04 Formulate questions that a text might answer before beginning to read.
        2.07 Demonstrate understanding of literary language.
        2.09 Identify the sequence of events in a story.
        3.01 Connect information and events in text to experience.
        3.02 Discuss concepts and information in a text to clarify and extend knowledge.
        3.03 Associate target words with prior knowledge and explore an author's choice of words.
        3.04 Use speaking and listening skills and media to connect experiences and text.
        4.01 Use new vocabulary in own speech and writing.
        4.02 Use words that name and words that tell action in a variety of simple texts.
        4.03 Use words that describe color, size, and location in a variety of texts: e.g., oral retelling, written stories, lists, journal entries of personal experiences.
        4.04 Maintain conversation and discussions

4.05 Use a variety of sentence patterns such as interrogative requests (Can you go with me?) and sentence fragments that convey emotion (Me, too!).

4.06 Write and/or participate in writing behaviors by using authors' models of language.

5.01 Develop spelling strategies and skills by representing spoken language with temporary and/or conventional spelling, writing most letters of the alphabet, and analyzing sounds in a word and writing dominant consonant letters.

Science

1.01 Observe and describe the similarities and differences among animals.

1.02 Observe how animals interact with their surroundings.

1.05 Observe the similarities of humans to other animals.

3.01 Observe and describe the properties of different kinds of objects.

3.02 Develop and use a vocabulary associated with the properties of materials.

3.04 Observe that objects can be described and sorted by their properties.

Social Studies

1.01 Describe how individuals are unique and valued.

1.02 Identify different groups to which individuals belong.

1.03 Examine diverse family structures around the world.

1.04 Recognize that families and groups have similarities and differences.

1.05 Compare and contrast customs of families in communities around the world.

2.01 Exhibit citizenship traits such as integrity, responsibility, and trustworthiness in the classroom, school, and other social environments.

2.04 Analyze classroom problems and suggest fair solutions.

3.01 Observe and describe how individuals and families grow and change.

3.03 Observe and summarize changes within communities.

6.03 Identify examples of how families and communities work together to meet their basic needs and wants.

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

Six Facets of Understanding

Facet 1 – EXPLANATION
With many pictures of examples of "citizenship," describe the pictures. What are examples of respect in these pictures? What are the effects of respect on relationships to these pictures?

Facet 2 - INTERPRETATION
Make a spider web with string. (Students pass the string around to make a web.) What does the spider web reveal to us about working together? How does respect relate to making the web? How did we use respect?

Facet 3 - APPLICATION
Locate pictures in books and magazines that show people in a relationship. How might showing respect help us to have a positive relationship?

Facet 4 – PERSPECTIVE
Read *Cockroach Cooties*. (Over several days/weeks). How does respect help solve the conflict in the story? What other possible reactions are there to the conflict?.

Facet 5 – EMPATHY
Show a video clip of *The Incredibles* where the robber runs into the building. Discuss what the right thing to do is if you need money. How could respect be used to make the right decision and keep conflict from occurring in the relationships?

Facet 6 – SELF-KNOWLEDGE
Draw a picture of you and your best friend engaged in your favorite activity. How does your picture show respect in your relationship? How do you know this person is your friend and that this relationship is important?

Read: Respecting Others by Robin Nelson

Task Rotation Learning Activities

K-2
All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.
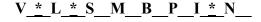
Mastery Learner (A) **Sensing- Thinking** On trifold paper, retell the story *The Honest to Goodness Truth*. (Students may use words or pictures). How did Libby's display of respect affect her relationship with others? How did Libby's lack of respect create conflict? What intelligent behaviors did Libby demonstrate to solve the conflict? **V _*_ L __ S __ M __ B __ P __ I _*_ N __**	**Interpersonal Learner (B)** **Sensing-Thinking** Create the characters in the book. Then create a puppet show exhibiting how each character felt when Libby did not show respect to them. Tell why the characters reacted to Libby as they did. What intelligent behaviors did Libby use to make changes to show everyone respect? **V _*_ L __ S __ M __ B _*_ P __ I _*_ N __**
Understanding Learner (C) **Intuitive-Thinking** Select 5 people figures (community helpers, family members, etc.). Explain how these figures are related. Compare/contrast these relationships to those represented in the story. How did the relationships change throughout the story (over time)? How is respect reflected in these relationships? What intelligent behaviors can be used to show respect? **V _*_ L _*_ S __ M __ B __ P __ I _*_ N __**	**Self-Expressive Learner (D)** **Intuitive-Feeling** Imagine the earth was not shown respect. Create a model reflecting what the earth would be like if respect was not shown. How can the amount of respect to the earth change over time? If respect is not shown to the earth what conflicts may occur? What intelligent behaviors did you use to create the model? **V _*_ L __ S _*_ M __ B __ P _*_ I _*_ N _*_**

10

Real World Connections With Products
Application (investigate, analyze, design, reflect, produce, create, compare, innovate)

Real World Applications
community helpers, family members, naturalist

Real World Terms
conservation, recycle, community, neighborhoods

Connect all products 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

- Book (Honest to Goodness Truth)
- Popsicle sticks
- Props
- People figures

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
1. How are relationships important in family?
2. How is everything related in some way?
3. Does everyone deserve respect?
4. How do relationships change overtime?
5. How does respect affect relationships?
6. Does respect affect conflict in relationships?

Intelligent Behaviors
1. What intelligent behaviors did the characters in the story demonstrate?
2. How did you use these or other intelligent behaviors while completing the task rotation?
3. How do you demonstrate these intelligent behaviors daily?
4. What intelligent behavior is your strength and why?
5. What intelligent behavior do you think you need to work on and what can you do to improve that behavior?

Literary Perspective
1. Identify the characters in the book.
2. Describe the different relationships in the book.
3. How would the story be different if Libby had not changed her ways?
4. How did her decision help solve the conflict?
5. How did Mis Tuzzelbury help Libby?

Student/Teacher Reflections

Give students a piece of paper. Students will draw a picture of one thing they learned about citizenship. Each student will explain their picture to the class and then place it on a class flag to be displayed in the classroom.

Math Task Rotation Learning Activities

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

Mastery Learner (A) **Sensing- Thinking** Given a record sheet, tally the number of items (items include scissors, chairs, tables, doors, etc.) List the number of items from most to least. Report your results to the class. What relationships did you find in your results? What intelligent behaviors were used to complete the activity? V_*_ L_*_ S_*_ M__ B_*_ P__ I_*_ N__	**Interpersonal Learner (B)** **Sensing-Thinking** Work in partners. Given a bag of manipulatives, sort the items in the bag. Dialogue with a partner how you sorted in the items. Have your partner sort the items another way. What is the relationship you found in the items? What intelligent behaviors did you use in this activity? V_*_ L_*_ S_*_ M__ B_*_ P__ I_*_ N__
Understanding Learner (C) **Intuitive-Thinking** Choose 3 different animals. Compare and contrast these animals by color and size. What relationships exist among the animals? Are the relationships important? Why or why not? What intelligent behaviors did you use in this task? V_*_ L_*_ S_*_ M__ B__ P__ I_*_ N__	**Self-Expressive Learner (D)** **Intuitive-Feeling** Choose 5 different pattern blocks. Create a design using the pattern blocks. Why did you choose to make that design? What is the relationship between the blocks? What intelligent behaviors did you use in this activity? V_*_ L_*_ S__ M__ B_*_ P_*_ I_*_ N__

Real World Connections With Products
Application (investigate, design, create, interpret, perform, plan)

Real World Applications
Zoo Keeper, Accountant, Architect

Real World Terms
Construct, design, tally, total, safety, caretaker

Connect all products 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

- Animal manipulatives
- Pattern blocks
- Record sheet template
- Bags of manipulatives

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
1. How are relationships important in family?
2. How is everything related in some way?
3. Does everyone deserve respect?
4. How do relationships change overtime?
5. How does respect affect relationships?
6. Does respect affect conflict in relationships?

Intelligent Behaviors
1. What intelligent behaviors did the characters in the story demonstrate?
2. How did you use these or other intelligent behaviors while completing the task rotation?
3. How do you demonstrate these intelligent behaviors daily?
4. What intelligent behavior is your strength and why?
5. What intelligent behavior do you think you need to work on and what can you do to improve that behavior?

Literary Perspective
N/A

Student/Teacher Reflections
In math journals, draw and write one thing you learned about relationships in numbers. Discuss with a partner. Why do you think "Everything is related someway."

Concept: *Relationships*

Topic: *Citizenship*

Generalization: *Relationships are important.*

Essential Question(s)

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Retell the story "Cockroach Cooties." Describe the relationship between Teddy and Bobby. How did their relationship change over time? What intelligent behaviors did you use in this activity?	Compare/contrast relationships of Teddy to Bobby (brother) and Teddy to Arnie (bully). How are the relationships related? How did respect affect the relationships? What intelligent behaviors did you while doing this activity?	Paint a picture of someone you respect. Why do you feel that person deserves respect? Why is that relationship important to you? What intelligent behaviors did you use while painting your picture?	Interview an adult that you respect. Ask what they think the word respect means. Share how you feel about their response. What intelligent behaviors do you think they used during the interview?
2	Illustrate the sequence of the story telling the beginning, middle, and end based on "Cockroach Cooties." Describe the relationships of the "parts" of the story? What intelligent behaviors did you use in this activity?	Everyone deserves respect. Even a cockroach? Explain your point of view. What intelligent behaviors did you use to complete this activity?	Create a poster of the relationships with in your family. Why are relationships important? What intelligent behaviors did you use to create your poster?	Given a scenario of a conflict. Decide how you would solve the conflict. Role play to share with others. How was respect used to solve conflict in the story? What intelligent behaviors did you use to solve the conflict and role play for others?

3	Retell the story "Coackroach Cooties" by writing a sentence about what happen in the beginning, middle, and end. Draw a picture to match your sentence. How does that show that everything is related in someway? What relationships changed in the story? What factors affected the change? What intelligent relationships did you use in this activity?	Argue the point "Everyone Deserves Respect." How can respect be used to resolve conflict with the class bully. What intelligent behaviors could you use to help solve the conflict? What intelligent behaviors did you use to complete this activity?	Write a story about the relationship in your community. Elaborate on how these relationships are related to other relationships. What intelligent behaviors need to be used in these relationships?	Create a commercial advertising the importance of respect in relationships. What is the importance of respect in the relationships? What intelligent behaviors did you use to create your commercial?

Real World Connections With Products
Application (create, explain, compare, decide)

Real World Applications
Author, designer, artist, reporter, marketer

Real World Terms
Write, edit, design, notes, details

Connect all products 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

- Book- "Cockroach Cooties."
- Paint
- Poster board
- Scenarios of conflict

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
1. How are relationships important in family?
2. How is everything related in some way?
3. Does everyone deserve respect?
4. How do relationships change overtime?
5. How does respect effect relationships?
6. Does respect effect conflict in relationships?

Intelligent Behaviors
1. What intelligent behaviors did the characters in the story demonstrate?
2. How did you use these or other intelligent behaviors while completing the task rotation?
3. How do you demonstrate these intelligent behaviors daily?
4. What intelligent behavior is your strength and why?
5. What intelligent behavior do you think you need to work on and what can you do to improve that behavior?

Literary Perspective
1. Identify characters in the book.
2. Describe the relationship of Bobby to the other characters?
3. How would the story be different if the cockroach was another animal?
4. How did the cockroach bring the brothers closer?
5. How did you identify a bully?

Student/Teacher Reflections

Create a class pet museum. At home each student will design a "pet" using any resources from home. They will bring in the pet and it will be displayed in a pet museum in the classroom.

Student Reflections and Assessments
Task Rotation Learning Experience

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

Mastery Learner (A) **Sensing- Thinking** Follow the pattern *I can show respect at school by…* Write a book. If we did not show respect at school what conflicts may occur? How did you apply the intelligent behaviors when writing the book? **V _*_ L __ S _*_ M __ B __ P _*_ I __ N __**	**Interpersonal Learner (B)** **Sensing-Thinking** Community Service: Create a poster to persuade others to show respect. Discuss why you think respect is needed in the community. How could respect be used to solve conflicts in the community? What intelligent behaviors did you use to do the activity? **V _*_ L __ S __ M __ B _*_ P _*_ I __ N __**
Understanding Learner (C) **Intuitive-Thinking** Select a relationship from your community where respect is displayed and evaluate how the relationship could change over time. Illustrate how this could change. How could this change be positive or negative? Teacher will display pictures of situations where respect is/is not shown. Critique each picture and discuss how positive or negative changes may occur with respect. How has respect or lack or respect in class affected relationships over time? What intelligent behaviors did you use when making your decision? **V _*_ L __ S __ M __ B __ P _*_ I _*_ N __**	**Self-Expressive Learner (D)** **Intuitive-Feeling** Display "pictures" of people showing respect at home, school, and in the community. Reflect by having children imagine they are in the "pictures." Discuss how respect impacts relationships positively or negatively. Do you feel in relationships everyone deserve respect? Why or why not? What intelligent behaviors are reflect in the pictures? **V __ L __ S _*_ M __ B __ P _*_ I _*_ N __**

Real World Connections With Products
Application (imagine, discuss, create, critique)

Real World Applications
Author, community helpers, teacher, artist, attorney

Real World Terms
Write, argue, jobs, community

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- Pictures of people exhibiting respect
- Paper
- Book making material

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
1. How are relationships important in family?
2. How is everything related in some way?
3. Does everyone deserve respect?
4. How do relationships change overtime?
5. How does respect effect relationships?
6. Does respect effect conflict in relationships?

Intelligent Behaviors
1. What intelligent behaviors did the characters in the story demonstrate?
2. How did you use these or other intelligent behaviors while completing the task rotation?
3. How do you demonstrate these intelligent behaviors daily?
4. What intelligent behavior is your strength and why?
5. What intelligent behavior do you think you need to work on and what can you do to improve that behavior?

Literary Perspective
1. How do you show respect to your parents?
2. What manners were used in the book?
3. How do you show respect at school?
4. How can you respect others at home?

Student/Teacher Reflections
"Adopt the School." As a class go around the school and find ways to respect the earth, school building, and people in the school. (For example, pick up trash, say good morning to others, water flowers, clean up bathroom, etc.)

Math Student Reflections and Assessments
Task Rotation Learning Experience

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

Mastery Learner (A) **Sensing- Thinking** Complete a graph (given template) of the eye color of the students in the class. Discuss what relationships are exhibited in the graph. What intelligent behaviors did you use to create the graph? What intelligent behaviors did you use to find the relationships? V_*_L_*_S_*_M__B__P__I_*_N__	**Interpersonal Learner (B)** **Sensing-Thinking** With a given selection of snacks take a survey of your peers asking which snack they like the best. Dialogue why that is their favorite snack. Decide which snack the class likes the best. What relationships exist between different settings? (home, school, etc.). Do you use the same intelligent behaviors at home and at school? Why or why not? V_*_L_*_S_*_M__B__P__I_*_N__
Understanding Learner (C) **Intuitive-Thinking** Compare the relationship with a given number and a set of manipulatives. (For example a weighted #3 equals 3 blocks.) Make the number with number of rubber bands on a geoboard. (For example use 3 rubber bands to make the number 3.) Explain relationships from a set to the actual numbers. Why are these relationships important? How may the intelligent behaviors be used with this activity? V_*_L_*_S_*_M__B_*_P__I_*_N__	**Self-Expressive Learner (D)** **Intuitive-Feeling** Use a given set of family pictures with all of multiple family members (3 in a family, 5 in a family, etc.) Imagine which set you would like to be a member of. Convince a partner why you feel this number of family members is best. How does number in a family affect the relationships of a family? How did you use respect while convincing your partner? What intelligent behaviors were reflected in your dialogue? V_*_L_*_S__M__B__P_*_I_*_N__

Real World Connections With Products
Application (graph, survey, construct, imagine, convince)

Real World Applications
Architects, construction worker, lawyer, statistician

Real World Terms
Argue, debate, construct, structure, graph

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- Graph template
- Snack template
- Manipulatives
- Family pictures
- Weighted numbers
- Chart paper

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
1. How are relationships important in family?
2. How is everything related in some way?
3. Does everyone deserve respect?
4. How do relationships change overtime?
5. How does respect effect relationships?
6. Does respect effect conflict in relationships?

Intelligent Behaviors
1. What intelligent behaviors did the characters in the story demonstrate?
2. How did you use these or other intelligent behaviors while completing the task rotation?
3. How do you demonstrate these intelligent behaviors daily?
4. What intelligent behavior is your strength and why?
5. What intelligent behavior do you think you need to work on and what can you do to improve that behavior?

Literary Perspective
N/A

Student/Teacher Reflections
Make class "photo" book. Students will bring in family picture and then write a description about family (to include numbers). It will be put in class "photo" album.

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
Patterns
Relationships

Topic:
Seasons

K-2
Lauren Gaddy and Dianne Reid
Thomasville 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

Literature Selection
Author

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

Big Ideas Manifested

Topic -

Literature Selection –
Author –

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

Big Ideas Manifested

Topic -Seasons

Literature Selection – A New Year Be Coming
Author – Daniel Minter

Concepts		Themes	
Change, Patterns, Relationships, Languages, Culture		**Traditions, Families, Culture**	
Issues or Debates		**Problems or Challenges**	
Language (ESL)		**Language barriers**	
Processes		**Theories**	
Paradoxes		**Assumptions or Perspectives**	
Maintenance in a culture in a changing world.		**Will the Gullah people ever lose their culture or will they be able to maintain their culture?**	

Concept – Change   Topic –Seasons

Suggested Literature Selection(s) – New Year Be Coming!

Look and Listen for…

Intelligent Behaviors

     Story Focus   -Persistence
                   Creating, Imagining, and Innovating
                 Metacognition
                 Questioning and posing problems
     Student Activities Applying past knowledge to novel situations

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Thinking Skills Focus – Compare and contrast
                             Predicting
                             Describing
                             Interpreting

Topic Focus - Seasons

Concept Focus - Changes
                 Patterns
                 Relationships

Overarching Generalizations – Change is inevitable.
                             Change may generate additional change.

More Complex Generalizations –From change patterns may evolve.
                        Relationships between seasons and activities create patterns.
                        Change of geography can change patterns.

Directions for Teachers

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

<p align="center">**Suggested Topics for Discussion –** change</p>
<p align="center">seasons</p>
<p align="center">patterns</p>

<p align="center">**Suggested Vocabulary Words for Discussion –** evolve, generate, inevitable</p>

<p align="center">**Vocabulary Extension –**scarceful, puntop, 'e be bex, shimmies, chiggers, gallon nippers, stickers, panting, pinders</p>

<p align="center">**Hooks:**</p>
<p align="center">Relationships between seasons and activities create patterns. EQ: How do seasonal changes affect families and their culture?</p>

<p align="center">**Six Facets of Understanding**</p>

Facet 1 – EXPLANATION
Explain how the way seasons have affected the way in which you have celebrated your birthdays.

Facet 2 - INTERPRETATION
Compare your birthday to those who have birthdays in a different season. How are they similar/different?

Facet 3 - APPLICATION
Design a birthday celebration that is different than yours by drawing, writing, or performing.

Facet 4 – PERSPECTIVE
Compare how your birthday traditions may differ from those of a person from a different culture.

Facet 5 – EMPATHY
Role-play birthday parties for different seasonal environments.

Facet 6 – SELF-KNOWLEDGE
Recognize how seasonal changes affect activities of different cultures. Create a model, which illustrate how your birthday may look in each of the four seasons.

Read: "New Year Be Coming!"

Task Rotation Learning Activities

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

Mastery Learner (A) **Sensing- Thinking**	**Interpersonal Learner (B)** **Sensing-Thinking**
Small Group I: Children will create a timeline to show how the Gullah family's activities changed due to the changing seasons. **EQ**: How did change generate more change in the story? What relationship did you observe between the traditions and the seasons? Identify the IBs that you noticed in the Gullah people exhibiting during the months throughout the seasons. V*_L*_S*_M__B__P__I*_N*_	Small Group I: Children will be in groups of four. Each person will create a mural depicting one of the four seasons. Each student will explain their mural to the rest of the group and the members will connect their mural in sequential order. Each group will come together to form a chain in order to show the pattern that seasons create. **EQ**: What IBs did you use to do this task in your small group as well as when you worked together as a class? V*_L__S*_M__B*_P*__I__N*_

Understanding Learner (C) **Intuitive-Thinking**	**Self-Expressive Learner (D)** **Intuitive-Feeling**
Small Group I: One tradition of the Gullah people is basket weaving. They are great craftsmen. After studying theses traditions, students will weave their own baskets using strawberry containers and pipe cleaner. Each pipe cleaner will represent one of the four seasons, (i.e. blue=winter, yellow=spring, green=summer, and orange=fall). The children will be able to see the change of seasons and the pattern they form. **EQ:** What does it mean to be a craftsman? Why do you think that the Gullah people are great craftsmen? What are some other things that you can make and why? What IBs did the Gullah people use in order to make their crafts? What IBs did you use to make your basket?	Small Group I: The children will choose a picture from the story and relate it to their own life. They will describe how the character/s on that page feel by noticing the details on the page as well as the text. Defend your response. **EQ:** Connect the character's feeling to your own. What IBs did you use in order to make this connection? Are they similar/different? Do your feelings impact your thoughts about the how the characters are feeling? How?
V*_L__S*_M__B__P*_I__N*_	V*__L__S__M__B__P*_I*__N*_

Real World Connections With Products
Create, Explain, Show, Weave, Choose, Relate, Defend

Real World Applications
Weaver, Artist, Gullah People, Lawyer

Real World Terms

Draw, weave, Design, Mural, 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

Construction paper
Strawberry basket
Pipe cleaners
Crayons
Paint
"New Year Be Coming!"

Meta Cognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives

1.How did change generate more change in the story?
2.What relationship did you observe between the traditions and the seasons?
3.How do you notice that change is inevitable?
4. How are some of your traditions similar/different than that of the Gullah traditions based on the difference in locations?

Intelligent Behaviors

1. What IBs did you use to do this task in your small group as well as when you worked together as a class?
2. Identify the IBs that you noticed in the Gullah people exhibiting during the months throughout the seasons.
3. What IBs did the Gullah people use in order to make their crafts? What IBs did you use to make your basket?
Connect the character's feeling to your own. What IBs did you use in order to make this connection?

Literary Perspective

1. What does it mean to be a craftsman? Why do you think that the Gullah people are great craftsmen? What are some other things that you can make and why?
2. Are your feelings similar/different?
3. Do your feelings impact your thoughts about the how the characters are feeling? How?

Student/Teacher Reflections
Create, design, or describe an object that symbolizes a connection between you and the Gullah people. It can be a craft that you use made by the Gullah people or anything that you feel connects you to their traditions. Explain why you chose your object.

Math Task Rotation Learning Activities

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

Mastery Learner (A) **Sensing- Thinking** Whole group 1: Observe pictures of different activities and categorize them according to the season. **EQ:** What relationships can you see between the activities and seasons? V*_L*__S__M__B__P*_I__N*__	**Interpersonal Learner (B)** **Sensing-Thinking** Small Group I: Survey classmates about which season they like best and which season they dislike. Graph the data. **EQ:** Which season is most preferred? Least preferred? What do you notice about the relationship between seasons and student's choices? Why? V*_L*__S__M__B__P__I*_N*__
Understanding Learner (C) **Intuitive-Thinking** Small Group 1: Create a collage of your birthday season using words, pictures, drawings, etc. Compare and contrast your collage with a partner. **EQ**: What are some patterns that you notice in one another's collages? What are similarities/ differences that you notice? V*__L*__S*__M__B__P__I*__N*_	**Self-Expressive Learner (D)** **Intuitive-Feeling** Small Group I: Perform an seasonal activity. Team members will identify the season in which the activity falls. What helped you come to this conclusion? **EQ:** How did the change in seasons generate a change in the activities? What was the relationship? V*_L__S__M__B*_P__I*__N*__

Real World Connections With Products
Observe, Categorize, Survey, Graph, Create, Compare, Contrast, Perform, Identify

Real World Applications
Scientist, Artist, Performer

Real World Terms
Observe, Create, Perform

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

Materials Needed for Task Rotation and/or Task Rotation Menu

Pictures (magazine cut-outs/photos)
Blank Graph
Poster board
Clothing that depicts different seasons

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives

1. What are the children in the class room's favorite season and what led them to that decision?
2. How do people who live in different loctions experience different seasonal changes?
3. How do seasons effect the environment?
4. How do seasons create patterns?
5. How do changes in seasons generate change in activities?

Intelligent Behaviors

1. What IBs did the characters in the story demonstrate?
2. How did you show IBs while completing the task rotations?
3. How do you show these IBs on a daily bases?

Literary Perspective

1. Identify the group of people in the story?
2. Describe the relationship between seasons and these people's activities.
3. Did you like this story? Why or why not.
4. How is your family traditions similar/different than that of the family in the story?

Student/Teacher Reflections

Give the students a piece of paper and have them draw a picture their own family's activities one month of the year. Each child will only choose one month. A class booklet will be made from their drawings/writings.

Concept: Change, Patterns, Relationships

Topic: Seasons

Generalization: Change is inevitable.
Change may generate additional change.
From change patterns may evolve.
Relationships between seasons and activities create patterns.
Change in geography can change patterns.

Essential Question(s)

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Identify the four seasons.	Draw a picture of each of the four seasons.	Brainstorm activities that you may do during the different seasons.	Imagine that you lived in a place that does not experience seasons. Express how that would make you feel.
2	Design a tree map describing the characteristics Of each season.	Compare and contrast differences among seasons. Create a Venn diagram using words and/or pictures to show evidence.	Speculate activities that you may do next year according to what you already know about seasons.	Pretend that you could change the sequence of the seasons. What order would you put them in and why? How would this affect you? Write/dictate a paragraph.
3	Create a timeline of the four seasons in sequential order.	Create a muti-flow map showing evidence that the seasons effect the environment.	Image that you have moved to Mexico. Write/dictate how the change has effected you.	Create a book entitled "My New Season". What would it look/feel like? Where might you be?

Real World Connections With Products
Identify, Brainstorm, Draw, Imagine, Express, Design, Compare, Contrast, Create, Speculate, Dictate, Imagine,

Real World Applications
Meteorologist/Weatherman, Gullah People, Scientist

Real World Terms
Predict, Research, Study, Patterns

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

Materials Needed for Task Rotation and/or Task Rotation Menu

• Black lined masters of multi-flow map
• Black lined masters of Venn diagram
• Black lined masters of tree map
    Construction paper
    Writing paper
    Pre-made booklets/ "My New Season"

Meta Cognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives

1. In what ways do the seasons effect the environment?
2. What are some activities that you could do during any one of the four seasons?
3. If you could change the sequence of the seasons, what order would you put them in and why? How would this affect you?
4. What are some activities that you may do next year based on what you already know about seasons?

5. If you lived in a place that did not experience seasons, how would that make you feel? Why?
6. If you were to be able to invent a new season, what would it look/feel like? Where might you be?

Intelligent Behaviors

1. What IBs would be helpful to you if you were to have to suddenly move to Mexico?
2. What are some IBs that you would need to use in order to create a new season?
3. What are some IBs that the Author used to write about the Gullah people?

Literary Perspective

1. In the story, how do the seasons influence the activities of the family?
2. Are the Gullah people's traditions similar or different to your own? Explain how.
3. If you moved "lowcounty" with the Gullah people, how would your seasonal activities change and how would they stay the same?

Student/Teacher Reflections

Image that you are a Gullah. Write, draw, or create a story about how the activities in your life would be different, due to changes in your location.

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

Mastery Learner (A) Sensing- Thinking	**Interpersonal Learner (B)** Sensing-Thinking
Categorize the months of the year into seasons by observing the differences and similarities among activities that take place in the pictures.	Given what you know about seasons and the differences in seasons in different locations record a story about how your life would

Make your own book about you and how the changing of the seasons affects your activities.

EQ: How does the change in seasons generate the change in activities? What IBs do you feel that you would like to work on.

V*_L*__S__M__B__P__I*__N*_

change if you lived in a place where seasons are different.

EQ: How do changes in geography change patterns? How do you demonstrate these IBs daily? What IBs did you see as your strength in the activities? Why do you consider these to be your strongest IBs?

V*_L__S__M__B__P*_I__N*_

Understanding Learner (C)
Intuitive-Thinking

Use the lenses of the six facets of understanding to complete the essential questions for seasons.
Explanation: What are the seasons of the year?
Interpretation: How is one season similar/different to another?
Application: How might seasons affect the environment?
Perspective: How might another location's seasons differ from ours?
Empathy: What might it be like to live in Mexico?
Self-Knowledge: Change in location changes seasonal patterns. What does this sentence mean to you?

What IBs did the people in our story demonstrate and how did they do this? How did you use these or other IBs in completing the task rotation activities from the unit of study?

V*_L_S__M__B__P__I*__N*__

Self-Expressive Learner (D)
Intuitive-Feeling

Advertise an object that can be used in all four seasons. Defend how and why you would be able to use this through all four different seasons.

EQ: How would the object you advertised be useful throughout all four seasons? What is its purpose and why did you choose it? What IBs helped you in advertising the object?

V*__L*__S*__M__B__P__I*__N*__

Real World Connections With Products
Categorize, Make, Advertise, Defend, Record, Observe

Real World Applications
Journalist, Advertiser

Real World Terms
Write, Advertise

Connect all products 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

- Construction paper
- Writing paper

Meta Cognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives

1. How are season similar/different to one another and in what ways?
2. What are some activities that could fit into one or more season? How?
3. How does the change in seasons generate the change in activities?
4. How do changes in location change patterns?
5. How do seasons affect the environment?

6. How might another location's seasons differ from ours?

Intelligent Behaviors

1. What IBs did the do the people in our story demonstrate and how did they do this?
2. How did you use these or other IBs in completing the task rotation activities from the unit of study?
3. How do you demonstrate these IBs daily?
4. What IBs did you see as your strength in the activities?
5. Why do you consider these to be your strongest IBs?
6. What IBs do you feel that you would like to work on during the next unit of study?
7. What IBs did you use in the advertisement task?

Literary Perspective

1. Discuss your favorite poem from the story and explain what makes it your favorite? How does it relate to you in your own life? What season does it fall within?
2. What kind of thinking did reading/hearing "New Year Be Coming" cause you to do?
3. Draw a picture about a poem from "New Year Be Coming". Explain your drawing to a partner.

Student/Teacher Reflections
Each student will make up a poem of their own to describe their favorite month like the poems from the story. Share your poem with a partner or in the author's chair to a small or whole group.

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

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

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

Real World Connections With Products

Real World Applications

Real World Terms

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

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

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: Senses

K-2

Jack Zellmer, Aversboro Elementary (Wake County)
Phyllis Balsley, Aberdeen Primary (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 - Senses

Literature Selection – The Blind Hunter
Author – Kristina Rodanas

Concepts	Themes
- survival - character - conflict - exploration	- treat others as you would like to be treated - experience leads to wisdom
Issues or Debates	**Problems or Challenges**
- **Why do people fight each other?** - **Why do people take what is not theirs?**	- **living with a disability** - **being treated unfairly because of a disability**
Processes	**Theories**
- **How do we learn to treat everyone with honesty and respect?** - **What are the steps to going on a successful hunt?**	**- The older you are, the more you have to share.**
Paradoxes	**Assumptions or Perspectives**
- **Chirobo was blind but he could see many things.** - **Chirobo knew that Muteye had switched ducks even though he couldn't have seen him do it.**	**- Are people with disabilities easier to mislead than those without disabilities?**

Big Ideas Manifested

Topic - Senses

Literature Selection – My Five Senses
Author - Aliki

Concepts	Themes
- Patterns - exploration	- senses can be used one at a time or in different combinations
Issues or Debates	**Problems or Challenges**
	- people with disabilities might not be able to use all of their senses
Processes	**Theories**
- what parts of your body are responsible for each of your senses?	
Paradoxes	**Assumptions or Perspectives**
- how do you know when to use each of your senses?	- does everybody have all of their senses in the same capacity?

Big Ideas Manifested

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

Conceptual Lens - Exploration   Topic – Senses

Suggested Literature Selection(s) – The Blind Hunter by Kristina Rodanas

Look and Listen for…
 	
 Intelligent Behaviors (Metacognition and Posing Questions are embedded throughout)
 	
     Story Focus - Persistence
 	
     Student Activities - Persistence and Creating/Innovating/Imagining

Thinking Skills Focus – Beginning Building Thinking Skills – *Parks and DeArmas*
                              Describing Things

Topic Focus – Science Competency Goal 3: The learner will make observations and build an understanding of the properties of common objects.

Concept Focus - Exploration

Overarching Generalizations – Exploration confronts the unknown.
                               Exploration may result in "new findings" or the confirmation
                of "old findings".

More Complex Generalizations – Exploration may or may not cause conflict of senses.
Exploration affects the power of senses. Exploration requires a relationship to work.

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
Hearing, sound, taste, touch, sight, exploration.

Suggested Vocabulary Words for Discussion

Vocabulary Extension

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

Six Facets of Understanding

Facet 1 – EXPLANATION
Describe each of the five senses and name a situation in which each might be used. How do we view our world through exploration? What Intelligent Behaviors do we use when we explore?

Facet 2 - INTERPRETATION
How are your senses like a detective? Write a sentence and draw a picture of your analogy. How does exploration help confront the unknown? What Intelligent Behaviors would a detective use?

Facet 3 - APPLICATION
How might each of your senses be used when you're at the beach? What might each of your senses tell you about it? How does exploration result in new findings? What Intelligent Behaviors can you use to help with your invention?

Facet 4 - PERSPECTIVE
Compare and contrast the feel of several different leaves. Show your knowledge in describing each leaf. How are senses conflicted through exploration? Which Intelligent Behaviors are necessary to complete this task?

Facet 5 – EMPATHY
Imagine that you are an ice cream cone. Describe yourself using the five senses. How are senses heightened or diminished through exploration? How does using Intelligent Behaviors help?

Facet 6 – SELF-KNOWLEDGE
How do you know when you're using each of your five senses? What relationships are required to help exploration work? How does using Intelligent Behaviors lead you to this awareness?

Read: The Blind Hunter by Kristina Rodanas

Task Rotation Learning Activities

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

Mastery Learner (A) **Sensing- Thinking**	**Interpersonal Learner (B)** **Sensing-Thinking**
Use your senses to explore the objects in the sensory table. Demonstrate your knowledge of their properties. How do we view our world through exploration? Which of your Intelligent Behaviors are you using as your explore each object?	Tell your partner about one bad smell and one good smell that you have recently experienced. How does exploration result in new findings or the confirmation of old findings? How did the smells you chose compare to the smells that your partner chose? Are you using the same Intelligent Behaviors?
V*__L__S*__M__B*__P__I*__N__	V*__L__S__M__B__P*__I__N__
Understanding Learner (C) **Intuitive-Thinking**	**Self-Expressive Learner (D)** **Intuitive-Feeling**
Compare and contrast the "smell" objects and the "touch" objects in your center. Explain the similarities and differences using descriptive words. How are senses conflicted through exploration? How do your Intelligent Behaviors work together when exploring?	Brainstorm a list of animals. Create a representation of one of them using all of your senses. How does exploration result in new findings? What relationships are required to help exploration work? Why are all of your Intelligent Behaviors important to use in completing this task?
V*__L__S*__M__B*__P*__I*__N__	V__L__S*__M*__B__P__I*__N*__

Real World Connections With Products – Explanation (describe, demonstrate, predict, show, model, express, hypothesize)

Real World Applications – scientist, teacher, author, journalist

Real World Terms – prewriting, brainstorming, editing, publishing

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

Overaching Generalizations

Exploration confronts the unknown.
Exploration may result in "new findings" or confirm "old findings".

More Complex Generalizations

Exploration may or may not cause conflict of senses.
Exploration affects the power of senses.
Exploration requires a relationship to work.

How do the intelligent behaviors help a scientist, teacher, author or journalist in exploring their world through senses?

Materials Needed
- "junk objects" for sensory table
- lemon, cinnamon, vinegar, chocolate
- feather, cotton ball, wood chip, coral, salt
- pine cone, paper roll, paper cup, pipe cleaners, marshmallow, sequins, buttons, straws, glue, paper and scissors

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
1. How do we view our world through exploration?
2. How does exploration help to confront the unknown?
3. How does exploration result in new findings?
4. How does exploration result in confirmation of old findings?
5. How are senses conflicted through exploration?
6. How are senses heightened or diminished through exploration?
7. What relationships are required to help exploration work?

Intelligent Behaviors
1. What Intelligent Behaviors do you need to use to complete this task rotation?
2. What Intelligent Behaviors do you view as your strength?
3. What Intelligent Behaviors would you like to work on during the next task rotation?
4. How do you show these Intelligent Behaviors every day?

Literary Perspective
1. What senses did Muteye use on the hunt?
2. What senses did Chirobo use on the hunt?
3. Why do you think that Chirobo was able to "see" the animals before Muteye could?
4. How did the two hunters use their senses to explore the world around them?

Student/Teacher Reflections:

Create a poem about your first day of school as you explored a new place with your senses. Which of your senses did you notice yourself using the most? The least? What Intelligent Behaviors helped you during your exploration?

Math Task Rotation Learning Activities

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

Mastery Learner (A)
Sensing- Thinking
 	
  Using the pictures provided, count the number of total animal feet that you see. Make a chart of the animals and the number of feet on each. How does this exploration result in new findings? Which Intelligent Behaviors are most useful in completing this task?
 	
V*__L*__S*__M__B__P__I*__N__
	Interpersonal Learner (B)
	Sensing-Thinking
	
	  Would you prefer to have 5 large cookies or 10 small cookies? Use the pictures of each to help you decide. How would you use your senses to help explore this problem? How did you use Intelligent Behaviors in making your decision?
	
	V*__L*__S__M__B__P*__I__N__

Understanding Learner (C) **Intuitive-Thinking** There are seven students in the room. Each student sees two books. How many books were seen altogether? Draw a picture to justify your answer. How did this process result in new findings? Which Intelligent Behaviors did you use? **V*__L*__S*__M__B__P__I*__N__**	**Self-Expressive Learner (D)** **Intuitive-Feeling** Create a pattern using only your body. Repeat the pattern at least three times. How did this exploration of your body heighten your senses? How did using Intelligent Behaviors make this task successful? **V__L*__S__M*__B*__P__I*__N__**

Real World Connections With Products – Description (Identification, Sorting/Categorization, Explanation)

Real World Applications – Storyteller, Detective, Lawyer, Teacher

Real World Terms – Explore, Investigate, Create, Restate

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

Overaching Generalizations

Exploration confronts the unknown.
Exploration may result in "new findings" or confirm "old findings".

More Complex Generalizations

Exploration may or may not cause conflict of senses.
Exploration affects the power of senses.
Exploration requires a relationship to work.

How do the intelligent behaviors help a storyteller, detective, lawyer and teacher in exploring their world through senses?

Materials Needed for Task Rotation and/or Task Rotation Menu
- animal pictures
- paper, crayons, markers, pencils
- 2 pictures of cookies (5 large and 10 small)

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
1. How do we view our world through exploration?
2. How does exploration help to confront the unknown?
3. How does exploration result in new findings?
4. How does exploration result in confirmation of old findings?
5. How are senses conflicted through exploration?
6. How are senses heightened or diminished through exploration?
7. What relationships are required to help exploration work?

Intelligent Behaviors
1. What Intelligent Behaviors do you need to use to complete this task rotation?
2. What Intelligent Behaviors do you view as your strength?
3. What Intelligent Behaviors would you like to work on during the next task rotation?
4. How do you show these Intelligent Behaviors every day?

Literary Perspective
1. What patterns did you notice in If You Give A Mouse A Cookie?
2. What did the mouse explore? What senses did he use?

Student/Teacher Reflections

Concept: Exploration

Topic: Senses

Generalization: Exploration confronts the unknown.

Essential Question(s): How do we explore the world through our senses?

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Use your senses to explore the objects in the sensory table. Describe them with a picture or with words.	Compare and contrast the "smell" objects and the "touch" objects in your center. Explain the similarities and differences using descriptive words.	Brainstorm a list of animals. Create a picture of one using your five senses.	Tell your partner about one bad smell and one good smell that you have recently experienced.
2	Sort the sensory table objects into a Venn Diagram. Label the two characteristics on your own.	Come up with an analogy for one "smell" object and one "touch" object. Can the same relationship be applied to both objects?	Choose one animal from your list. Speculate as to what special talents/attributes your animal might have. What about your animal leads you to this belief?	Complete a reflective writing piece on the good or bad smell that you discussed with your partner. What senses (besides smell) were particularly memorable about that experience?
3	Put the objects from the sensory table in sequential order based on your own rule (i.e., least sticky to most sticky, prettiest to ugliest, etc.)	Formulate a theory about the "smell" and "touch" objects. Show your ideas that led to your conclusion.	Use the provided materials to create a new animal. Name your animal, tell about its purpose, and show any unusual traits.	Write an editorial article about the sense of smell. Argue that smell is either the most or least important sense.

Real World Connections With Products – Explanation (describe, demonstrate, predict, show, model, express, hypothesize)

Real World Applications – scientist, teacher, author, journalist

Real World Terms – prewriting, brainstorming, editing, publishing

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

<div align="center">

Overaching Generalizations

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Exploration may result in "new findings" or confirm "old findings".

More Complex Generalizations

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Exploration affects the power of senses.
Exploration requires a relationship to work.

How do the intelligent behaviors help a scientist, teacher, author or journalist in exploring their world through senses?

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Materials Needed
- "junk objects" for sensory table
- lemon, cinnamon, vinegar, chocolate ("smell" objects)
- feather, cotton ball, wood chip, coral, salt ("touch" objects)
- pine cone, paper roll, paper cup, pipe cleaners, marshmallow, sequins, buttons, straws, glue, paper and scissors

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
1. How do we view our world through exploration?
2. How does exploration help to confront the unknown?
3. How does exploration result in new findings?
4. How does exploration result in confirmation of old findings?
5. How are senses conflicted through exploration?

6. How are senses heightened or diminished through exploration?
7. What relationships are required to help exploration work?

Intelligent Behaviors
1. What Intelligent Behaviors do you need to use to complete this task rotation?
2. What Intelligent Behaviors do you view as your strength?
3. What Intelligent Behaviors would you like to work on during the next task rotation?
4. How do you show these Intelligent Behaviors every day?

Literary Perspective
1. What senses did Muteye use on the hunt?
2. What senses did Chirobo use on the hunt?
3. Why do you think that Chirobo was able to "see" the animals before Muteye could?
4. How did the two hunters use their senses to explore the world around them?

Student/Teacher Reflections

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

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking
Show your knowledge of at least one of the following objects: Apple, jello, sandpaper and fur. Use all five	Do people really need all five senses? Discuss with your partner which sense you think you would be most

senses in your description. How has exploring helped you view things in the world? How does using Intelligent Behaviors allow for deeper understanding of the world? **V*__L*__S__M__B__P__I*__N__**	comfortable living without. Explain why you feel that way. What conflicts are you feeling during your thought process? What Intelligent Behaviors did you use during your discussion with your partner? **V*__L__S__M__B__P__I*__N__**
### Understanding Learner (C) **Intuitive-Thinking** Compare and contrast a mum and a sunflower in terms of how you experience them through your five senses. Complete the chart, using a different sensory word for each flower. Which senses did you use most intensely as you explored each flower? Why was using your Intelligent Behaviors so important for this task? **V*__L*__S*__M__B__P__I*__N*__**	### Self-Expressive Learner (D) **Intuitive-Feeling** Imagine that you are an animal. What senses are most important to you? Consider that some senses may be more important than others during different activities throughout your day. Demonstrate your answer through a drawing, dance or song. How does thinking about an animal's senses allow you to explore the unknown? What Intelligent Behaviors did you use? **V__L__S*__M*__B*__P__I*__N__**

Real World Connections With Products – Explanation (describe, demonstrate, predict, show, model, express, hypothesize)

Real World Applications – scientist, teacher, author, journalist

Real World Terms – prewriting, brainstorming, editing, publishing

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

Overaching Generalizations

Exploration confronts the unknown.
Exploration may result in "new findings" or confirm "old findings".

More Complex Generalizations

Exploration may or may not cause conflict of senses.
Exploration affects the power of senses.
Exploration requires a relationship to work.

How do the intelligent behaviors help a scientist, teacher, author or journalist in exploring their world through senses?

Materials Needed for Task Rotation and/or Task Rotation Menu

- apple
- jello
- sandpaper
- fur
- comparison chart
- flowers (mum and sunflower)
- paper, pencil, crayons/markers

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
1. How do we view our world through exploration?
2. How does exploration help to confront the unknown?
3. How does exploration result in new findings?
4. How does exploration result in confirmation of old findings?
5. How are senses conflicted through exploration?
6. How are senses heightened or diminished through exploration?
7. What relationships are required to help exploration work?

Intelligent Behaviors
1. What Intelligent Behaviors do you need to use to complete this task rotation?
2. What Intelligent Behaviors do you view as your strength?
3. What Intelligent Behaviors would you like to work on during the next task rotation?
4. How do you show these Intelligent Behaviors every day?

Literary Perspective
1. What senses did Muteye use on the hunt?
2. What senses did Chirobo use on the hunt?
3. Why do you think that Chirobo was able to "see" the animals before Muteye could?
4. How did the two hunters use their senses to explore the world around them?

Student/Teacher Reflections

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

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking
Using unifix cubes, count out and match the number of cubes to the correct number on the paper. Say each number as you count it. How does exploring with your	Would you prefer eating pizza, tacos or a hot dog for lunch? Order the five senses from most to least important in making your choice. Evaluate your

cubes help you confirm what you already know about numbers? What Intelligent Behaviors should you be strong in so that you complete this task correctly? **V*__L*__S__M__B__P__I*__N__**	partner's decision. How are your senses conflicted during your thinking? Why is it important to use Intelligent Behaviors while evaluating your partner? **V*__L*__S__M__B__P*__I__N__**
Understanding Learner (C) **Intuitive-Thinking** Whole Group: Create a graph showing each student's favorite sense. Small Group: Rank the senses in order from most favorite to least favorite. How does exploring this graph result in new findings? How do the Intelligent Behaviors help with this task? **V*__L*__S*__M__B__P*__I__N__**	**Self-Expressive Learner (D)** **Intuitive-Feeling** Design an environment where you would use all five senses. What relationships are required for your environment and its inhabitants to thrive? What Intelligent Behaviors are necessary to use during this task. **V__L__S*__M__B__P__I*__N*__**

Real World Connections With Products – Description (Identification, Sorting/Categorization, Explanation)

Real World Applications – Storyteller, Detective, Lawyer, Teacher

Real World Terms – Explore, Investigate, Create, Restate

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

Overaching Generalizations

Exploration confronts the unknown.
Exploration may result in "new findings" or confirm "old findings".

More Complex Generalizations

Exploration may or may not cause conflict of senses.
Exploration affects the power of senses.
Exploration requires a relationship to work.

How do the intelligent behaviors help a storyteller, detective, lawyer and teacher in exploring their world through senses?

Materials Needed for Task Rotation and/or Task Rotation Menu

- unifix cubes
- chart paper
- index cards (2 sets, with the five senses written on them)
- paper, crayons, pencils, markers

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
1. How do we view our world through exploration?
2. How does exploration help to confront the unknown?
3. How does exploration result in new findings?

4. How does exploration result in confirmation of old findings?
5. How are senses conflicted through exploration?
6. How are senses heightened or diminished through exploration?
7. What relationships are required to help exploration work?

Intelligent Behaviors
1. What Intelligent Behaviors do you need to use to complete this task rotation?
2. What Intelligent Behaviors do you view as your strength?
3. What Intelligent Behaviors would you like to work on during the next task rotation?
4. How do you show these Intelligent Behaviors every day?

Literary Perspective
1. What senses does Aliki use when he plays with his puppy?
2. What are two things that Aliki could taste? Smell? See?
3. Why is being aware important?

Student/Teacher Reflections

Additional Support Materials

Favorite Read-Alouds
If You Give a Mouse a Cookie by Laura Joffe Numeroff

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

Created by Shawn Huggins & Nicole Salter
Guilford County and Hickory City

Concept: Change

Topic: Tradition

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 -Traditions**
>
> **Literature Selection – <u>Molasses Man</u>**
> **Author – Kathy L. May**

Concepts	Themes
Adaptations, Friendship, Harmony, Interactions Change/continuity, Productions/Consumptio Communities, system Culture Cycles	Family, Traditions. Cooperation, Harvest
Issues or Debates	**Problems or Challenges**
Homemade vs Manufactured Gender role stereotyping Small independent business vs corp. America	Commercialization Maintaining tradition, Weather, Tourism
Processes	**Theories**
Scientific investigation Follow a recipe Map skills (charting where sorghum grows)	Supply and Demand
Paradoxes	**Assumptions or Perspectives**
Supply and Demand Preserving the tradition while using the modern methods	Molasses taste good or yucky Homemade better than store bought. Tradition better than mass market

Big Ideas Manifested

Topic - Tradition

Literature Selection – The Littlest Matryoshka
Author – Corinne Demas Bliss

Concepts	Themes
Family, love, friendship, courage, hope, change	Sisterhood is a bond that can't be broken.
Issues or Debates	**Problems or Challenges**
Nina vs. Nature Dependent vs. Independent	How to safely return to your family. Separation from family.
Processes	**Theories**
Problem solving. Nature takes its course.	Love wins in the end. Blood is thicker than water.
Paradoxes	**Assumptions or Perspectives**
Love hurts. What doesn't kill us makes us stronger.	Love conquers all. Family will always be in your heart.

Big Ideas Manifested

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Topic -

Literature Selection –
Author -

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

Concept – Change   Topic – Traditions

Literature (Anchor) – <u>Molasses Man</u> by Kathy L. May
            (Support) - <u>The Littlest Matryoshka</u> by Corinne Demas Bliss

---

Look and Listen for…

Intelligent Behaviors

Story Focus	Creating, imagining, and innovating Persisting
Student Activities	Creating, imaging, and innovating Persisting, and Striving for accuracy

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Thinking Skills Focus - <u>Building Thinking Skills</u> – Parks and DeArmas
            Describing Similarities and Differences

Topic Focus -   Traditions

Concept Focus -   Change

Overarching Generalizations – Change is inevitable.

More Complex Generalizations – Change whether it is negative or positive is necessary for growth and may generate additional change.

Directions for Teachers

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

Suggested Topics for Discussion: What are the roles of the family members in the process of molasses making? (Stereotyping biases) Homemade vs. manufactured

Suggested Vocabulary Words for Discussion: molasses, flatbed, sorghum, ladle, skimmer, kindling, furnace, strainer

Vocabulary Extension: Children will draw pictures of the vocabulary words. Next they will sort the pictures then create appropriate labels for each category.

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

EQ: What is change? How is change inevitable? Why is change necessary for growth?

Six Facets of Understanding

Facet 1 – EXPLANATION
How have you changed over the years?   Students will describe how they have changed from when they were infants.
Facet 2 - INTERPRETATION
What are the stages of your life span?   Students will reflect and recall how they looked over time then illustrate stages through their lives.
Facet 3 - APPLICATION
How is change applied in the larger world?   Apply your knowledge of change to trees and the environment. How do you know changes are happening in the environment?
Facet 4 – PERSPECTIVE
What are your parents' points of view about change?   If mom and dad were present now what would they say about you have changed?
Facet 5 – EMPATHY
Assume the role of the boy in Molasses Man, how would you feel when the grandfather tells you that you will take over making the molasses when you grow up?
Facet 6 – SELF-KNOWLEDGE
Journal writing: Reflect on how you have changed as a learner since you started school.

Read: <u>Molasses Man</u> by Kathy L. May
<u>The Littlest Matryoshka</u> by Corinne Demas Bliss

Task Rotation Learning Activities

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

Mastery Learner (A) **Sensing-Thinking**	**Interpersonal Learner (B)** **Sensing-Feeling**
Describe how the process of making molasses has changed over the years?	Have you made something that involved steps like following a recipe for a cake? How did you feel when you had a finished product?
HOM: Students will strive for accuracy and persist in completing this activity.	HOM: Students will identify how they were creative, imaginative, and innovative.
V _ + _L _ + _S _ _M _ _B _ _P _ _I _ _N _ _	**V _ + _L _ + _S _ _M _ _B _ _P _ _I _ + _N _ _**
Understanding Learner (C)	**Self-Expressive Learner (D)** **Intuitive-Feeling**
Using your map skills, locate the state in which the story takes place on the classroom map then color and label the state on a blank map.	Create a web for making molasses.
HOM: Students must persist and strive for accuracy to infer a logical reason for their explanation.	HOM: Students will identify how they were creative, imaginative, and innovative.
V _ + _L _ + _S _ + _M _ _B _ _P _ _I _ _N _ _	**V _ + _L _ + _S _ + _M _ _B _ _P _ _I _ _N _ _**

Real World Connections With Products

       Application: Describe, sequence, create, explain, locate, suppose, plan, and empathize

Real World Applications

       Writer, scientist, architect, chef/cook, teacher, farmer, artist,

Real World Terms

       Process, procedure, steps, find, make

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- Pictures of steps for making molasses
- Paper (blank and handwriting)
- Writing utensils (pencils, crayons, markers, etc.)
- Map and map blackline
- Web blackline
- Art supplies (paint, clay, etc.)

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
1. What is change?
2. How is change inevitable?
3. Why is change necessary for growth?
4. How does change affect tradition?
5. Why might change cause a negative/positive effect?
6. Can time pass without any change occurring?

Intelligent Behaviors
1. What Intelligent Behaviors did the main characters in the book demonstrate?
2. How did you use these Intelligent Behaviors in completing the task rotation activities in the unit of study?
3. How do you demonstrate these Intelligent Behaviors daily?
4. What Intelligent Behaviors did you see as your strength in these activities? Why?
5. What Habits of Mind did the characters in the story demonstrate?
6. How did you demonstrate these Habits of Mind?

Literary Perspective
1. Who are the characters in the book? Who are the main characters in the book?
2. What is the relationship between the main characters?
3. What is the setting? (Place/Time) How do you know?
4. What events mark the beginning, middle, and end of the story?
5. How does the tradition of making molasses bond the characters?

Student/Teacher Reflections
1. Draw a picture and write about their favorite part of the story with an explanation of why that part was selected. (literacy)
2. Students will discuss family traditions with their parents then bring something to share with the class. (topic)
3. Students will bring in pictures of themselves that represent different stages of their lives. They will explain/identify how they have changed from one to another. (concept)

Math Task Rotation Learning Activities

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

Math Objective 2.02 Recognize concepts of calendar time using appropriate vocabulary (seasons).

Concept: Change

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Feeling
Seasons change throughout the year. While acting out sing season song or recite poem then list the seasons in order. HOM: Students strive for accuracy in listing the seasons. **V_+_L_+_S_+_M_+_B_+_P__I__N_+_**	Math Journal: Which season would you prefer to be involved with the growing of sugar cane? Why? HOM: Students will use creativity, imagination, and innovation to write this assignment. **V_+_L_+_S__M__B__P__I_+_N_+_**
Understanding Learner (C) Intuitive-Thinking	**Self-Expressive Learner (D)** Intuitive-Feeling
Explain why crops are planted in the spring and harvested in the summer or fall keeping in mind the changes of weather that occur in each season. HOM: Students will persist in their creativity, imagination, and innovation while for striving for accuracy. **V_+_L_+_S__M__B__P__I__N_+_**	The cycle from sugar cane to molasses begins in spring and ends in the fall. Create a picture showing the cycle of each season. Label each season. HOM: Students will persist in their creativity, imagination, and innovation while for striving for accuracy. **V_+_L_+_S_+_M__B__P__I__N_+_**

Real World Connections With Products
Generate, create, label, explain, describe, illustrate, produce, and develop

Real World Applications
Artist, meteorologist, farmer, horticulturist

Real World Terms
Draw, plan, make

Connect all products 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
- Read Molasses Man by Kathy L. May
- The Littlest Matryoshka by Corinne Demas Bliss

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives

1. What is change?
2. How is change inevitable?
3. Why is change necessary for growth?
4. How does change affect tradition?
5. Why might change cause a negative/positive effect?
6. Can time pass without any change occurring?

Intelligent Behaviors

1. How did you use these Intelligent Behaviors in completing the task rotation activities in the unit of study?
2. How do you demonstrate these Intelligent Behaviors daily?
3. What Intelligent Behaviors did you see as your strength in these activities? Why?
4. What Habits of Mind did the characters in the story demonstrate?
5. How did you demonstrate these Habits of Mind?

Literary Perspective
1. Who are the characters in the book? Who are the main characters in the book?
2. What is the relationship between the main characters?
3. What is the setting? (Place/Time) How do you know?
4. What events mark the beginning, middle, and end of the story?
5. How does the tradition of making molasses bond the characters

Student/Teacher Reflections

1. Draw a picture and write about their favorite part of the story with an explanation of why that part was selected. (literacy)
2. Students will discuss family traditions with their parents then bring something to share with the class. (topic)
3. Students will bring in pictures of themselves that represent different stages of their lives. They will explain/identify how they have changed from one to another. (concept)

Concept: Change   **Topic:** Traditions

Generalization: Change is inevitable. Change whether it is negative or positive is necessary for growth and may generate additional change.

Essential Question(s): What is change? Why is change inevitable? Why is change necessary for growth?

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	See page 8.	See page 8.	See page 8.	See page 8.
2	Sequence the process of making molasses?	Explain why Grandpa chooses the boy instead of someone else to become the next molasses man. Why do you think he chose him?	Suppose the boy changes his mind when he grows up, whom might he choose to take his place in carrying on the tradition of making the molasses? Suppose as an adult the boy does not want to be the next Molasses Man. What might he want to be? Why? Illustrate and title a picture of him.	Empathize with the boy. How did he feel whey they first began making the molasses and when the molasses was finished? What evidence do you have to support your hypothesis?
3	Make a realistic time line in hours for making molasses based on events in the story.	You find less and less produce stands because of supermarkets. Plan how you can help them to stay in business.	Create an original piece of art (painting, pottery, etc.) inspired by our story.	Do you believe people should continue to have small family-run produce stands or should everything be mass market from a grocery

				store? Why?

Real World Connections With Products

Application: Describe, sequence, create, explain, locate, suppose, plan, and empathize

Real World Applications

Writer, scientist, architect, chef/cook, teacher, farmer, artist

Real World Terms

Process, procedure, steps, find, make

Connect all products 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 (handwriting & blank)
- Pencils
- Crayons, markers, etc.
- Pictures to sequence the process of making molasses (refer to book)
- Map/globe
- Web blackline
- Art supplies (paint & brushes, clay, etc.)

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
1. What is change?
2. How is change inevitable?

3. Why is change necessary for growth?
4. How does change affect tradition?
5. Why might change cause a negative/positive effect?
6. Can time pass without any change occurring?

Intelligent Behaviors

1. What Intelligent Behaviors did the main characters in the book demonstrate?
2. How did you use these Intelligent Behaviors in completing the task rotation activities in the unit of study?
3. How do you demonstrate these Intelligent Behaviors daily?
4. What Intelligent Behaviors did you see as your strength in these activities? Why?
5. What Habits of Mind did the characters in the story demonstrate?
6. How did you demonstrate these Habits of Mind?

Literary Perspective
1. Who are the characters in the book? Who are the main characters in the book?
2. What is the relationship between the main characters?
3. What is the setting? (Place/Time) How do you know?
4. What events mark the beginning, middle, and end of the story?
5. How does the tradition of making molasses bond the characters?

Student/Teacher Reflections
1. Draw a picture and write about their favorite part of the story with an explanation of why that part was selected. (literacy)
2. Students will discuss family traditions with their parents then bring something to share with the class. (topic)
3. Students will bring in pictures of themselves that represent different stages of their lives. They will explain/identify how they have changed from one to another. (concept)

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

Mastery Learner (A) **Sensing- Thinking** Students will receive picture cards (ex. animals, people, etc.) after which they will partner with someone who has the complementary card. They will describe the changes noticed between the two. HOM: Students should realize they are striving for accuracy. V_+_L_+_S_+_M__B_+_P_+_I__N_+_	**Interpersonal Learner (B)** **Sensing-Feeling** How do you feel when we have a change in our class schedule? (ex. Specials are cancelled.) If you are an older sibling, how did you feel when a new baby came home? HOM: Students will demonstrate their creativity, imagination, and innovation during this reflective process. . V_+_L_+_S__M__B__P__I_+_N__
Understanding Learner (C) **Intuitive-Thinking** Students will compare and contrast what they do during one day at school to a typical Saturday using a Venn Diagram. HOM: Students will demonstrate their creativity, imagination, and innovation during this reflective process. V_+_L_+_S_+_M__B_P__I_+_N__	**Self-Expressive Learner (D)** **Intuitive-Feeling** Imagine then draw yourself as an adult. How would your life be different from what it is now? What roles would you play (job, parent, etc.)? Do you think it would be better than being a kid? Why or why not. HOM: Students will demonstrate their creativity, imagination, and innovation during this reflective process. V_+_L_+_S_+_M__B__P__I_+_N__

Real World Connections With Products
Application: Describe, sequence, create, explain, locate, suppose, plan, and empathize

Real World Applications
Writer, scientist, architect, chef/cook, teacher, farmer, artist

Real World Terms
Process, procedure, steps, find, make

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

Materials Needed for Task Rotation and/or Task Rotation Menu
- Pictures of animals and people in different seasons
- Paper
- Crayons, markers, etc.
- Pencils

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
1. What is change?
2. How is change inevitable?
3. Why is change necessary for growth?
4. How does change affect tradition?
5. Why might change cause a negative/positive effect?
6. Can time pass without any change occurring?

Intelligent Behaviors
1. What Intelligent Behaviors did the main characters in the book demonstrate?
2. How did you use these Intelligent Behaviors in completing the task rotation activities in the unit of study?
3. How do you demonstrate these Intelligent Behaviors daily?
4. What Intelligent Behaviors did you see as your strength in these activities? Why?
5. What Habits of Mind did the characters in the story demonstrate?
6. How did you demonstrate these Habits of Mind?

Literary Perspective
1. Who are the characters in the book? Who are the main characters in the book?
2. What is the relationship between the main characters?
3. What is the setting? (Place/Time) How do you know?
4. What events mark the beginning, middle, and end of the story?
5. How does the tradition of making molasses bond the characters?

Student/Teacher Reflections
1. Draw a picture and write about their favorite part of the story with an explanation of why that part was selected. (literacy)
2. Students will discuss family traditions with their parents then bring something to share with the class. (topic)
3. Students will bring in pictures of themselves that represent different stages of their lives. They will explain/identify how they have changed from one to another. (concept)

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.

Math Objective: 2.02 Recognize concepts of calendar time using appropriate vocabulary (seasons)

Mastery Learner (A) Sensing-Thinking	**Interpersonal Learner (B)** Sensing-Feeling
Students will sequence season cards then they will match pictures of a child in various clothing with the appropriate season. HOM: Students should persist to accurately sequence and match the cards. V_+_L_+_S_+_M__B_+_P__I__N_+_	**Math Journal:** If you were a dog in winter, you would have long hair and may even wear a sweater to keep you warm. How would you change and feel in the winter? If you were Frosty and went to the beach in summer, what would happen? How would you feel? If you were snake who forgot to hibernate, how do you feel in the middle of winter? What would you do to keep warm? HOM: Students must think creatively, imaginatively, and innovatively. V_+_L_+_S__M__B__P__I_+_N_+_
Understanding Learner (C) Intuitive-Thinking	**Self-Expressive Learner (D)** Intuitive-Feeling
Is winter an appropriate time to plant seeds or	Illustrate a tree as it changes through the

crops? Why or why not? Support your answer.	seasons. Then label each season.
HOM: Students should think creatively, imaginatively, and innovatively.	HOM: Students will strive for accuracy in the depictions.
V_+_L_+_S__M__B__P__I__N_+_	**V_+_L_+_S_+_M__B__P__I__N+__**

Real World Connections With Products
Artist, meteorologist, farmer, horticulturist

Real World Applications
Artist, meteorologist, farmer, horticulturist

Real World Terms
Draw, plan, make

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

Materials Needed for Task Rotation and/or Task Rotation Menu
- Cards with names of seasons
- Cards with picture of people in different seasons
- Math Journal
- Blank paper
- Pencil
- Crayons, markers, etc.

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
1. What is change?

2. How is change inevitable?
3. Why is change necessary for growth?
4. How does change affect tradition?
5. Why might change cause a negative/positive effect?
6. Can time pass without any change occurring?

Intelligent Behaviors
1. How did you use these Intelligent Behaviors in completing the task rotation activities in the unit of study?
2. How do you demonstrate these Intelligent Behaviors daily?
3. What Intelligent Behaviors did you see as your strength in these activities? Why?
4. What Habits of Mind did the characters in the story demonstrate?
5. How did you demonstrate these Habits of Mind?

Literary Perspective
1. Who are the characters in the book? Who are the main characters in the book?
2. What is the relationship between the main characters?
3. What is the setting? (Place/Time) How do you know?
4. What events mark the beginning, middle, and end of the story?
5. How does the tradition of making molasses bond the characters

Student/Teacher Reflections
1. Draw a picture and write about their favorite part of the story with an explanation of why that part was selected. (literacy)
2. Students will discuss family traditions with their parents then bring something to share with the class. (topic)
3. Students will bring in pictures of themselves that represent different stages of their lives. They will explain/identify how they have changed from one to another. (concept)

Additional Support Materials

Favorite Read-Alouds
The Very Hungry Caterpillar by Eric Carle
The Jingle Dancer by Cynthia Leitich Smith
Seasons by Illa Podendorf
The Reasons for Seasons by Gail Gibbons

<u>Seasons</u> by Brian Wildsmith
<u>Coming to America</u>
<u>First Comes Spring</u> by Anne Rockwell
<u>Letting Swift River Go</u> by Jane Yolen
<u>Some Things Change</u> by Mary Murphey

Finger Plays, Nursery Rhymes and Songs
From <u>1001 Rhymes and Fingerplays</u>
"Four Seasons" by Marcia Dean
"The Seasons" by Saundra Winnett
"Winter, Spring, Summer, Fall" by Judy Hall
"Families" by Jean Warren
"Growing Everyday" by Gayle Bittinger
"When I Was One" (adapted traditional)

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: Weather

K-2

Susan Gaylor Roanoke Rapids
Elaine Harper 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 -
Literature Selection –   Author -

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

Big Ideas Manifested

Topic -
Literature Selection –
Author -

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

Big Ideas Manifested

> **Topic -Weather**
>
> **Literature Selection –Moon's Cloud Blanket**
> **Author – Rose Anne St. Romain**

Concepts	Themes
Change **Interactions** **Defense/Protection Survival** **Adaptation** **Courage** **Interpendence**	**Dependency on the natural world** **Perserverence**
Issues or Debates	**Problems or Challenges**
Nature vs. man	**Perserverence** **Survive against nature**
Processes	**Theories**
Problem solving Decision Making	Explanation of why things are the way they are in nature (folklore)
Paradoxes	**Assumptions or Perspectives**
Protection through destruction	When one's back is to the wall, the only thing left to do is to ask for help. Help can come even if in a strange or unusual way.

Concept – Change   Topic –Weather

Suggested Literature Selection(s) –<u>Moon's Cloud Blanket</u>

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Look and Listen for…

Intelligent Behaviors

    Story Focus
           Creating, Imagining and Innovating
           Persistence

    Student Activities
           Creating, Imagining and Innovating
           Persistence
           Metacognition
           Questioning and Problem Posing

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Thinking Skills Focus -
Chapter 4- Figural Classifications Changing One Characteristic, p. 89
Topic Focus -Weather

Concept Focus - Change

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

More Complex Generalizations -
      Survival can be a motivator for change.

Directions for Teachers

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

Suggested Topics for Discussion
Change, survival, motivation, negative, positive

Suggested Vocabulary Words for Discussion
Positive, negative, survival, palmetto, flood, whirlpool,

Vocabulary Extension
Discuss the meaning of the vocabulary words above. Have the children demonstrate the meaning of the selected words by using the words correctly in a sentence.

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

Six Facets of Understanding

Facet 1 – EXPLANATION
Predict some of the changes that will happen to you in kindergarten. Which of those changes will be positive? Negative? Why do you think so?

Facet 2 - INTERPRETATION
Tell a story about a child experiencing school for the first time. Which of the changes were positive? negative? Support your reasons.

Facet 3 - APPLICATION
Invent something you could use to survive a flood.

Facet 4 - PERSPECTIVE
Make a list of things you need to survive. How would this be different from the needs of your pet? .

Facet 5 – EMPATHY
Imagine that you are living on a boat. Consider what you would need to survive?

Facet 6 – SELF-KNOWLEDGE
Have the children reflect on what they could do when they were a baby compared to what they can do now. **Do you think these changes have been positive or negative? Why?**

Read: Moon's Cloud Blanket

Task Rotation Learning Activities

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

Mastery Learner (A) **Sensing- Thinking**	**Interpersonal Learner (B)** **Sensing-Thinking**
After participating in graphing weather, discuss how weather changes. Create a bulletin board titled "Rainy Days" divided in 2 parts with a positive side and a negative side. Have students make observations (draw pictures) and categorize as positive or negative for the bulletin board. How is rain positive and negative? What intelligent behaviors enabled you to categorize the effects of rain? **V*L*_S*_M__B*_P*_I*_N__**	In groups of two, have children choose and dramatize the life cycle of: chicken/egg, caterpillar/butterfly, tadpole/ frog, etc. How does this activity show growth over time? How can these changes be positive or negative? What intelligent behaviors enabled you to recreate the animal life cycles? **V*_L*_S*_M_B_*P*_I__N__**
Understanding Learner **Intuitive-Thinking**	**Self-Expressive Learner (D)** **Intuitive-Feeling**
Using multi-cultural construction paper and crayons illustrate a picture of your head as a baby and your head now. Using speech bubbles the child will dictate one thing that he or she could do as a baby as well as one thing they can do at the present time. **How does this activity show growth over time?** **How do you think these changes have been positive or negative? Why?** What intelligent behaviors enabled you to recognize the changes that have occurred? **V*_L__S*_M__B__P__I*_N__**	After reading the book, <u>Cloudy With a Chance of Meatballs</u> , pretend you are the weatherman. Make a report of what your weather will be for the next day. How can these changes be positive or negative? What intelligent behaviors enabled you to determine whether the changes were positive or negative? **V*_L*_S__M__B*_P__I*_N__**

Real World ConnectionsWith Products
Application (discuss, dramatize, develop, illustrate, pretend)

Real World Applications

Weatherman, actor, artist

Real World Terms

Investigation, prediction, dramatize, role-play, perform, create

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- Completed weather graph
- Multi-cultural crayons and construction paper
- Book- Cloudy With a Chance of Meatballs, By Judi Barrett

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
1. How can these changes be positive or negative?
2.How does this activity show growth over time?
3. How is rain positive and negative?

Intelligent Behaviors
1. What intelligent behaviors enabled you to recreate the animal life cycles?
2. What intelligent behaviors enabled you to analyze the graph to determine your findings?
3. What intelligent behaviors enabled you to recognize the changes that have occurred?
4. What intelligent behaviors enabled you to determine whether the changes were positive or negative?
5. What intelligent behaviors enabled you to categorize the effects of rain?

Literary Perspective
1. Draw a picture of the story, Moon's Cloud Blanket. Explain your drawing to someone who does not know the story.?
2. How might this story be different if it happened today?

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

Concept: Change

Topic: Weather

Generalization: Change can be positive or negative

Essential Question(s)

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	After reading a story, retell it to a friend.	Compare this family with your family. How are they alike and different?	Draw a picture of yourself as a baby and a picture of yourself now. What changes do you see?	With a partner, discuss what you like and dislike about growing up.
2	Sequence pictures according to the correct story events.	Given a set of pictures, match to show cause and effect.	Pretend that rather than growing taller, you began shrinking. Make up a story telling what changes occurred.	In groups of three, each choose one of the characters from the story. Role play a conversation you might have in the tree.
3	Imagine you are a reporter. Write /draw pictures showing what happened in the story.	Categorize the pictures showing cause and effect according to positive and negative changes. Pick one to write/explain your conclusion.	Write a story. Pretend you are the moon. What different gift might you give the family to help them to survive?	Create a plan for your family. What would you do in the case of a flood?

Real World Connections With Products
Applications (create, sequence, compare, discuss, retell, role play, imagine, categorize)

Real World Applications
Actor, reporter, artist

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

- Paper
- Pencils
- Crayons
- Pictures (cause/effect)
- Pictures (sequence)

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives

Intelligent Behaviors

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

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Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking
Sequence pictures according to the correct order of events in the story. What intelligent behaviors did the mother use to help her family survive? What changes did the mother make to help her family survive? How was this change **V_*_L_*_S_*_M__B__P__I__N__**	Think/Pair/ Share How would you feel if your home was flooded? What changes would your family have to make in the event of a flood? What intelligent behaviors would you need to survive a flood? What changes would a flood make in your life? **V_*_L_*_S__M__B__P_*_I_*_N__**
Understanding Learner (C) **Intuitive-Thinking**	**Self-Expressive Learner (D)** **Intuitive-Feeling**
. Compare this family with your family. What changes do you notice about the way your family lives today compared to the family in the story long ago? Illustrate a picture and write about it in your journal. What intelligent behaviors helped you analyze the changes that have taken place in time?	If you were the moon, what gift would you give the family to help them survive? What else could you do with Spanish Moss? Take one of the above ideas and design something from a variety of art supplies. What intelligent behaviors do you need to complete the

	task?
What changes do you notice over time? **V_*_L_*_S__*M__B__P*__I*__N__**	What changes would it make in the story? **V_*_L_*_S__M__B__P__I_*_N__**

Real World Connections With Products
Applications (Sequence, compare, illustrate, design)

Real World Applications
Artist, author, illustrator

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- journal
- a variety of art materials
- sequencing cards or pictures
- paper and pencils

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives

 1. What changes did the mother make to help her mother survive
2. What changes would a flood make in your life?
3. What changes would it make over time?
4. What changes would it make in the story?

Intelligent Behaviors

1. What intelligent behavior would you need to survive a flood?
2. What intelligent behavior did the mother use to help her family survive?

3. What intelligent behavior helped you analyze the changes that have place in time?
4. What intelligent behavior helped you complete the task?

Literary Perspective

Student/Teacher Reflections

What kind of thinking did you have to do when reading this story?
3. From reading and studying this book, I have learned….

Student/Teacher Reflections

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

Mastery Learner (A) **Sensing- Thinking** Students are given data about the weather for one month. In a group, students determine the number of days that are cloudy, sunny, and rainy and create a pictograph. How did the weather change during the month? What intelligent behaviors enabled you to analyze the graph? **V_*_L*__S*__M__B__P*__I__N__**	**Interpersonal Learner (B)** **Sensing-Thinking** **Students are told that there will be snow that is three feet high. Students will be given a yard stick and be asked to determine where the snow would be up to on their body and draw a picture of his/her self in the snow to show to their classmates.** How would the snow change their actions? What intelligent behaviors enable you to complete this task? **V_*_L_*_S_*_M__B_*_P_*_I__N__**
Understanding Learner (C) **Intuitive-Thinking** Students are given 4 pictographs with different data about the weather and are asked to identify which season each one represents. How does understanding weather help you to identify the changing seasons? What intelligent behaviors helped you analyze your picture? **V*_L_*_S_*_M__B__P_*_I__N__**	**Self-Expressive Learner (D)** **Intuitive-Feeling** Students create a weather situation that would require a change in their actions and role play this for their classmates. What changes would they make to be safe? What intelligent behaviors would you use to do this activity? **V_*_L_*_S_*_M__B__P_*_I__N__**

Real World Connections With Products
Application(analyze, create, illustrate, dramatize)

Real World Applications
Actor, scientist,artist

Real World Terms
Evaluate, interpret,explain,apply

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- weather pictures, paper, scissors, glue, yardstick, crayons
-

Intelligent Behaviors

Literary Perspective

1. Draw a picture of the story, <u>Moon's Cloud Blanket.</u> Explain your drawing to someone who does not know the story.?

2. How might this story be different if it happened today?

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

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