

## Bright IDEA Curriculum Units Table of Contents

### Cohort 3 - Make-Ups

<b>Grade</b>	<b>Concept</b>	<b>Topic</b>
K-2	Change	Communities
K-2	Relationships	Families and Communities

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

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



**Concept: Change**

**Topic: Communities**

**Grade 2**

**Chris Addington & Noelle Marshall**

Guilford County

Wake County

**North Carolina Department of Public Instruction**

**Exceptional Children Division**

**Academically or Intellectually Gifted Program**

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

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## Big Ideas Manifested

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

Concepts	Themes
<ul style="list-style-type: none"> <li>• change</li> <li>• discovery</li> <li>• technology</li> </ul>	<p><b>4.02 Analyze environmental issues past and present and determined their impact on different culture.</b></p>
Issues or Debates	Problems or Challenges
<p><b>Home schooling vs. public schooling</b></p>	<ul style="list-style-type: none"> <li>• Going deaf/ learning with a disability</li> <li>• eccentricity</li> </ul>
Processes	Theories
<ul style="list-style-type: none"> <li>• research</li> <li>• scientific process</li> <li>• problem solving</li> <li>• decision making</li> </ul>	<p><b>Inventions have a large impact on changing in the community.</b></p>
Paradoxes	Assumptions or Perspectives
<p><b>Formal education vs. life experience</b></p>	<p><b>You have to go to school to gain knowledge Handicapped people can not achieve as much as people without handicaps.</b></p>

## Big Ideas Manifested

**Topic -**

**Literature Selection –**

**Author -**

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

## Big Ideas Manifested

**Topic -**

**Literature Selection –**

**Author -**

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

## Concept: Change

## Topic: Communities

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

### Look and Listen for...

#### Intelligent Behaviors

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

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

#### Thinking Skills Focus:

- Figural or Verbal Classification
- Describing Things

**Topic Focus: Communities change through time**

**Concept Focus: How inventions change a community through time**

#### Overarching Generalizations:

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

#### More Complex Generalizations (Two or more concepts):

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

#### Directions for Teachers:

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

#### Suggested Topics for Discussion:

How would a hearing impairment change or affect a persons learning ability?

How did Thomas Edison use persistence in his life?

How would our communities be different if Thomas Edison had not shown creating, imagining, and innovating?

**Suggested Vocabulary Words for Discussion:**

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

**A Six-Step Process for Teaching Academic Vocabulary Terms:**

1. Provide a description, explanation or example of the new vocabulary term.
2. Ask students to restate the description, explanation or example in their own words using complete sentences.
3. Ask students to construct a picture, symbol or graphic representing the term or phrase.
4. Engage the students periodically in activities that help them add to their knowledge of the terms in a booklet that they have created (Keep it simple.)
5. Periodically ask students to discuss the terms with one another (**Think** of your favorite vocabulary words from the unit; **pair** with a vocabulary buddy, **share** by discussing the vocabulary terms with your vocabulary buddy.) Teacher should model process each time before students do the Think, Pair, Share with Vocabulary Buddy.
6. Construct games to periodically involve students and allow them to play with the terms.

Robert Marzano

**Vocabulary Extension**

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

**Hooks:**

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

**Six Facets of Understanding**

<b>Facet 1 – EXPLANATION</b>
How would our lives be affected without the invention of the light bulb? Predict what it would be like if, one night, all of the lights went out in town. Write a journal entry.
<b>Facet 2 - INTERPRETATION</b>
How would your community change if light bulbs were never invented? Illustrate a picture of how your community might look without any light bulbs.
<b>Facet 3 - APPLICATION</b>
What GIBs would an inventor use to invent the light bulb? Create a list of GIB's that Thomas Edison might have used and tell why you think that.
<b>Facet 4 - PERSPECTIVE</b>
How do communities change for people from one generation to another because of changes in technology? Compare and contrast life before and after the invention of the light bulb.
<b>Facet 5 – EMPATHY</b>
How is change in a community accepted by the population? With a partner role-play a child and a grandparent who want to do research on a computer.
<b>Facet 6 – SELF-KNOWLEDGE</b>
What changes have happened in your community in your lifetime? Reflect on big changes that have occurred in your community. Interview a grandparent/senior citizen to tell what the community was like when they were your age. Evaluate which time period would you have liked to live in and why?

**Read: Young Thomas Edison**

**By: Michael Dooling**



## Task Rotation Learning Activities

**K-2**

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

<p style="text-align: center;"><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>Select one invention shown in the back of the book <u>Young Thomas Edison</u>. Draw a before and after picture to show how the invention changed a community.</p> <p>Select 3 of the inventions that are linked in time and explain how they changed.</p> <p>How would you explain how inventions change communities?</p> <p style="text-align: center;"><b>V * L _ S * M _ B _ P _ I _ N _</b></p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b></p> <p>Focus on a time in Edison’s life in which he experienced change and then write what Thomas might have written about his feelings in a journal.</p> <p>Which GIBs did you think Thomas exhibited and explain how they are shown?</p> <p>Explain how this change helped him to grow as an inventor.</p> <p style="text-align: center;"><b>V * L _ S _ M _ B _ P _ I * N _</b></p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>Read the paragraph excerpt from <u>Young Thomas Edison</u> when he worked as a telegraph operator. Then summarize it in a paragraph.</p> <p>Write an argument that proves whether that invention was evolutionary or revolutionary and why you think so.</p> <p>When thinking about his problem, what questions do you think Thomas thought about to help him invent his device?</p> <p style="text-align: center;"><b>V * L * S _ M _ B _ P _ I _ N _</b></p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>Compose a jingle to sell one of Edison’s inventions. You may use any melody that you know, but you cannot use the words from the song. Use a tape recorder to record your jingle.</p> <p>Select which key words did you use to encourage others to listen with understanding and empathy?</p> <p>How did the product that you are selling inevitably change the community that you are in today?</p> <p style="text-align: center;"><b>V * L _ S _ M * B _ P _ I _ N _</b></p>

**Real World Connections With Products:**

Select, draw, compose, judge, argue, write

**Real World Applications:**

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

**Real World Terms:**

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

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

**Concept Focus: Change**

**Overarching Generalizations:**

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

**More Complex Generalizations (Two or more concepts):**

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

**Essential Question**

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

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

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

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

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

### **(Whole Group)**

#### **Conceptual Perspectives:**

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

#### **Intelligent Behaviors:**

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

#### **Literary Perspectives:**

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

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

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

## Math Task Rotation Learning Activities

### K-2

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

<p style="text-align: center;"><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>Pretend you are a weather reporter. Write your TV report about a sudden change in temperature.</p> <p>Changes cause change. Predict what impacts this change will have on your community.</p> <p>What GIBs would you need to use in order to get ready for this temperature change?</p> <p style="text-align: center;"><b>V * L * S _ M _ B _ P _ I * N *</b></p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b></p> <p>With a partner, discuss an event that shows how change in temperature is linked to time. Using a piece of poster board and markers, together draw a picture of that event on your poster.</p> <p>Discuss and write GIBs did you both use in order to do this activity?</p> <p style="text-align: center;"><b>V * L _ S _ M _ B _ P * _ I * N _</b></p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>Using the three thermometer drawings provided (showing: <b>A.</b> 80 degrees F, <b>B.</b> 60 degrees F, and <b>C.</b> 20 degrees F) describe and record a revolutionary change that would cause the temperature to change from <b>A</b> to <b>B</b>. Plan and record an event that would cause an evolutionary change from temperature <b>B</b> to temperature <b>C</b>.</p> <p>Record what thinking process did you use in order to decide what event took place?</p> <p style="text-align: center;"><b>V _ L * S _ M _ B _ P _ I * N *</b></p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>With the magazines provided, select pictures of people wearing outfits that reflect different temperatures. Estimate what temperature each person is dressed for and arrange and paste the pictures in order from warmest to coldest. Label what you think each temperature might be.</p> <p>Change is necessary for growth (improvement). You are on an imaginary planet where the temperature is constantly changing dramatically. Imagine, innovate, and create a new outfit that is appropriate for all temperatures and explain how it works.</p> <p style="text-align: center;"><b>V * L * S * M _ B _ P _ I * N *</b></p>

**Real World Connections With Products:**

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

**Real World Applications:**

Weatherman, scientist, writer, clothes designer

**Real World Terms:** forecasts, choreographers, films, experiments, publish, designs

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

**Concept Focus:** Change

**Overarching Generalizations:**

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

**More Complex Generalizations (Two or more concepts):**

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

**Essential Question(s):**

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

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

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

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

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

### **(Whole Group)**

#### **Conceptual Perspectives:**

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

#### **Intelligent Behaviors:**

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

#### **Literary Perspective:**

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

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

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

### **Concept: Change**

#### **Topic: Communities**

#### **Generalization(s):**

##### **Overarching Generalizations:**

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

##### **More Complex Generalizations (Two or more concepts):**

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

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

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

## Task Rotation Menu

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

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

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

### **Real World Applications:**

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

### **Real World Terms:**

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

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

**Concept Focus:** Change

### **Overarching Generalizations:**

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

### **More Complex Generalizations (Two or more concepts):**

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

### **Essential Question**

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

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

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

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



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

### **(Whole Group)**

#### **Conceptual Perspectives:**

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

#### **Intelligent Behaviors:**

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

#### **Literary Perspectives:**

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

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

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

**Student Reflections and Assessments  
Task Rotation Learning Experience**

**K-2**

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

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

**Real World Connections With Products:**

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

**Real World Applications:**

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

**Real World Terms:**

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

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

**Concept Focus:Change****Overarching Generalizations:**

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

**More Complex Generalizations (Two or more concepts):**

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

**Essential Question:**

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

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

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

- Paper
- Crayons / paint
- Drawing paper
- Writing paper
- A copy of the paragraph from Young Thomas Edison that begins with the words “*One of Al’s duties as the operator...*”

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

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

#### **Conceptual Perspectives:**

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

#### **Intelligent Behaviors:**

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

#### **Literary Perspective:**

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

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

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

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

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

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

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

**Real World Applications:**

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

**Real World Terms:** forecasts, choreographers, films, experiments, publish, designs

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

**Concept Focus:Change**

**Overarching Generalizations:**

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

**More Complex Generalizations (Two or more concepts):**

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

**Essential Question:**

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

How do changes in temperature affect your community?

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

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

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

### **(Whole Group)**

#### **Conceptual Perspectives:**

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

#### **Intelligent Behaviors:**

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

#### **Literary Perspective:**

- Young Thomas Edison used beakers in his experiments.

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

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

**Additional Support Materials:**

**Favorite Read-Alouds:**

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

**Video Clips:**

**Paintings & Prints:**



## **Teacher Reflections**

### **Literary Selection**

**Date**

**School**

**Grade**

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

### **"Additional Comments**

# **APPENDIX**

## **A**

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

**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: Families and Communities**

**By: Gina Golden and Erin Trifaro Wake County  
K-2**

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

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

T

## Big Ideas Manifested

**Topic** - Families and Communities  
**Literature Selection** – The Perfect Wizard -  
 Hans Christian Andersen  
**Author** - Jane Yolen

Concepts	Themes
conflict change relationships	Change is necessary for growth. Growth occurs through persistence Learning is life long. Formal education is important.
Issues or Debates	Problems or Challenges
Being disadvantages does not mean being without a future.	Overcoming obstacles is not always easy, it takes time and persistence.
Processes	Theories
Problem Solving Decision Making	Believing in your self and persevering leads to success.
Paradoxes	Assumptions or Perspectives
What you see isn't necessarily what you get.	Believe in yourself. To be successful you need to be good looking and privileged.

## Big Ideas Manifested

**Topic -**

**Literature Selection –**

**Author -**

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

## Big Ideas Manifested

**Topic -**

**Literature Selection –**

**Author -**

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

**Concept:** Relationships

**Topic:** Families

**Suggested Literature Selection(s):**

The Perfect Wizard – Hans Christian Andersen by Jane Yolen

The Nightengale – by Hans Christian Andersen, Jerry Pinkney

Thumbelina – by Hans Christian Andersen – an unabridged translation by Erik Haugaard

The Ugly Duckling – by Hans Christian Andersen

**Look and Listen for...**

All Grades: 1) Humor, 2) Metacognition, 3) Questioning and Posing Problems

Kindergarten: 1) Persisting, 2) Creating, Imagining, and Innovating

First Grade: 1) Taking Responsible Risks, 2) Thinking Flexibly, 3) Thinking and communicating with Clarity and Precision

Second Grade: 1) Remaining Open to Continuous Learning, 2) Listening with Empathy and Understanding

**Story Focus:**

1) **Persisting**

2) **Remaining open to continuous learning**

**Student Activities** – (which Habits of Mind will dominate the activities of this unit)

Persisting, Metacognition, Questioning and Posing Problems, Creating, Imagining, and Innovating, Taking Responsible Risks, Thinking Flexibly, Thinking and Communicating with Clarity and Precision

**Thinking Skills Focus: Building Thinking Skills** by Sandra Parks

Figural Similarities and Differences

Figural Sequences

Figural Classification

**Topic Focus:** Families

**Concept Focus:** Relationships

**Overarching Generalizations:**

Relationships are important.

Relationships are helpful.

Relationships may be good or bad.

**More Complex Generalizations:**

Relationships change over time.

Persistence can be a catalyst 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:** relationships, helpful or unhelpful, persistence

**Suggested Vocabulary Words for Discussion:** superstitions, nobleman, digter (poet or author), theater, apprentice, genius

**A Six-Step Process for Teaching Academic Vocabulary Terms:**

1. Provide a description, explanation or example of the new vocabulary term.
2. Ask students to restate the description, explanation or example in their own words using complete sentences.
3. Ask students to construct a picture, symbol or graphic representing the term or phrase.
4. Engage the students periodically in activities that help them add to their knowledge of the terms in a booklet that they have created (Keep it simple.)
5. Periodically ask students to discuss the terms with one another (**Think** of your favorite vocabulary words from the unit; **pair** with a vocabulary buddy, **share** by discussing the vocabulary terms with your vocabulary buddy.) Teacher should model process each time before students do the Think, Pair, Share with Vocabulary Buddy.
6. Construct games to periodically involve students and allow them to play with the terms.

Robert Marzano

**Vocabulary Extension: How would you teach the vocabulary?**

1. Read *Willy's Silly Grandma* by Cynthia DeFelice. Talk about superstitions. Ask the class the following questions: Why do you think Willy didn't believe his grandma's superstitions? What changed his mind? What other superstitions do you know about? Do you believe they are true? Why or why not?
2. Watch "*The Sourcer's Apprentice*". Discuss what types of jobs you could apprentice in. What does it mean to apprentice? What went wrong with Mickey's apprenticeship?
3. Read a child's poem such as one by Shel Silverstein. Talk about what poets and authors do. Collaborate on a short poem. (Modeled writing, Shared writing or working with a partner)
4. Do a Mix-and-Match with all of the new vocabulary words and descriptions/pictures.



5. Hooks: (Activities to go with each question)

**Concept:** Relationships **Generalization:** Relationships change over time.

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

**Six Facets of Understanding**

<b>Facet 1 – EXPLANATION</b>
What are common misconceptions about relationships?
<b>Facet 2 – INTERPRETATION</b>
How do relationships relate to you? Brainstorm all of the different relationships you have in your life and record them on a web.
<b>Facet 3 – APPLICATION</b>
How might relationships help us to be successful?
<b>Facet 4 - PERSPECTIVE</b>
Discuss your relationship with you parents with a partner. How is their relationship with their parents similar or different from your relationship with your parents? Have children make finger puppets of themselves and their parents. Act out a typical dinner with your family.
<b>Facet 5 – EMPATHY</b>
Think of an activity that you do with your family. How does it make you feel? Draw an abstract picture that expresses these emotions.
<b>Facet 6 – SELF-KNOWLEDGE</b>
What are your strengths and weaknesses in relationships?

**Read:** The Perfect Wizard – Hans Christian Andersen by Jane Yolen  
 The Ugly Duckling – by Hans Christian Andersen

**Task Rotation Learning Activities**

**K-2**

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

<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>Trace the relationships and events in Hans Christian Andersen’s life. List the events that caused changes in these relationships. What other types of events can change your relationships with others?          What Gifted Intelligent Behaviors did he use that helped him to become successful.?</p> <p style="text-align: center;">V * L * S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p>Think/Pair/Share          Discuss how your relationship with your family members has changed over time. Hypothesize how these relationships might change as you get older. What Gifted Intelligent Behaviors do families use to work together? Role play situation which demonstrate these changing relationships with your partner.</p> <p style="text-align: center;">V * L * S _ M _ B * P * I * N _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p>Compare and Contrast Hans Christian Andersen’s experiences growing up with <u>The Ugly Duckling’s</u>. Create a Venn Diagram to illustrate your observations. What Gifted Intelligent Behaviors did you use to compare the two characters?</p> <p style="text-align: center;">V * L * S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>Recall a time when you felt like you were different from everyone else and did not fit in with the group. Hypothesize what Gifted Intelligent Behaviors you could have used to get along with the group? Work with a small group to create a short opera to express how you felt in this situation and how your problem might have been solved using Gifted Intelligent Behaviors. Decide what background scenery would be most appropriate and illustrate the setting of your opera. Perform it for your peers.</p> <p style="text-align: center;">V * L * S * M _ B * P * I * N _</p>

**Real World Connections With Products:** trace, hypothesize, compare and contrast, recall

**Real World Applications:** writer, actor, teacher, shoemaker, dry cleaner, dancer, bookbinder, tailor, singer

**Real World Terms :** publish, write, revise, edit, act, sing, cobble, dance, teach, sew

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

**Concept Focus:** Relationships

**Overarching Generalizations:**

Relationships are important.

Relationships are helpful.

Relationships may be good or bad.

**More Complex Generalizations:**

Relationships change over time.

Persistence can be a catalyst for change.

### **Essential Question**

**What are common misconceptions about relationships?  
What are your strengths and weaknesses in relationships?**

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

- The Perfect Wizard – Hans Christian Andersen by Jane Yolen
- The Nightengale – by Hans Christian Andersen, Jerry Pinkney
- Thumbelina – by Hans Christian Andersen – an unabridged translation by Erik Haugaard
- The Ugly Duckling – by Hans Christian Andersen
- Paper, Crayons, Markers,

**MetaCognitive Discussion (Essential Questions):**

Can you describe what you learned about how relationships change over time?

How are your relationships helpful?

How are your relationships effected by people's perceptions of you?

**(Whole Group)****Conceptual Perspectives:**

What are common misconceptions about relationships?

What are your strengths and weaknesses in maintaining positive relationships?

**Intelligent Behaviors:**

What Gifted Intelligent Behaviors would help you develop positive relationships and strengthen your current relationships?

**Literary Perspectives:**

How were Hans Christian Andersen's relationships helpful to him?

How did Hans Christian Andersen's relationship with his employers at the Royal Theater change over time?

How is Hans Christian Andersen's persistence a catalyst for change in his life?

**Student/Teacher Reflections**

How can I use what I learned today about relationships to help me understand future relationships in my life?

## Math Task Rotation Learning Activities

**K-2**

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

<p style="text-align: center;"><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>Work by yourself or with a partner to represent sets of objects. Take a handful of feathers from the bucket and represent the set using tally marks, number, and number word. Repeat this process two more times. Evaluate your decision to work alone or with a partner. Did this decision enable you to complete the task more efficiently? Why or why not? What Gifted Intelligent Behavior did you use to answer these questions?</p> <p style="text-align: center;"><b>V * L * S_M_B * P * I * N *</b></p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b></p> <p>Select the job you would be most interested in having from the following list: Actor, Writer, Shoemaker, Dancer, Tailor, Teacher, or Singer. Write or discuss with a partner why you would like to do this job. Next, add a tally mark to the class data table to show the job you chose. As a class, use the information on the data table to construct a class job preference bar graph. Interpret the graph. What conclusions can you draw about your classmates job preferences from the data gathered? What Gifted Intelligent Behaviors helped you the most when completing this task?</p> <p style="text-align: center;"><b>V_L_S_M_B_P_I_N__</b></p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>Compare and contrast the provided patterns. Create a third pattern that shares the similarity between the first two patterns. Explain the similarity. How is your pattern different? What Gifted Intelligent Behaviors did you use to complete this task?</p> <p style="text-align: center;"><b>V * L * S * M_B_P * I_N__</b></p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>Think of a shape that we have been learning about in class. Without naming the shape, describe the shape to your partner and see if they can create the shape you were thinking of with one of the materials provided (clay, yarn, toothpicks, etc.) Explain why you chose the material that you chose to create this shape. Now switch roles you're your partner. What Gifted Intelligent Behavior(s) did your partner use to create the shape you described? Did you and your partner use the same Gifted Intelligent Behaviors to create your shapes? What other Gifted Intelligent Behaviors might someone use to complete this task?</p> <p style="text-align: center;"><b>V * L * S * M_B * P_I * N__</b></p>

**Real World Connections With Products:** evaluate, discuss, construct, compare, contrast, create, explain, describe, interpret

**Real World Applications:** scientist, mathematician, statistician, pollster, sculptor

**Real World Terms :** observe, count, analyze, collect, create

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

**Concept Focus:** Relationships

**Overarching Generalizations:**

Relationships are important.  
Relationships are helpful.  
Relationships may be good or bad.

**More Complex Generalizations:**

Relationships change over time.  
Persistence can be a catalyst for change.

### **Essential Question**

**What are common misconceptions about relationships?  
What are your strengths and weaknesses in relationships?**

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

- The Perfect Wizard – Hans Christian Andersen by Jane Yolen
- Bucket of feathers
- Paper, pencil
- Bar graph template
- Data table template
- Pattern Cards
- Art materials such as clay, yarn, and toothpicks

**MetaCognitive Discussion (Essential Questions):**

What relationships between numbers, number words, and models did you discover?

What relationships between patterns did you observe?

Did your friend's opinions affect your own when you were gathering data?

What relationships did you notice between different shapes?

**(Whole Group)**

**Conceptual Perspectives:**

Are there relationships in math? How does understanding these relationships help you solve new problems?

What are your strengths and weaknesses in recognizing relationships in math?

**Intelligent Behaviors:**

What Gifted Intelligent Behaviors would help you identify relationships in mathematical problems?

**Student/Teacher Reflections**

How can I use what I learned today about relationships to help me understand future relationships in my life?

**Concept:** Relationships

**Topic:** Families and Communities

**Generalization(s):** Relationships are important. Relationships are helpful. Relationships may be good or bad. Relationships may change over time. Persistence may be a catalyst for change.

**Essential Question(s):**

## **Task Rotation Menu**



<b>Level</b>	<b>Mastery</b>	<b>Understanding</b>	<b>Self-Expressive</b>	<b>Interpersonal</b>
<b>1</b>	Use links to measure four classroom objects. Record your answers. Organize the objects from shortest to longest by drawing each object or writing its name. What do you feel is the most important Gifted Intelligent Behavior for completing this task?	Examine the clocks and activities listed on the page provided. Decide if you would do this activity at this time and indicate whether you agree or disagree.	Identify the setting of a story you've read this week. Generate a list of alternate settings for the story and hypothesize as to how this might have changed story events.	Imagine you are Hans Christian Anderson or one of the characters from a fairy tale we've read. Take a small moment from the character's life and write a letter to a friend explaining how you are feeling. Let your friend know why you are feeling the way you do.
<b>2</b>	Organize the clocks and activities on the provided cards so that each activity will occur at an appropriate time.	Use the data provided to design a _____. Explain what Gifted Intelligent Behaviors you needed to complete this task effectively.	Read a book of your choice and then list sequentially the emotions one of the characters had over the course of the book.	Recall a book you've read this week. Explain what the problem was in the story and why the characters felt the way they did? How would you have felt in a similar situation? Discuss this with a partner. Would you and your partner feel the same way? Would you feel the same way the character felt? Why or why not? How does listening with empathy and understanding help you to develop positive relationships with others?
<b>3</b>	Read a book of your choice and create a poster sized story map to help you retell the story to your peers.	Hypothesize how the Ugly Duckling's life might have been different if he was accepted by his sibling? Why? Create a book, compose a song, design a dance, or produce a play to express your ideas.	Bring your favorite doll or stuffed animal to school. Design paper clothes for your friend. How can you ensure that the clothes will fit? What materials will you need to complete this project? What Gifted Intelligent Behaviors will you use to complete this task?	Design a schedule for Saturday for your family to follow. Consider how much time each activity will take.

**Real World Connections With Products: use, organize, examine, decide, identify, generate, hypothesize, imagine, explain, list, recall, discuss, create, compose, design, produce**

**Real World Applications: builder, designer, tailor, manager, author, producer, choreographer, counselor, teacher**

**Real World Terms: plan, listen, teach, counsel, choreograph, produce, direct, write, manage, schedule, sew, design, measure, cut, build, construct**

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

**Concept Focus:** Relationships

**Overarching Generalizations:**

Relationships are important.

Relationships are helpful.

Relationships may be good or bad.

**More Complex Generalizations:**

Relationships change over time.

Persistence can be a catalyst for change.

**Essential Question**

**What are common misconceptions about relationships?  
What are your strengths and weaknesses in relationships?**

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

- Links
- Cards with clocks and routine activities
- Page with clocks, routine activities, and smiling/frowning faces
- Directions to make an item that requires duplicating measurements to complete construction.
- Materials to create books or scenery
- Construction paper, scissors, glue, tape, staplers.
- Schedule template with times to the hour or hour and half hour listed
- Writing paper formatted for letter writing

**MetaCognitive Discussion (Essential Questions):**

**What relationships did you notice in the books studied this week?**

**What relationships did you consider to complete the tasks you chose?**

**(Whole Group)**

**Conceptual Perspectives:**

Are there relationships in math? How does understanding these relationships help you solve new problems?

What are your strengths and weaknesses in recognizing relationships in math?

What are common misconceptions about relationships?

What are your strengths and weaknesses in maintaining positive relationships?

**Intelligent Behaviors:**

What Gifted Intelligent Behaviors would help you develop positive relationships and strengthen your current relationships?

What Gifted Intelligent Behaviors would help you identify relationships in mathematical problems?

**Literary Perspective:**

How did events in character's lives affect their emotions? How did the setting of stories affect events that occurred? How did relationships that characters had in stories affect events in their lives?

**Student/Teacher Reflections:**

How can I use what I learned today about relationships to help me understand future relationships in my life?

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

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

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<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>Illustrate the relationships and events in the <b><u>Ugly Duckling's</u></b> life. Justify the events that caused changes in these relationships. What Gifted Intelligent Behaviors did he use that helped him to become successful.?</p> <p style="text-align: center;">V * L * S * M _ B _ P _ I _ N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p>Convince your classmates to vote for the book that you believe has the character that displays the strongest Gifted Intelligent Behavior(s). How did your relationships with your team help you agree on a book to convince your classmates to vote for? What Gifted Intelligent Behaviors did you use to work effectively with your group?</p> <p style="text-align: center;">V * L * S _ M _ B _ P * I * N _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p>Compare and Contrast <b><u>The Nightengale</u></b> , <b><u>Thumbelina</u></b> , and <b><u>The Ugly Duckling</u></b>. What Gifted Intelligent Behaviors do the main characters in these books use in their relationships with others?</p> <p style="text-align: center;">V * L * S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>Create your own fairy tale that teaches a lesson about relationships. (with your group) Discuss what types of Gifted Intelligent Behaviors your main character(s) will have. How will those behaviors help those characters to overcome an obstacle? Decide what the setting of your fairy tale will be and illustrate appropriate background scenery. If your setting is outside, be sure to consider what type of living organisms to include in the scenery. Perform your fairy tale for your peers. (Extension-students could perform the fairy tale as an opera-this would allow assessment of musical intelligence as well.)</p> <p style="text-align: center;">V * L * S * M _ B * P _ I * N *</p>

**Real World Connections With Products: trace, hypothesize, compare and contrast, recall**

**Real World Applications: writer, actor, teacher, shoemaker, dry cleaner, dancer, bookbinder, tailor, singer**

**Real World Terms : publish, write, revise, edit, act, sing, cobble, dance, teach, sew**

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

**Concept Focus:** Relationships

**Overarching Generalizations:**

Relationships are important.

Relationships are helpful.

Relationships may be good or bad.

**More Complex Generalizations:**

Relationships change over time.

Persistence can be a catalyst for change.

### **Essential Question**

**What are common misconceptions about relationships?  
What are your strengths and weaknesses in relationships?**

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

- The Perfect Wizard – Hans Christian Andersen by Jane Yolen
- The Nightengale – by Hans Christian Andersen, Jerry Pinkney
- Thumbelina – by Hans Christian Andersen – an unabridged translation by Erik Haugaard
- The Ugly Duckling – by Hans Christian Andersen
- Paper, Crayons, Markers,

**MetaCognitive Discussion (Essential Questions):**

Can you describe what you learned about how relationships change over time?

How are your relationships helpful?

How are your relationships effected by people's perceptions of you?

**(Whole Group):**

**Conceptual Perspectives:**

What are common misconceptions about relationships?

What are your strengths and weaknesses in maintaining positive relationships?

**Intelligent Behaviors:**

What Gifted Intelligent Behaviors would help you develop positive relationships and strengthen your current relationships?

**Literary Perspectives:**

How were Hans Christian Andersen's relationships helpful to him?

How did Hans Christian Andersen's relationship with his employers at the Royal Theater change over time?

How is Hans Christian Andersen's persistence a catalyst for change in his life?

**Student/Teacher Reflections**

How can I use what I learned today about relationships to help me understand future relationships in my life?

**Math Student Reflections and Assessments  
Task Rotation Learning Experience**

**K-2**

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

<p align="center"><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>List four different ways to represent a number pulled from a bag of number tiles. Working with a partner, challenge your partner to add another way to represent the number. Continue to take turns adding representations to your work until neither one of you can think of any more. Evaluate each other's answers for accuracy. Discuss how different representations are similar and different. What Gifted Intelligent Behaviors did you use to complete this activity? Where these the same or different from the Gifted Intelligent Behaviors Hans Christian Andersen used to be successful in his life?</p> <p align="center"><b>V * L * S _ M _ B _ P * I * N _</b></p>	<p align="center"><b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b></p> <p>List your five favorite candies. Create a data table to display the favorite candies of each person in your group. Work together to create a large graph displaying this information. Discuss how you will represent each type of candy (words, pictures, real candy...) After creating the graph, discuss with your group what we know about candy preferences from the information gathered. Now, brainstorm a list of positive attributes for the most popular candy on the graph and design an original advertisement for the candy which includes visual aids and a jingle. The advertisement will be shared with the class and the class will then vote on the candy they would be most likely to buy based on the ad. What Gifted Intelligent Behaviors did you use to complete this activity? Where these the same or different from the Gifted Intelligent Behaviors Hans Christian Andersen used to be successful in his life?</p> <p align="center"><b>V * L * S * M * B * P * I * N _</b></p>
<p align="center"><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>Illustrate two shapes on a geoboard after pulling shape names from a deck of shape name cards. Analyze the two shapes and list ways they are similar and different. Fill in a Venn diagram to show your ideas. Pull a third shape and compare/contrast it with the first two using a more complex Venn Diagram. Explain how your groups had to change when you added the third shape. What Gifted Intelligent Behaviors did you use to complete this activity? Where these the same or different from the Gifted Intelligent Behaviors Hans Christian Andersen used to be successful in his life?</p> <p align="center"><b>V * L * S * M _ B _ P * I _ N _</b></p>	<p align="center"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>Imagine the pattern you and your partner have is a piece of music representing a rhythm. What would your music sound like? Are there other ways to play the pattern? Now compose your own rhythm and represent it on your paper in symbols of your choice. Partners will show and perform their patterns for their peers. What Gifted Intelligent Behaviors did you use to complete this activity? Where these the same or different from the Gifted Intelligent Behaviors Hans Christian Andersen used to be successful in his life?</p> <p align="center"><b>V _ L * S * M * B * P _ I * N _</b></p>

**Real World Connections With Products:** list, represent, evaluate, create, illustrate, analyze, explain, imagine, compose

**Real World Applications:** composer, artist, advertiser, statistician, mathematician, scientist

**Real World Terms:** music, score, rhythm, medium, jingle, compute, analyze, interpret, 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.**

**Concept Focus:** Relationships

**Overarching Generalizations:**

Relationships are important.  
Relationships are helpful.  
Relationships may be good or bad.

**More Complex Generalizations:**

Relationships change over time.  
Persistence can be a catalyst for change.

### **Essential Question**

**What are common misconceptions about relationships?  
What are your strengths and weaknesses in relationships?**

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

- The Perfect Wizard – Hans Christian Andersen by Jane Yolen
- Bag of number tiles for each pair of students
- Data Table Templates
- Bar Graph Templates
- Crayons, Pencils
- Geoboards and Rubber Bands
- Deck of Shape Name Cards for each pair of students
- 2 Circle Venn Diagram Template
- 3 Circle Venn Diagram Template
- Simple Patterns for Partner Groups
- Percussion Instruments



**MetaCognitive Discussion (Essential Questions):**

What relationships between numbers, number words, and models did you discover?

What relationships between patterns did you observe?

Did your friend's opinions affect your own when you were gathering data?

What relationships did you notice between different shapes?

**(Whole Group)**

**Conceptual Perspectives:**

Are there relationships in math? How does understanding these relationships help you solve new problems?

What are your strengths and weaknesses in recognizing relationships in math?

**Intelligent Behaviors:**

What Gifted Intelligent Behaviors would help you identify relationships in mathematical problems?

**Student/Teacher Reflections**

How can I use what I learned today about relationships to help me understand future relationships in my life?

**Think of supplemental materials that you can use with the story.  
Additional Support Materials:**

**Favorite Read-Alouds:**

**Ali Baba and the Forty thieves from 1001 Arabian Nights**

**East of the Sun and West of the Moon (Norwegian folk tale)**

**The Gingerbread Man**

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

**Five Little Ducks**

**Froggy Went A-Courtin'**

**Hickory, Dickory, Dock**

**Video Clips:**

**Paintings & Prints:**



# **APPENDIX**

## **A**

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