Bright IDEA Curriculum Units Table of Contents

Revisions - Brunswick

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: Diversity

Revision:01

Phyllis Kelly/Brunswick/Grade 1

Big Ideas Manifested

> **Topic -Diversity**
>
> **Literature Selection – Candy Shop**
> **Author – Jan Wahl**

Concepts	Themes
Relationships	**Everything is related in some way** **All relationships are purposeful**
Issues or Debates	**Problems or Challenges**
Prejudice vs. Acceptance **Respect** **Indifference vs. apathy** **Vandalism vs. self-respect** **Poverty**	**Apathy** **Discrimination**
Processes	**Theories**
Decision making **Problem solving**	**Be a part of the solution –not the problem** **Discrimination hurts everyone** **Education/help your neighbor**
Paradoxes	**Assumptions or Perspectives**
Better to give than to receive	**Treat others the way your want to be treated (The Golden Rule)**

Big Ideas Manifested

> **Topic – Diversity**
>
> **Literature Selection – Hannah Is My Name**
> **Author - Belle Yang**

Concepts	Themes
Relationships	**Everything is related in some way**
Issues or Debates	**Problems or Challenges**
Legal vs. illegal **English vs. non-English** **Immigration**	**Employment** **Economics** **Deportation** **Language barrier** **Trust** **Acceptance**
Processes	**Theories**
Education **Rules-laws** **Historical inquiry -Why does everyone want to come to America?** **Decision making-to provide for family** **Assimilation**	**America is a melting pot** **The land of opportunity**
Paradoxes	**Assumptions or Perspectives**
People come to America seeking equality but find inequality.	**Everyone is treated equally in America.**

Big Ideas Manifested

Topic -
Literature Selection –
Author -

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

Concept: Relationships   Topic: Diversity

Suggested Literature Selection(s): <u>Candy Shop</u>
<u>Hannah Is My Name</u>

Look and Listen for…

Intelligent Behaviors

Story Focus: Managing Impulsivity, Persisting, Taking Responsible Risks

Student Activities: Taking Responsible Risks, Thinking Flexibly, Thinking and
Communicating with Clarity and Precision, Thinking About Thinking (Metacognition)
Questioning and Posing Problems, Finding Humor

Thinking Skills Focus: <u>Building Thinking Skills</u> (Chapter 5 – Describing People and Things)

Topic Focus: Diversity

Concept Focus: Relationships

Overarching Generalizations:
Everything is related in some way.
All relationships are purposeful.
Relationships are unifying and dividing.
Relationships can be simple or complex.

More Complex Generalizations (Two or more concepts):
Relationships may bring about a positive or negative change.

Directions for Teachers:

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

Suggested Topics for Discussion:

citizenship   community   diversity   discrimination   economics
family   friendship   immigration   intimidation   laws   prejudice   rules

Suggested Vocabulary Words for Discussion:

American
prejudice
quarter
discrimination
hymns
laws
immigration

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:
Play a matching game with vocabulary words and definitions (Mix 'n Match)
Display vocabulary words and definition on sentence strips.
Students draw pictures or symbols to depict vocabulary words.
Play a vocabulary word game. (Go Fish)
Make a vocabulary word book using definitions and illustrations.

Hooks:

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

Six Facets of Understanding

Facet 1 – EXPLANATION
Describe a family member that you love. Draw a picture of that family member. Describe your relationship with this person.   Why is your relationship with a family member important?

Facet 2 - INTERPRETATION
Tell a story about a special day you had with a family member. What made this day special?   What kind of relationship do you have with this family member?

Facet 3 - APPLICATION
Locate and cut pictures of people from magazines, books, and/or clipart.   On a separate sheet of paper group these pictures to create two or more different families. Label each picture.   How are the people in your families related?

Facet 4 - PERSPECTIVE
Work with a partner. Choose two attribute blocks and compare and contrast their relationship. Be prepared to share with the class.   In what ways are the two attribute blocks alike and different?

Facet 5 – EMPATHY
With a partner role-play shopping in a grocery store with one of the following roles: Mother –child, Father –child, Grandparent-grandchild, Aunt-child, or Uncle and child.   Does the relationship between the people in your role-play affect the way they behave?

Facet 6 – SELF-KNOWLEDGE
Reflect on a time when you were not included in a group activity. In you journal record with pictures and/or words how you felt.   How did this relationship affect your feelings?

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** While working with a partner your task is to illustrate and write the names of each character from the book <u>Candy Shop</u> on a separate card. Shuffle the cards. Turn over two cards. Explain to your partner the relationship between these two characters. Your explanation should answer the following questions: What GIBs did the characters demonstrate? Given what you know about relationships how did the characters relationships bring about a change? Your audience will be your partner. <center>**V * L * S * M__B__P * I__N__**</center>	**Interpersonal Learner (B)** **Sensing-Thinking** Imagine you are a member of the crowd. Your task is to role-play with a partner what you could have done differently after seeing the words on the sidewalk. To be successful you need to convince your partner how your actions would improve your relationship with Miz Chu? What GIBs did you show while working with your partner? <center>**V * L__S__M__B * P * I__N__**</center>
Understanding Learner (C) **Intuitive-Thinking** As a student, using a graphic organizer compare and contrast the actions of the people in the crowd to the actions of the boy. Your target audience will be the class. A successful result will answer the following questions: Which GIBs did the boy demonstrate? How did the relationship between the boy and Miz Chu change from the beginning of the book until the end of the book? <center>**V * L * S__M__B__P * I__N__**</center>	**Self-Expressive Learner (D)** **Intuitive-Feeling** As an artist, compose a poem, song or play that tells the things you can do to have a good relationship with others. Share your product with the class. A successful result will show a positive relationship. As you recall the characters from <u>Candy Shop</u> and <u>Hannah Is My Name</u>. In what ways did they promote positive relationships? Which GIBs do you need to posses in order to insure a positive relationship? <center>**V * L * S__M * B * P __I * N__**</center>

Real World Connections With Products:
Songs, plays, poems, acting, stories, books and poems,

Real World Applications:
Author, writer, actors, actresses, singer, performer, teacher, director

Real World Terms:
Compare, contrast, role-play, create, write and produce

Connect all products 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">

Concept Focus: Relationships

Overarching Generalizations:

Everything is related in some way.
All relationships are purposeful.
Relationships are unifying and dividing.
Relationships can be simple or complex.

More Complex Generalizations (Two or more concepts):

Relationships may bring about a positive or negative change.

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

</div>

Given what you know about relationships how did the characters relationships bring about a change?
What GIBs did the characters demonstrate?
How would your actions have improved your relationship with Miz Chu?
What GIBs did you show while working with your partner?
How did the relationship between the boy and Miz Chu change from the beginning of the book until the end of the book?
Which GIBs did the boy demonstrate?
As you recall the characters from <u>Candy Shop</u> and <u>Hannah Is My Name</u>. In what ways did they promote positive relationships?
Which GIBs do you need to posses in order to insure a positive relationship?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Index cards, paper, pencils, crayons, markers, graphic organizer templates, and/or assorted musical instruments.

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:
Given what you know about relationships how did the characters relationships bring about a change?
How would your actions have improved your relationship with Miz Chu?
How did the relationship between the boy and Miz Chu change from the beginning of the book until the end of the book?
As you recall the characters from <u>Candy Shop</u> and <u>Hannah Is My Name</u>. In what ways did they promote positive relationships?

Intelligent Behaviors:
What GIBs did the characters demonstrate in the stories?
What GIBs did you show while working with your partner?
Which GIBs do you need to posses in order to insure a positive relationship?

Literary Perspectives:
As we reflect on the stories <u>Candy Shop</u> and <u>Hannah Is My Name</u> what are your view about relationships?
Why do you think the boy in <u>Candy Shop</u> had a good relationship with his Aunt Thelma?
What changes came about as a result of Hannah and her family receiving their green cards?

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** As a mathematician, given what you know about number order your task is to order the following numbers from least to greatest and greatest to least. **25 71 40 66 83** How will the relationship change if you reverse the digits in each number? How will the relationship change if you add five to each number? Given what you know about number order construct your own way to reorder these numbers. Share what you have done with the class. A successful result will be a number order correctly following the given criteria. V __L * S * M__ B _ P _ I * N __	**Interpersonal Learner (B)** **Sensing-Thinking** Your friend is teaching you how to play a new board game called "Race to 100". Player one has **two** dice with the numbers 5, 5, 5, 10, 10, 10 on each die. Player two has **three** dice with the numbers 3, 3, 5, 5, 7, 7 on each die. Each player's task is to roll their dice and add the numbers. Using the sum, the partners move their playing piece along a hundreds board. Your task is to successful add the numbers on the dice. Given what you know about number relationships which player is more likely to win the game and why? What GIB did you see your partner displaying? V * L __ S * M __ B * P * I __ N __
Understanding Learner (C) **Intuitive-Thinking** As a sculpture your goal is to use clay to make the following solid shapes: Sphere, cone, rectangular prism, and a cube. Draw conclusions about which shapes will stack and/or roll. Record your data. A successful result will be the recording of your data correctly. You will share the results with a classmate. What relationships exist among the shapes? Explain which GIBs you did not use when drawing your conclusions. V * L * S * M __ B * P __ I * N *	**Self-Expressive Learner (D)** **Intuitive-Feeling** As a student pretend you are the number ten looking for a new home. Look at each house and decide which house you would like to live in. Design another house that the number five may want to move into. Your product must meet the following standards. Your work will be judged by you designing another house for the number 5. 10, 20, 30 … 1+10=11, 2+10=12 3+10=13, 4+10=14… Using what you know about number relationships explain why you chose your home. Use a GIB to explain how would you feel if your family moved to another home? V * L __ S * M __ B _ P _ I * N

Real World Connections With Products:

Problem solving, statue, art work, home or buildings

Real World Applications:

Mathematician, architect, designer and artist

Real World Terms:

Design, create, 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:
Everything is related in some way.
All relationships are purposeful.
Relationships are unifying and dividing.
Relationships can be simple or complex.

More Complex Generalizations (Two or more concepts):

Relationships may bring about a positive or negative change.

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

How will the relationship change if you reverse the digits in each number?
How will the relationship change if you add five to each number?
Given what you know about number order construct your own way to reorder numbers.
What relationships exist among the three dimensional shapes?
Given what you know about number relationships which player is more likely to win the game and why?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Number cards, One Hundred-boards, teacher made dice or wooden cubes, clay, paper, pencils (optional color pencils, markers or crayons) assorted math manipulatives.

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How will the relationship change if you reverse the digits in each number?
How will the relationship change if you add five to each number?
Given what you know about number order construct your own way to reorder numbers.
What relationships exist among the three dimensional shapes?
Given what you know about number relationships which player is more likely to win the game and why?

Intelligent Behaviors:
What GIB did you see your partner displaying?
Explain which GIBs you did not use when drawing your conclusions.
Use a GIB to explain how would you feel if your family moved to another home?

Literary Perspective:
As we reflect on the stories Candy Shop and Hannah Is My Name what are your views about relationships?
Why do you think the boy in Candy Shop had a good relationship with his Aunt Thelma?
What changes came about as a result of Hannah and her family receiving their green cards?

Student/Teacher Reflections

Concept: Relationships

Topic: Diversity

Generalization(s): Everything is related in some way. All relationships are purposeful.

Essential Question(s):

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Locate and collect pictures from magazines, books and/or clipart to identify people from different nationalities.	Draw a picture of the little boy in <u>Candy Shop</u> and Hannah in <u>Hannah Is My Name</u>. Use a graphic organizer to show how they are alike and different.	Brainstorm a list of candies that you have tasted. Circle the compound candy words in your list.	Work with a partner and decided which part of the story you both liked. Create a poster to display in the class.
2	Collect data from your classmates. Find out how many family members live in their home. Make a line plot showing your data.	Use the T-chart provided to show the cause and effect of the words written on the street for each: The little boy, Miz Chu, Aunt Thelma and the group of people	Pretend you are Hannah attending a new school. Write a diary entry in your journal. Express your feelings using pictures and words.	Write three to five sentences telling how you would have felt if you were standing in the crowd of people outside Miz Chu's candy story.
3	Construct a time line that shows the many things Hannah's family needed to do in order to stay in America.	Pretend you just moved to another country. You are not able to speak the language. Demonstrate several ways you might communicate to new friends.	Design a diorama of a candy store. Sort and group your candy collection by relationships.	Using the puppet patterns provided, role model you teaching your neighbors how to build better relationships in your community.

Real World Connections With Products:
Photographs, books, magazines, art work, buildings, homes, clothing

Real World Applications:
Photographer, editor, illustrator, artist, mathematician, engineer, builder, architect, designer and teacher

Real World Terms:
Role-play, design, construct, create, build, collect, brainstorm and 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.

Concept Focus: Relationships

Overarching Generalizations:
Everything is related in some way.
All relationships are purposeful.
Relationships are unifying and dividing.
Relationships can be simple or complex

More Complex Generalizations (Two or more concepts):
Relationships may bring about a positive or negative change.

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

Given what you know about relationships how did the characters relationships bring about a change?
How would your actions have improved your relationship with Miz Chu?
How did the relationship between the boy and Miz Chu change from the beginning of the book until the end of the book?
As you recall the characters from Candy Shop and Hannah Is My Name. In what ways did they promote positive relationships?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Magazines, books, computer, graphic organizer (T-chart), poster paper, paper, markers, crayons, glue, puppet patterns and student journals

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Given what you know about relationships how did the characters relationships bring about a change?
How would your actions have improved your relationship with Miz Chu?
How did the relationship between the boy and Miz Chu change from the beginning of the book until the end of the book?
As you recall the characters from <u>Candy Shop</u> and <u>Hannah Is My Name</u>. In what ways did they promote positive relationships?

Intelligent Behaviors:

What GIBs did the characters demonstrate in the stories?
What GIBs did you show while working with your partner?
Which GIBs do you need to posses in order to insure a positive relationship?

Literary Perspective:

As we reflect on the stories <u>Candy Shop</u> and <u>Hannah Is My Name</u> what are your view about relationships?
Why do you think the boy in <u>Candy Shop</u> had a good relationship with his Aunt Thelma?
What changes came about as a result of Hannah and her family receiving their green cards?

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** You r task is to work with a partner and construct a timeline for the story <u>Candy Shop</u>. Put the places that the little boy visited in order. Which GIBs did the little boy display throughout the story? What were the relationships to his activities that lead to the use of these behaviors? A successful timeline will show the correct sequence of the story's events. (Make cards ahead of time to match GIBs to story events – example: the little boy had to wait for his Aunt to finish shopping/managing impulsivity.) V__L * S* M__B__P * I__ N__	**Interpersonal Learner (B)** **Sensing-Thinking** The teacher has assigned seats in the cafeteria for lunch. Some of the students want to choose their own seat and sit where they want. You have been asked to take a position and write a why this is a good idea or not. In what way will relationships change? A successful result will answer the following questions: Will this change be good or bad for the class? Be prepared to share your position with a classmate and identify the GIBs you used to come to your decision. V * L * S__M__B__P * I * N__
Understanding Learner (C) **Intuitive-Thinking** A new student joins our class. He/She does not speak English. As a student you will create poster or book showing different ways you can help him/her build relationships at school. Your target audience will be your classmates. Your product should include illustrations and words that propose solutions to daily school activities using GIBs. Given what you know about relationships how will your actions unify or divide this relationship? What GIBs would you use when building this relationship? V__L * S * M__B__P__I * N__	**Self-Expressive Learner (D)** **Intuitive-Feeling** As a composer you have been asked to write and produce a play or song. In order for this to be successful your product must identify a relationship. You will present your play or song to your classmates. What relationship are you identifying in your play or poem? What GIBs did you displayed when creating your play or song? V * L * S__M * B * P__I * N__

Real World Connections With Products:
Book, magazine, story, building, house, play, movie, song, picture, poster and artwork

Real World Applications: Author, illustrator, artist, singer, actor, actress, builder

Real World Terms: Construct, debate, problem solve, design, 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:
Everything is related in some way.
All relationships are purposeful.
Relationships are unifying and dividing.
Relationships can be simple or complex

More Complex Generalizations (Two or more concepts):
Relationships may bring about a positive or negative change.
Essential Question:
(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)

Given what you know about relationships how will your actions unify or divide a relationship?
What relationships can you identify among the characters in a play or poem?
In what way will relationships change?
How will change affect a relationship?
What relationships exist among the three dimensional shapes?
Given what you know about number relationships which player is more likely to win the game and why?
Which GIBs did the character(s) display throughout the story? What were the relationships among the characters that lead to the use of GIBs?
Identify personal GIBs you used to make decisions.
How can you use illustrations and words that propose solutions to daily school activities using GIBs.
What GIBs are needed to create a play or song?
What GIBs can you identify in other people?
Explain which GIBs you may not use when solving problems.
What GIBs do you rely on when explaining your feelings?

Materials Needed for Task Rotation and/or Task Rotation Menu

- GIBs picture cards with icons, poster paper, pens, markers, crayons, paper, pencils and musical instruments (optional).

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:

Given what you know about relationships how will your actions unify or divide a relationship?
What relationships can you identify among the characters in a play or poem?
In what way will relationships change?
How will change affect a relationship?
What relationships exist among the three dimensional shapes?
Given what you know about number relationships which player is more likely to win the game and why?

Intelligent Behaviors:

Which GIBs did the character(s) display throughout the story? What were the relationships among the characters that lead to the use of GIBs?
Identify personal GIBs you used to make decisions.
How can you use illustrations and words that propose solutions to daily school activities using GIBs?
What GIBs are needed to create a play or song?
What GIBs can you identify in other people?
Explain which GIBs you may not use when solving problems.
What GIBs do you rely on when explaining your feelings?

Literary Perspective:

As we reflect on the stories <u>Candy Shop</u> and <u>Hannah Is My Name</u> what are your view about relationships?
Why do you think the boy in <u>Candy Shop</u> had a good relationship with his Aunt Thelma?
What changes came about as a result of Hannah and her family receiving their green cards?

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
You are a shopper at the classroom store. You have some dimes and pennies in your pocket. Their total value equals $.86. How many different ways can you show $.86 using only dimes and pennies? Using the coins provided, share with the class how you solved this problem. Your task is to construct a chart to show your work using pictures, numbers and/or words. Your successful result will be a clearly labeled chart. What might be the relationship between the number of possibilities and the number of dimes you have? Which GIBs helped you solve this problem? <center>V__L * S * M__B__P__I * N__</center>	As mathematicians, we have been learning to read, write and show numbers in many ways. You have been asked to design a poster to share with the class showing three or more ways to recognize equivalent representations for the number twenty-four. Use pictures, symbols, numbers and words in order to show your work. Your poster should represent the number in an organized way. In what ways can you explain the relationship between one or more of your representations for the number twenty-four? What relationship might you need to have with different representations of numbers? Write about how you felt when you finished this activity in your journal. What relationship did this feeling have with a GIB? <center>V * L * S * M__B__P__I * N__</center>
Understanding Learner (C) **Intuitive-Thinking**	**Self-Expressive Learner (D)** **Intuitive-Feeling**
You are an engineer who has used two or more attributes to build an attribute train. As the partner your task is to add two more pieces. After reflecting on the relationship between each piece your job is to add two more attribute blocks to the train. The target audience will be your partner. You will discuss and compare your solutions. Your product must contain four or more attribute blocks. What relationship(s) did you find between the two blocks? What GIBs helped you and your partner discus and solves this problem? <center>V * L__S * M__B *_P* I__N__</center>	As a music teacher you will use animal names and nature sounds to create a song using three different patterns. Your job is to record your song on chart paper using alphabet letters numbers or symbols. Teach your song to a classmate and be prepared to share it with the class. A successful result will have 3 or more patterns. Is there a relationship between the patterns and sounds you chose? How do patterns affect your daily activities? How might the GIBs affect your performance when sharing with the class? <center>V * L__S * M * B * P * I * N *</center>

Real World Connections With Products:
Clothing, homes and buildings

Real World Applications:
Designer, banker, shop keeper, and architect

Real World Terms:
Create, design, 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.

<p align="center">Concept Focus: Relationships</p>

<p align="center">Overarching Generalizations:
Everything is related in some way.
All relationships are purposeful.
Relationships are unifying and dividing.
Relationships can be simple or complex</p>

<p align="center">More Complex Generalizations (Two or more concepts):
Relationships may bring about a positive or negative change.</p>

<p align="center">Essential Question:
(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)</p>

What might be the relationship between the number of possibilities and the number of dimes you have?
What relationship might you need to have with different representations of numbers?
What relationship(s) did you find between the two blocks?
Is there a relationship between the patterns and sounds you chose? How do patterns affect your daily activities?
Which GIBs helped you solve this problem?
Write about how you felt when you finished this activity in your journal. What relationship did this feeling have with a GIB?
What GIBs helped you and your partner discus and solves this problem?
How might the GIBs affect your performance when sharing with the class?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Dimes, pennies, chart paper, poster paper, attribute blocks, pencil, paper, crayons, musical instruments (optional)

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:
What might be the relationship between the number of possibilities and the number of dimes you have?
What relationship might you need to have with different representations of numbers?
What relationship(s) did you find between the two blocks?
Is there a relationship between the patterns and sounds you chose? How do patterns affect your daily activities?

Intelligent Behaviors:
Which GIBs helped you solve this problem?
Write about how you felt when you finished this activity in your journal. What relationship did this feeling have with a GIB?
What GIBs helped you and your partner discus and use to solve this problem?
How might the GIBs affect your performance when sharing with the class?

Literary Perspective:

As we reflect on the stories <u>Candy Shop</u> and <u>Hannah Is My Name</u> what are your view about relationships?
Why do you think the boy in <u>Candy Shop</u> had a good relationship with his Aunt Thelma?
What changes came about as a result of Hannah and her family receiving their green cards?

Student/Teacher Reflections:

Additional Support Materials:

Favorite Read-Alouds:
Little Critter Books by Mercer Mayer
The Little Red Hen
The Ugly Duckling
The Bake Shop Ghost
The Bully Blocker Club
Jungle Drum
The Wolf's Chicken Stew
Miss Bridie Choose a Shovel
Hachiko
Private and Confidential

Finger Plays, Nursery Rhymes and Songs:

Mary Had A Little Lamb
Little Miss Muffet
Humpty Dumpty
Jack and Jill

Video Clips:
Consult your media specialist

Paintings & Prints:
Consult your art specialist

Teacher Reflections

Literary Selection

Date   **School**   **Grade**

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

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

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

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

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

"Additional Comments

APPENDIX

A

Additional Instructional Concept-Based Activities

Project Bright IDEA 2: Interest Development Early Abilities

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

Concept: Relationships

Topic: Communities
Revision:01
Laura Moore/Brunswick County Schools/Grade 1

Big Ideas Manifested

Topic – Communities/ Neighborhoods **Literature Selection – Be My Neighbor** **Author – Maya Ajmera & John D. Ivanko**	

Concepts	**Themes**
*Relationships	*Relationships within a system are interdependent and symbiotic *Relationships can be simple or complex. *Relationships have parts that work to complete a task.
Issues or Debates	**Problems or Challenges**
*Cultural diversity *Language barrier *Is one culture better than another? *Respect within the community	*Poverty *Weather effects *Population growth *Education
Processes	**Theories**
*Community involvement *Developing relationships	*People have more similarities and differences.
Paradoxes	**Assumptions or Perspectives**
*Alone is a crowded city *Neighbors in another country	*Differences should be respected. *It takes a village to raise a child.

Concept: Relationships   Topic: Communities

Suggested Literature Selection(s):

Look and Listen for…

Intelligent Behaviors
> **Story Focus:** Taking responsible risks, thinking flexibly, thinking and communicating with clarity and precision, questioning and posing problems, metacognition, finding humor.
> **Student Activities:** Questioning and posing problems, metacognition, finding humor, taking responsible risks, thinking flexibly, and communicating with clarity and precision .

Thinking Skills Focus: Building better thinking skills
> First grade - Chapter five and six (Describing people and things. Similarities and differences)

Topic Focus: Communities

Concept Focus: Relationships

Overarching Generalizations:
All relationships are purposeful.
Relationships are required.
Everything is related in some way.
Relationships can be simple or complex.

More Complex Generalizations (Two or more concepts):
Relationships within systems have parts that work together to complete a task.

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 a relationship?
What is your responsibility in the community?
How can you form positive relationships in your community?

Suggested Vocabulary Words for Discussion: community, neighbor, neighborhood, responsibilities, occupations, transportation, celebration, public, leader, village, city, town, acceptance

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 ExtensionHooks:
Word Match - Match vocabulary word cards with their definitions.

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

Six Facets of Understanding

Facet 1 – EXPLANATION

What are some parts of a community?
Brainstorm with a chart

Facet 2 - INTERPRETATION

How is a neighborhood like a community?
Use a "Y" chart to compare and contrast.

Facet 3 - APPLICATION

How might our community help us to develop relationships?
Discussion

Facet 4 - PERSPECTIVE

How might your community look to a person from another country?
Write a letter to someone about your new community with a postcard.

Facet 5 – EMPATHY

How might someone else from another country feel about our community?
Role play with a partner

Facet 6 – SELF-KNOWLEDGE

How are your views about your future shaped by the community in which you live?
Write your ideas in your journal.

Read:
Task Rotation Learning Activities

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

Mastery Learner (A) **Sensing- Thinking**	**Interpersonal Learner (B)** **Sensing-Thinking**
Sort community picture or word cards. As you were sorting, what relationships did you discover based on the groups you made? What will you be aware of in your own thinking as you make this list and think about these relationships? How did you use the gifted intelligent behavior of questioning to sort your pictures and words? **V_*_L *__S_*_M__B_*_P__I__N__**	Interview a community helper or leader to find out who they work closely with and what they do. What are the relationships that are involved in that occupation? What are the gifted intelligent behaviors you use while interviewing this person? **V__L__S__M__B__P_*_I__N__**
Understanding Learner (C) **Intuitive-Thinking**	**Self-Expressive Learner (D)** **Intuitive-Feeling**
Look at a list of community helpers. Choose one you feel is most important for the community. Give reasons for your choice. What relationships are important for the community helper to have within the community? What goes on in your head when you use the intelligent gifted behavior of metacognition? **V_*_L *__S__M__B__P__I__N__**	Suppose you were the mayor of your town. How would you help your community? What relationships would you need to develop in order to do your job as mayor? How did you use the gifted intelligent behavior of finding humor while you performed your job as mayor? **V__L__S__M__B__P__I_*_N__**

Real World Connections With Products:

Comparing, contrasting, concluding, matching, matching, explaining, selecting, identifying, formulating, designing, sorting, creating, estimating

Real World Applications:
mayor, fireman, policeman, teacher, principal, mailman, park ranger, garbage man, doctor, nurse, store owner

Real World Terms: grocery store, post office, school, community center, daycare center, Fire station, police department, park

Connect all products 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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Concept Focus:
Relationships
Overarching Generalizations:
All relationships are purposeful.
Relationships are required.
Everything is related in some way.
Relationships can be simple or complex.

More Complex Generalizations (Two or more concepts):
Relationships within systems have parts that work together to complete a task.

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

How can people in a community form purposeful relationships by using questioning and problem posing?

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Materials Needed for Task Rotation and/or Task Rotation Menu

- Index cards, picture cards
- Chart paper

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:
Are relationships inevitable?
Are all relationships permanent, or are some temporary?
Is everything involved in a relationship?
Are all things affected by their relationship with their environment?
Do relationships require time to develop?
Does it take time to develop relationships?

Intelligent Behaviors:
Which gifted intelligent behaviors do you use to develop your relationships?

Literary Perspectives:
Which home, school, or place of worship from the story can you relate to the most?
What are the similarities and differences between two of the neighborhoods in the story?
What type of conflict do you see yourself having with one of the neighborhoods in the story?

Student/Teacher Reflections
As a culmination to the unit, community helpers/leaders can come in to talk with the students about their occupation and contribution to the community. A field trip to a community place like the post office or fire station to experience the real environments of our community contributors.

Math Task Rotation Learning Activities

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

Mastery Learner (A) **Sensing- Thinking**	Interpersonal Learner (B) **Sensing-Thinking**
Using toothpicks and clay, construct a three dimensional shape of your choice. Describe the relationship between the clay and toothpicks. How did one work with the other? How did you se the intelligent behavior of taking responsible risks when constructing your shape? **V__L_*_S_*_M__B__P__I__N__**	Sort shapes on a venn diagram for your partner and have that partner guess the rule. How did you and your partner work together to foster a positive relationship to complete the task? What intelligent behavior did you use while working with your partner? **V_*_L_*_S_*_M__B__P__I__N__**
Understanding Learner (C) **lIntuitive-Thinking**	Self-Expressive Learner (D) **Intuitive-Feeling**
Formulate two questions to ask the class about shapes. How do your questions relate to one another? What intelligent behavior did you use while generating the questions? **V_*_L_*_S__M__B__P__I__N__**	Design a collage using magazines to show the shapes that exist in a community. Is there a relationship between the shapes you chose to use in your collage? What intelligent behavior did you use while creating the collage? **V_*_L_*_S_*_M__B__P__I__N__**

Concept: Relationships

Topic: Communities

Generalization(s):
1. All relationships are purposeful.
2. Relationships are required in order to function.
3. Everything is related in some way.

Essential Question(s): How can people in a community form purposeful relationships by using questioning and problem posing?

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	List people, places, and things in your community.	Teacher provides differences and similarities of two communities. Students place this information on a venn diagram.	Journal writing about what you feel makes your community special.	With a partner play a mix and match game with who and what is in a community.
2	Identify the parts of a neighborhood. Describe what you might find in the neighborhood.	Why is it better to live in one community than another? Cite examples.	What are ways that you could help make your neighborhood a safe and clean place to live?	With a group, create a poster of examples of your relationships with community people, places, and things.
3	Brainstorm important parts in a neighborhood. Students choose five most important parts of a community to create their own neighborhood.	Students label their own Venn diagram by comparing two communities from the book.	Create a community project to improve relationships of the citizens of our community.	Imagine you are in charge of adding to your neighborhood. What does your need? Persuade the class to vote on your project.

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

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking
Design a travel brochure for your community including the important people, places, and things in the community. As you design your brochure, what relationship	Put words relating to the story to the existing tune of "It's a Beautiful Day in The Neighborhood." How is your relationship different with the

did you see between the people, places, and things in your community?	neighborhood than it is with the whole community?
V_*_L__S * M__B__P__I__N__	**V__L__S__M_*_B__P__I_*_N__**
Understanding Learner (C) **Intuitive-Thinking** Look at a list of community helpers. Choose the one you feel is the most important in the community and explain why. What intelligent behaviors should this person have or use? **V_*_L__S__M__B__P__I_*_N__**	**Self-Expressive Learner (D)** **Intuitive-Feeling** Suppose that you were the mayor of your town. How would you help your community? What types of relationships will you need to form in your community to do your job as mayor? **V__L__S_*_M__B__P__I_*_N_*_**

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** Using models of three dimensional shapes, describe the characteristics of a rectangular prism, cube, and triangular prism, telling about the number of sides and vertices.	**Interpersonal Learner (B)** **Sensing-Thinking** With a partner, estimate the number of blocks for the length and width of the three dimensional models of the buildings in a community. How did you and your partner work together to

As you describe each shape, think about how each shape relates to one another. Tell how you think they relate to one another. What intelligent behaviors did you use to describe the shapes? **V_*_L__S_*_M__B_*_P__I__N__**	estimate? What intelligent behaviors did you use to estimate? **V_*_L_*_S_*_M__B__P__I_*_N__**
Understanding Learner (C) **Intuitive-Thinking** Using two attribute blocks, compare them by referring to their size, number of sides, shape, and color. As you analyze the shapes, what relationships do you observe between the shapes? How did you use the gifted intelligent behavior of thinking and communicating with clarity and precision to compare the shapes? **V_*_L__S__M__B_*_P__I__N__**	**Self-Expressive Learner (D)** **Intuitive-Feeling** Create a building in your community using various materials. As you create your building, think about how the materials work together and have a purpose. Are several needed to complete the task, or is only one needed. Explain your answer. What intelligent behavior did you use to create? **V__L__S_*_M__B_*_P__I__N__**

Additional Support Materials:

Teacher Resources:

Map Skills Made Fun: Neighborhood and Communities by Catherine Tamblyn
Fun To Solve Map Mysteries by Lisa Trumbauer
Exploring Our World: Neighborhoods and Communities by Kathleen Hollenback
Neighborhood and Community :12 Skill Building Activities That Motivate Kids to Collect, Display and Use Data and Connect to the NCTM Standards by Patricia Daly

Read Alouds;

Neighborhood Odes By Gary Soto
Grandpa's Corner Store By Anne Di-Salvo-Ryan

City Green By Anne DiSalvo-Ryan
On the Town: A Community Adventure By Judith Caseley
A Day's Work By Eve Bunting
Home By Jeannie Baker
Families By Ann Morris
Our Community Garden By Barbara Pollak ide

Video Clip:

Ricky's Room: Community Helpers "The people Who Make Your Neighborhood Great"

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
Revision 01
Caryn Young\Brunswick County/Grade 2
K-2

Big Ideas Manifested

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Topic – Friendship

Literature Selection – <u>Private and Confidential</u>
Author – Marion Ripley

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Concepts	Themes
Relationship Change Exploration Conflict	Empathy toward a friend Man's inhumanity to man It's okay to be different Communication
Issues or Debates	**Problems or Challenges**
Disability vs. Normal Acceptance vs. Rejection Courage vs. Fear Braille vs. Written word Prejudice vs. Diversity	Facing and overcoming challenges Acceptance Communication with different people (ability and cultural)
Processes	**Theories**
Empathy Decision making Problem Solving	Disabilities are not as limiting as they appear at first glance. All people can be successful. Progress will make life better for all.
Paradoxes	**Assumptions or Perspectives**
The blind can see. She gained more by being willing to change.	Handicaps hinder learning. Handicapped people are adequate. Things are not always as they appear. Handicapped people cannot be productive in society.

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: Friendships

Suggested Literature Selection(s): Private and Confidential

Look and Listen for…

Gifted Intelligent Behaviors: Remaining Open to Continuous Learning, Listening with Empathy and Understanding, and Applying Past Knowledge to New Situations.

Story Focus: Remaining open to continuous Learning, Listening with Empathy and Understanding, and Applying Past Knowledge to New Situations.

 Student Activities: Persisting; Questioning and Problem Posing; Metacognition; Creating, Imagining and Innovating; Thinking Flexibly; Striving for Accuracy and Empathy; Thinking and Communicating with Clarity and Precision; Thinking Interdependently

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Thinking Skills Focus: Beginning Thinking Skills-Parks and DeArmas
   Chapter 3 – Figural Sequences

Topic Focus: Friendship

Concept Focus: Relationships

Overarching Generalizations:
  1. **Relationships change over time**
  2. Everything is related in some way
  3. All relationships are purposeful
  4. Growth is necessary in relationships

More Complex Generalizations (Two or more concepts):
  1. Conflicts change in relationships
  2. Relationships change over time
  3. Relationships can be positive and negative
  4. Conflict within a relationship can promote growth.

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

Suggested Topics for Discussion:
  - Countries
  - Days of week
  - Friendship
  - Communications
  - Acceptance vs. Rejection
  - U.S. Postal System
  - Problem solving and decision making

- Time differences

Suggested Vocabulary Words for Discussion: (Language Arts Objective 3.03)

- Acceptance
- Conflict
- Braille
- Communication
- Private
- Confidential
- Pen pal
- Reply
- Scold
- Australia
- Announcement
- Airmail
- Brailling machine
- typewriter

A Six-Step Process for Teaching Academic Vocabulary Terms:

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

Robert Marzano

Vocabulary Extension:
- **Discuss words and meanings in complete sentences**
- **Children use vocabulary in daily activities in complete sentences**
- **Illustrations of words and phrases**
- **Role play of words**
- **Synonym\Antonym chart**
- **Memory game – matching words and definitions or words and pictures**
- **Think\pair\share**
- **Word of the Day**
- **Collective memory grouping**
- **Picture-word-induction**

Hooks:

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

Six Facets of Understanding

Facet 1 – EXPLANATION
What do you predict will happen to Laura and Malcolm's relationship if Laura did not write in Braille at the end of the story? Explain your thinking to a partner.

Facet 2 - INTERPRETATION
Illustrate other ways to communicate in relationships. Tell a story about your picture include what type of relationship your picture represents. (example: mother/child, grandparent/grandchild, friend/friend etc.)

Facet 3 - APPLICATION
Imagine you have a blind friend. Design a new Braille Alphabet using your choice of the following materials: sequins, rice, sand, beads, noodles, glue, clay, shaving cream and cereal. How would your invention affect your relationship?

Facet 4 - PERSPECTIVE
Analyze two different relationships you have within your family. Compare and contrast the two using a graphic organizer.

Facet 5 – EMPATHY
Assume the role of Malcolm by role-playing his handicap. Pair up and one be his friend and the other Malcolm. Walk around the room doing everyday activities. How did it feel to be blind? What was it like to be the friend of Malcolm?

Facet 6 – SELF-KNOWLEDGE
How could my past knowledge about listening with empathy and understanding within relationships help strengthen current relationships? Publish your own book showing this gifted intelligent behavior.

Task Rotation Learning Activities
NCSCOS: Lang. Arts-2.06, 2.07,4.04, 3.01 S.S.-3.01
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 in your writing journal explaining how the relationship in the story changed over time. Illustrate your story. List the gifted intelligent behaviors that you see in the story. Tell why the behavior fits the situation. **V*L_S*M__B__P__I__N__**	**Interpersonal Learner (B)** **Sensing-Thinking** The students will sit in a circle and share one relationship that changed over time. What gifted intelligent behavior did you use the most in this group sharing? **V__L__S__M__B__P*I__N__**
Understanding Learner (C) **Intuitive-Thinking** Make a list of the pros and cons of having a handicapped friend. What gifted intelligent behaviors would you need to show in order to be a good friend to this person? **V*_L__S__M__B__P__I*_N__**	**Self-Expressive Learner (D)** **Intuitive-Feeling** Discuss with a partner a time when you had a conflict with a friend. How did this change your friendship? Create a rap song to show a positive change in the friendship. What gifted intelligent behavior helped you in completing this task? **V*_L__S__M*_B__P*_I__N_**

Real World Connections With Products:
Organize, analyze, evaluate, identify, describe, problem-solving, decision making, create, demonstrate, illustrate, compare, contrast

Real World Applications:
Author, artist, speaker, musician, journalist

Real World Terms:
Edit, illustrate, write, publish, communicate, discuss, solve, share, brainstorm, list, sing\rap

Connect all products 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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Concept Focus:
Relationships

Overarching Generalizations:
Relationships change over time
Everything is related in some way
All relationships are purposeful
Growth is necessary in relationships

More Complex Generalizations (Two or more concepts):
Conflicts change in relationships
Relationships change over time
Relationships can be positive and negative

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

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1. If you are a good friend, what gifted intelligent behaviors could you teach to someone who isn't?
2. What gifted intelligent behavior did Laura use when she explored another way to communicate to Malcolm?
3. In the story, what were some of the gifted intelligent behaviors the characters displayed? How did you recognize them?
4. How might you use Laura's experience to learn even more effective ways to solve such problems?

Materials Needed for Task Rotation and/or Task Rotation Menu

- journal
- pencil
- crayons
- tape recorder\CD player
- music with upbeat, no lyrics

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:
1. What makes a friend?
2. Why are having friends important?
3. What gifted intelligent behavior could you use to solve conflict in a relationship?
4. How are friendships built and broken?
5. How can relationships be positive or negative?
6. How do we demonstrate friendship on a daily basis?
7. Why is it important for handicapped children to have friends?
8. How do people in relationships express their thoughts and feelings?

Intelligent Behaviors:
1. Which gifted intelligent behavior could we exhibit to help with making friends with handicapped children?
2. How do you demonstrate these gifted intelligent behaviors on a daily basis?
3. Which gifted intelligent behaviors are not being shown in this book?
4. How could the character, Laura, demonstrate the following gifted intelligent behaviors:
   - **Remaining Open to Continuous Learning**
   - **Listening with Empathy and Understanding**
   - **Applying Past Knowledge to New Situations**
5. How could the character, Malcolm, demonstrate the following gifted intelligent behaviors:
   - **Remaining Open to Continuous Learning**
   - **Listening with Empathy and Understanding**
   - **Applying Past Knowledge to New Situations**
6. What gifted intelligent behaviors should true friends use?

Literary Perspectives:
1. Which character in <u>Private and Confidential</u> do you relate to and why?
2. Does this book remind you of any other books you have read?

Student/Teacher Reflections
   - **Think\pair\share**
   - **Word of the Day**
   - **Collective memory grouping**
   - **Picture-word-induction**

Math Task Rotation Learning Activities
NCSCOS: 1.01, 1.03, 4.01
K-2
All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

Mastery Learner (A) **Sensing- Thinking** Solve the following story problem: Laura mailed two letters to Malcolm in January. She mailed six letters in February. How many letters did Laura mail altogether? Is their friendship changing? How do you know? What gifted intelligent behavior do you observe? **V__L*_S__M__B__P__I__N__**	**Interpersonal Learner (B)** **Sensing-Thinking** Interview five of your friends. Ask them to relate their feelings of having a pen pal. Organize your data showing how many children like and dislike having a pen pal. What gifted intelligent behavior did your friends use? *Teacher assigns pen pals for a two-week period. **V*_L*_S__M__B__P*_I__N__**
Understanding Learner (C) **Intuitive-Thinking** Summarize the following data: Letters Sent	**Self-Expressive Learner (D)** **Intuitive-Feeling** *15 second test* **Test 1** Children write numbers 1-20 with their right hand on an index card. Discuss feelings. **Test 2** Children write numbers 1-20 with their left hand on an index card. Discuss feelings. How did your feelings change from test 1 to test 2? Why do you think they were different? After performing this task does your feelings about disabilities change in any way? Explain. **V*_L*_S*_M__B*_P__I*_N__**

Understanding Learner (C) details:

week	1	2	3	4
Laura	3	6	9	
Malcolm	2	4	6	

*Teacher would expand on this chart to enable students to fill in for 7 weeks.

Fill in the blanks on the chart.
What gifted intelligent behaviors are you using when you analyze this data?

V__L*_S__M__B__P__I__N__

Real World Connections With Products:
Organize, analyze, evaluate, identify, describe, problem-solving, decision making, create, demonstrate, compare, contrast, interview, summarize

Real World Applications:
Mathematician, data analysis, interviewer

Real World Terms:
Problem-solving, solution, reading, observing, summarizing, interviewing, record data, perform, discuss and share

Connect all products 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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Concept Focus:
Relationships

Overarching Generalizations:
Relationships change over time
Everything is related in some way
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Growth is necessary in relationships

More Complex Generalizations (Two or more concepts):
Conflicts change in relationships
Relationships change over time
Relationships can be positive and negative

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

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1. If you have a pen pal, what gifted intelligent behaviors would you exhibit?
2. What gifted intelligent behavior did Laura use when she wrote a letter to Malcolm?
3. In the story, what were some of the gifted intelligent behaviors the characters used when communicating with each other?
4. How might you use Laura's experience to learn even more effective ways to communicate with handicapped friends?

Materials Needed for Task Rotation and/or Task Rotation Menu
- Math journal
- Pencil
- Crayons
- Index cards
- Teacher made interview sheet and chart with data

- Timer\clock

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

1. What makes a friend?
2. Why are having friends important?
3. What gifted intelligent behavior could you use to solve a story problem?
4. How are friendships built and broken?
5. How can relationships be positive or negative?
6. How do we demonstrate friendship on a daily basis?
7. Why is it important for handicapped children to have friends?
8. How do people in relationships express their thoughts and feelings?

Intelligent Behaviors:

1. Which gifted intelligent behavior do you observe when solving problems?
2. What gifted intelligent behavior do you use when interviewing a friend?
3. What gifted intelligent behavior do you use when analyzing data?
4. What gifted intelligent behavior do you use when you are outside of your comfort zone?

Literary Perspective:

1. What were the common methods of problem solving that were used in Private and Confidential and The Printer?
2. What do you observe when noticing change(s) in relationships in Private and Confidential and The Printer?

Student/Teacher Reflections

- Inductive Learning: Collective memory
- Mix and Match
- Show and Tell from the interview

Concept: Relationships

Topic: Friendship

Generalization(s): Relationships can change over time

Essential Question(s): Given the information you know about disabilities what hypotheses could you make as to why disabilities could change a friendship?

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Identify relationships in the story that are showing change.	Compare/Contrast how Laura and Malcolm are alike and different.	Brainstorm how the story might have been different if Laura had a disability too?	What part of the story do you like best?
2	Create a flow map to sequence the events of the story from the beginning to the end.	Draw a double bubble map of Laura and Malcolm's similarities and differences.	Write a friendly letter from Malcolm describing his life before Laura's letter in Braille and how it changed his life after her letter in Braille.	In your personal journal tell a way you feel different from others. Share your response with a partner. Tell how you think this might affect your friendship with a friend.
3	Write a readers theater script.	Research a famous person with a handicap. Did the handicap change their life? Was this change positive or negative?	Create puppets. One puppet with a handicap and one without. Put on a puppet show showing a friendly situation that displays listening with empathy and understanding.	If you were a child with a severe handicap, what could you do to strengthen a friendship?

Real World Connections With Products: identify, compare/contrast, create, draw, write, research, perform, share

Real World Applications: Author, Actor, Researcher, Artist, Designer

Real World Terms: edit, write, act, perform, discover, explore, solve, make, create, draw, produce, design

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

Concept Focus: Relationships

Overarching Generalizations:
Relationships change over time
Everything is related in some way
All relationships are purposeful
Growth is necessary in relationships

More Complex Generalizations (Two or more concepts):
Conflicts change in relationships
Relationships change over time
Relationships can be positive and negative

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

1. If you have a disability, what gifted intelligent behaviors would you use to communicate with a friend?
2. What gifted intelligent behavior did Laura use when she wrote a letter in Braille to Malcolm?
3. In the story, what were some of the gifted intelligent behaviors the characters used when communicating with each other?
4. How might you use Laura's experience to learn even more effective ways to communicate with handicapped friends?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper and pencil\markers
- Personal journal
- Double bubble map
- Flow map
- Reference books on famous people with disabilities
- Materials to make puppets
- Puppet stage

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:
- What makes a friend?
- Why are having friends important?
- What gifted intelligent behavior could you use to solve conflict in a relationship?
- How are friendships built and broken?
- How can relationships be positive or negative?
- How do we demonstrate friendship on a daily basis?
- Why is it important for handicapped children to have friends?
- How do people in relationships express their thoughts and feelings?

Intelligent Behaviors:

- Which gifted intelligent behavior could we exhibit in building relationships?
- How do you demonstrate these gifted intelligent behaviors on a daily basis?
- Which gifted intelligent behaviors are not being shown that contribute to friendship?
- In what ways could we demonstrate the following gifted intelligent behaviors:
    - Listening with empathy and understanding
    - Open to continuous learning
    - Thinking flexibly

Literary Perspective:
- Compare and Contrast the main characters relationship in Private and Confidential and The Printer.
- Compare the handicaps in Private and Confidential and The Printer.

Student/Teacher Reflections:

Have students construct a mural or scrapbook of their research on a famous person with a disability.

Student Reflections and Assessments
Task Rotation Learning Experience
NCSCOS: Lang. Arts-3.02, 2.07, 3.04, 3.01, 4.05, 2.08
K-2
All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

Mastery Learner (A) **Sensing- Thinking** Teacher will read aloud two friendship books: The Bully Blockers Club and The Printer. Your job is to list ways those relationships changed over time. You will select a product such as a table, double bubble, or Venn Diagram to share your information with a partner. List the gifted intelligent behaviors that these two books have in common. **V*__L__S__M__B__P__I*__N__**	**Interpersonal Learner (B)** **Sensing-Thinking** You are an actor in a small group and will role-play using puppets, music, etc. showing change in a relationship that happens over a period of time. Each group will perform for a student audience. Audience will evaluate if the change is positive or negative and which gifted intelligent behavior they observed. **V*__L*__S__M*__B*__P*__I__N__**
Understanding Learner (C) **Intuitive-Thinking** Your role will be a historian. You will analyze a series of pictures showing change in a relationship. You will need to explain your interpretation of how that relationship has changed over time using a time line. Your work needs to meet the standards addressed in the rubric. What gifted intelligent behaviors are observed in the pictures? **V*__L__S*__M__B__P__I__N__**	**Self-Expressive Learner (D)** **Intuitive-Feeling** You are to create a biography of your own life. Create a flow map beginning with your own birth and ending with the present. Illustrate how your relationship with mom and\or dad changed over this period of time. Predict what your relationship will be like in ten years. Imagine what you both would look like and illustrate. Share your biography with your parents and record their observations. What gifted intelligent behavior would you use in completing this time line\flow map? **V_*_L_*_S_*_M__B__P__I_*_N__**

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Real World Connections With Products: organize, identify, analyze, evaluate, describe, problem-solving, decision making, create, demonstrate, illustrate, compare/contrast, discuss, role-play, brainstorm

Real World Applications: historian, actor, author, Liberian, teacher, friend to friend, student to author, mother to child, child to grandparent

Real World Terms: past, present, future, history, then, now, perform, research, read

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

Concept Focus:
Relationships

Overarching Generalizations:
Relationships change over time
Everything is related in some way
All relationships are purposeful
Growth is necessary in relationships

More Complex Generalizations (Two or more concepts):
Conflicts change in relationships
Relationships change over time
Relationships can be positive and negative

Essential Question:
(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)
1. If you have a disability, what gifted intelligent behaviors would you use to compare The Bully Blocker's Club and The Printer?
2. What gifted intelligent behavior would you use to evaluate your friends performance?
3. In the series of pictures, what were some of the gifted intelligent behaviors that you had to interpret?
4. When thinking about your life and change in a relationship, what gifted intelligent behavior did you use?

Materials Needed for Task Rotation and/or Task Rotation Menu
- Paper/pencil
- Musical instruments
- Tape recorder
- Note cards
- Picture cards
- Bully Blocker's Club
- The Printer
- Markers\crayons
- Graphic organizers

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:
1. What are the relationships you see?
2. Why are relationships important?
3. How do people in relationships express their thoughts and feelings?

Intelligent Behaviors:
1. In what ways could we demonstrate the following gifted intelligent behaviors:
   - **Remaining open to continuous Learning**
   - **Listening with Empathy and Understanding**
   - **Applying Past Knowledge to New Situations**
2. What similar gifted intelligent behaviors do you see between <u>Private and Confidential</u> and <u>The Printer</u>?

Literary Perspective:
- Identify the characters in the books and choose your favorite character. Why did you choose this particular character?

Student/Teacher Reflections
- Conduct a class play reenacting the plot of the book. Choose the most obvious gifted intelligent behavior.

Math Student Reflections and Assessments
Task Rotation Learning Experience
NCSOCS: 1.03, 2.01, 5.02, 4.01, 4.02
K-2
All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

Mastery Learner (A)
Sensing- Thinking

You have been asked to create a story problem to share with the class using this information:
- Two friends (pen pals)
- Choose number of letters mailed
- Show evidence of change in friendship

Did your relationship change in a positive or negative way?
Explain your thinking using complete sentences.
What gifted intelligent behavior did you demonstrate?

V__L*_S__M__B__P__I__N__

Interpersonal Learner (B)
Sensing-Thinking

You work for a polling company. Using the survey from the beginning of the unit, interview the same five friends in your class. Ask them to relate their feelings of having a pen pal after pen pal experience. Compare to prior interview. Graph and organize data using graph paper. Did their feelings change? What changes does your display data show? What gifted intelligent behavior did you observe? Explain.

V_*_L_*_S_*_M__B__P_*_I_*_N__

Understanding Learner (C)
Intuitive-Thinking

Your goal is to construct a timeline on chart paper showing how many letters Laura and Malcolm sent to each other in ten weeks. You have been asked to summarize the data.

Letters Sent

week	8	9	10	11
Laura	24	27		
Malcolm	16	18		

Explain changes in the problem to a classmate. What gifted intelligent behavior did you use to solve this problem? Explain.

V_*_L_*_S_*_M__B__P__I_*_N__

Self-Expressive Learner (D)
Intuitive-Feeling

You are a mapmaker. Measure the given distance on your map from USA to Australia using non-standard units.
With a partner you will measure the same map but with different non-standard units. One partner will be blindfolded while trying to complete this task. Switch roles.
Discuss with your partner how this made you feel and what gifted intelligent behavior you used to complete each task?

V*__L*__S*__M__B*__P*__I*__N__

Real World Connections With Products: Create, survey, interview, construct, explain, summarize, organize, measure, compare, graph

Real World Applications: Post master, student, reporter, surveyor

Real World Terms: deliver, count, send, think, create, interview, share, report, organize, measure, distance, precision

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

Concept Focus:
Relationships

Overarching Generalizations:
Relationships change over time
Everything is related in some way
All relationships are purposeful
Growth is necessary in relationships

More Complex Generalizations (Two or more concepts):
Conflicts change in relationships
Relationships change over time
Relationships can be positive and negative

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

1. If you have a pen pal, what gifted intelligent behaviors would you exhibit?
2. What gifted intelligent behavior did Laura use when she wrote a letter to Malcolm?
3. In the story, what were some of the gifted intelligent behaviors the characters used when communicating with each other?
4. How might you use Laura's experience to learn even more effective ways to communicate with handicapped friends?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper\pencil
- Chart paper\graph paper

- Non-standard measuring manipulatives

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

1. What makes a friend?
2. Why are having friends important?
3. What gifted intelligent behavior could you use to solve a story problem?
4. How are friendships built and broken?
5. How can relationships be positive or negative?
6. How do we demonstrate friendship on a daily basis?
7. Why is it important for handicapped children to have friends?
8. How do people in relationships express their thoughts and feelings?

Intelligent Behaviors:

1. Which gifted intelligent behavior do you observe when solving problems?
2. What gifted intelligent behavior do you use when interviewing a friend?
3. What gifted intelligent behavior do you use when analyzing data?
4. What gifted intelligent behavior do you use when you are outside of your comfort zone?

Literary Perspective:

1. What were the common methods of problem solving that were used in Private and Confidential and The Printer?
2. What do you observe when noticing change(s) in relationships in Private and Confidential and The Printer?

Student/Teacher Reflections

- Inductive Learning: Collective memory
- Mix and Match
- Show and Tell from the interview

Additional Support Materials:

Favorite Read-Alouds:
- Hachiko
- Jungle Drums
- The Printer
- Bully Blocker's Club
- Be My Neighbor
- Honey…Honey…Lion!

Finger Plays, Nursery Rhymes and Songs:
- Humpty Dumpty
- Jack and Jill
- Mary had a Little Lamb
- Barney Song (I Love You…)
- People are Strange by Jim Morrison
- Princess Pooh (McGraw-Hill Series)

Video Clips:
- Arthur wears glasses
- Character education videos
- Magic School Bus

Paintings & Prints:

Teacher Reflections

Literary Selection

Date   **School**   **Grade**

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

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

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

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

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

"Additional Comments

APPENDIX

A

Additional Instructional Concept-Based Activities

a system of writing for the blind in which letters are represented by raised dots (named for Louis Braille who developed the system)

hidden from public view or knowledge

regarded as secret

A public statement that makes something known in writing or in speech
The system of transporting mail by aircraft

To speak angrily to for a fault

A machine that prints letters and characters by means of keys that are pressed by hand

To say or give an answer

A clashing or sharp disagreement or a struggle of feeling, ideas, or interests

A friend made and kept through letter-writing

A machine similar to a typewriter that creates words in raised dots

An island continent and country south of the equator famous for kangaroos

Conflict

Braille

Private

Confidential

Pen pal

Australia

Announcement

Airmail

Brailling machine

Scold

Typewriter

reply

Conceptual questions

What makes a friend?

Why are having friends important?

Which intelligent behaviors could you to resolve conflicts in a relationship?

How can relationships be built? How can they be broken?

How do people in relationships express their thoughts and feelings?

Literary Perspectives

Which character in **Private and Confidential** do you relate to and why?

If Laura had not chose to learn Braille, how would that have afftecter her relationship with Malcolm?

Does this book remind you of any other books you have read or something that has happened to you? (Make a connection)

Intelligent Behaviors
How could the character, Laura, demonstrate the following gifted behaviors:

- ☐ **Remaining Open to Continuous Learning**
- ☐ **Listening with Empathy and Understanding**
- ☐ **Applying Past Knowledge to New Situations**

How could the character, Malcolm, demonstrate the following gifted intelligent behaviors?

☐ **Remaining Open to Continuous Learning**
☐ **Listening with Empathy and Understanding**
☐ **Applying Past Knowledge to New Situations**

What intelligent behaviors should true friends use?

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: Citzenship
Revision Number: 01
Lincoln Elementary, Brunswick County
Deb Allers and Cindy Collins: Grade 2

Deb Allers and Cindy Collins

Big Ideas Manifested

Topic -Citizenship
Literature Selection –Jungle Drums Author –Graeme Base

Concepts	Themes
Change	Citizenship Diversity Communities
Issues or Debates	**Problems or Challenges**
What is beauty? Is bigger better?	Acceptance Adapting to Change Self Esteem
Processes	**Theories**
Comparing/contrasting Habitats Problem solving Research	Value in everyone
Paradoxes	**Assumptions or Perspectives**
Same but different Grass is always greener	Be careful what you ask for Beauty is in the eye of the beholder Change is better

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: Citizenship

Suggested Literature Selection(s): Jungle Drums

Look and Listen for…

Intelligent Behaviors

     Story Focus   Remaining open to continuous learning
                            Listening with understanding and empathy
                            Applying past knowledge to new situations

     Student Activities Metacognition
                            Questioning and posing problems
                            Finding humor
                            Thinking and communicating with clarity and precision

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Thinking Skills Focus   <u>**Building Thinking Skills**</u>**, Parks and Black;**
                                   Figural Similarities and Differences, Chp 2, 4, 6, and 7

Concept Focus: **Change**

Overarching Generalizations: Change generates additional change
                                   Change can be positive or negative
                                   Change is necessary for growth

More Complex Generalizations (Two or more concepts):
                        How can change impact relationships?
                       How can conflict impact 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:

1. Setting up classroom rules
2. How the student's behavior has changed over the last year
3. How a student's behavior can affect other student's behavior (both positively and negatively)

Suggested Vocabulary Words for Discussion:

From literature (Jungle Drums by Graeme Base)
> Plumage, beautiful, hooves, drum, downpour, riverbank, savanna

From generalizations (change)
> Necessary, expectation, conflict, survival, relationships, chaos, power,

A Six-Step Process for Teaching Academic Vocabulary Terms:

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

Robert Marzano

Vocabulary Extension:
1. Mix-and-Match: Each student will receive an index card with either a vocabulary word, the definition, a sentence using the word, or a picture to represent the word. The students will walk around the room with their index card faced down and pass their card to another student as they walk by (always keeping the index card faced down). When the teacher stops the passing of cards, each student needs to read their card and find the other cards that relate to their card. When each student has found their group, students will share their cards with the class.
Hooks:

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

Six Facets of Understanding

Facet 1 – EXPLANATION

Describe how you have changed since you were in first grade.
How is change necessary for growth?

Facet 2 – INTERPRETATION

After the teacher tells a story about a person's behavior the students will critique if that behavior was a positive or negative change.

What is positive change? What is negative change?

Facet 3 – APPLICATION

Design classroom rules that demonstrate good citizenship.
After students illustrate a positive and negative behavior classroom, students will generate classroom rules to ensure good citizenship.

What does a classroom of students showing positive behavior look like? How can change generate additional change.

Facet 4 – PERSPECTIVE

Students will analyze the given scenerios of positive and negative citizenship models that can happen in the classroom.

Is change necessary in each of these situations, why or why not?

Facet 5 – EMPATHY

Role-play given school scenarios (on the playground, in the classroom and on the bus). Students will gain an understanding of how others feel as they exhibit positive or negative citizenship traits.

How can our behavior effect how others feel?

Facet 6 – SELF-KNOWLEDGE

Reflect on the kind of citizen you have been so far during your school career. Set goals that will bring about change to ensure a successful school year.

How have you demonstrated positive/negative citizenship and what are your goals for this year?

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**
Read: Jungle Drums	

Mastery Learner (A)
Sensing- Thinking
Read: Jungle Drums

Retell the story by completing the flow chart on the changes that took place to the animals after Ngiri made each wish.
Consider the following generalizations:
      Change is necessary for growth.
     Change can be positive or negative.
     Change generates additional change.

What intelligent behaviors did you use to complete your flow chart?

      V* L_S__M__B__P__I__N__

Interpersonal Learner (B)
Sensing-Thinking

Write a letter to Old Nyumbu asking him if you can borrow the drum for one night. What changes would you like to make in ourself and why?
Consider the following generalizations:
      Change is necessary for growth.
     Change can be positive or negative.
     Change generates additional change.

What intelligent behaviors did you use to complete your letter? If you used different intelligent behaviors, would your letter they the same?

      V*L__S__M__B__P *I__N__

Understanding Learner (C)
Intuitive-Thinking

Draw a picture of the animal that you feel changed the most in the story. Write a sentence/sentences telling why you feel that animal changed the most. Consider the following generalizations:
      Change is necessary for growth.
     Change can be positive or negative.
     Change generates additional change.

What intelligent behaviors did you use?

      V*L*S__M__B__P__I__N__

Self-Expressive Learner (D)
Intuitive-Feeling

Create a beat on Jungle Drums. Write on paper what changes would take place in the jungle due to your rhythm and who the changes would take place to. Discuss the following generalizations:
      Change is necessary for growth.
     Change can be positive or negative.
     Change generates additional change.

What intelligent behaviors did you use to create your jungle beat? If you created another jungle beat, would you use the same intelligent behaviors? Why or why not?

      V__L* S__M* B *P__I__N__

Real World Connections With Products:
retelling stories, writing letters, debating issues, creating a rhythm

Real World Applications:
teachers, story-tellers, journalists, politicians, musicians

Real World Terms:
retell, write, debate, 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:
Citizenship

Overarching Generalizations:
Change generates change.
Change can be positive or negative.
Change is necessary for growth.

More Complex Generalizations (Two or more concepts):
How can change impact relationships?
How can conflict impact relationships?

Essential Question
(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)
How is change necessary for growth?
What is positive change? What is negative change?
How can change generate change?

Materials Needed for Task Rotation and/or Task Rotation Menu
flow charts
lined paper, pencils
drums

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:
What is change?
How do we know a change has taken place?
What are some changes you have made?
Is change helpful?
How does change help us grow?

Intelligent Behaviors:
Building Upon: Metacognition, questioning and posing problems, finding humor, persisting, creating, imagining and innovating, taking responsible risks, thinking flexibly, thinking and communicating with clarity and precision.

Focus on: Remaining open to continuous learning, listening with understanding and empathy and applying past knowledge to new situations.
What might happen if we remain open to continuous learning?
How is ROCL related to change?
How can we show empathy to others? Why should we? How will it help our relationships?
What are some common misconceptions about showing empathy?
How can we apply past knowledge to new situations? Why should we?

Literary Perspectives:

1. Identify (name) the characters in the book.
2. Describe the relationship between Ngiri and the other animals.
3. Predict how you think the animals will get along in the future.
4. Compare the way Nyumbu the Wildebeest handled the situation and how your teacher would handle the situation?
5. Create another ending for the story.
6. Would you recommend this book to a friend? Why or why not?

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** Students will create a class pictograph on a topic (favorite pet, favorite sport, birthdays, etc.). In writing, the students will interpret the results of the graph. After viewing another class's pictograph on the same subject matter, the students will discuss the changes in the two graphs. Remember to consider the following: Change generates change. Change can be positive or negative. Change is necessary for growth. How did you apply past knowledge to new situations? In what ways did we listen with understanding and empathy? **V__L*S*M__B__P__I__N__**	**Interpersonal Learner (B)** **Sensing-Thinking** After given an outline of a shape and pattern blocks, the students will use pattern blocks to fill in the outline. Students will share their creations with a partner. Partners will discuss the changes in the way their pattern blocks fit into the outline. Remember to consider the following: Change generates change. Change can be positive or negative. Change is necessary for growth. How did you remain open to continuous learning? In what ways did you listen with understanding and empathy? **V__L*S*M__B__P*I__N__**
Understanding Learner (C) **Intuitive-Thinking** After given a number, the students will problem solve and list number families for that number. How does change occur in the number families with addition and subtraction. Remember to consider the following: Change generates change. Change can be positive or negative. Change is necessary for growth. How did you apply past knowledge to new situations? **V__L*S__M__B__P__I__N__**	**Self-Expressive Learner (D)** **Intuitive-Feeling** After the teacher composes a pattern with snapping fingers and clapping hands, the students will continue the pattern. Students will create their own snap/clap patterns, and have a partner continue their patterns. Remember to consider the following: Change generates change. Change can be positive or negative. Change is necessary for growth. How did you apply past knowledge to new situations? **V__L__S__M*B*P*I__N__**

Real World Connections With Products:
reading graph and charts, creating patterns, using numeration in everyday situations, developing spatial awareness

Real World Applications:
mathematican, musician, graphic designer, maintaining a checkbook

Real World Terms:
spatial, geometry, graphs, comparisons, beats

Connect all products 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 generates change.
Change can be positive or negative.
Change is necessary for growth.

More Complex Generalizations (Two or more concepts):
How can change impact relationships?
How can conflict impact relationships?

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

How is change necessary for growth?
What is positive change? What is negative change?
How can change generate change?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Graph paper
- Pattern blocks
- Lined paper and pencils
- Outline of animals for pattern blocks

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:
What is change?
How do we know a change has taken place?
What are some changes you have made?
Is change helpful?
How does change help us grow?

Intelligent Behaviors:
Building Upon: Metacognition, questioning and posing problems, finding humor, persisting, creating, imagining and innovating, taking responsible risks, thinking flexibly, thinking and communicating with clarity and precision.

Focus on: Remaining open to continuous learning, listening with understanding and empathy and applying past knowledge to new situations.
What might happen if we remain open to continuous learning?
How is ROCL related to change?
How can we show empathy to others? Why should we? How will it help our relationships?
What are some common misconceptions about showing empathy?
How can we apply past knowledge to new situations? Why should we?

Literary Perspective:

Student/Teacher Reflections

Concept: Change

Topic: Citizenship

Generalization(s):   Change generates change.
                          Change can be positive or negative.
                          Change is necessary for growth.
Essential Question(s):

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Describe the setting in which the story takes place.	After given a map of the savanna, students will label which side of the river each animal lived in the beginning of the story.	After given feeling icons, students will associate groups of icons together. Students will label each group of feelings.	Students will work with a partner to list their likes and dislikes of a character in the story.
2	After given a blank world map, the students will label each continent.	Write on lined paper if you agree or disagree with the following statement: Wishes can come true, but not always as you expect. Remember to include evidence from the story.	Students will create analogies using the feeling icons and the animals found in the story.	Students will write in their journal which side of the river they would like to live on and why. Students will share journal entries with a partner.
3	After going on a nature walk on campus, students will construct a diorama on the African Savanna.	Research an animal found in the African Savanna. Include a description of the animal and its habitat. Include three interesting facts about your animal.	After choosing a picture from the story, the students will compose a paragraph discussing the feelings of the animals in the picture.	Students will choose a new jungle animal to add to the river community, and write what action would take place due to that new member of the community. Share with your table.

Real World Connections With Products:
working cooperatively, feelings, African Savanna, continents, journal writing, habitats

Real World Applications:
zoologist, environmentalist, journalist, artist

Real World Terms:
Savanna, habitat, continent, Africa, predator

Connect all products 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">

Concept Focus:
Change

Overarching Generalizations:
Change generates change.
Change can be positive or negative.
Change is necessary for growth

More Complex Generalizations (Two or more concepts):
How can change impact relationships?
How can conflict impact relationships?

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

How is change necessary for growth?
What is positive change? What is negative change?
How can change generate change?

</div>

Materials Needed for Task Rotation and/or Task Rotation Menu
lined paper and pencils
World maps
feeling icons
journals
internet access
art materials
story pictures
shoe box

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:
What is change?
How do we know a change has taken place?
What are some changes you have made?
Is change helpful?
How does change help us grow?

Intelligent Behaviors:
Building Upon: Metacognition, questioning and posing problems, finding humor, persisting, creating, imagining and innovating, taking responsible risks, thinking flexibly, thinking and communicating with clarity and precision.

Focus on: Remaining open to continuous learning, listening with understanding and empathy and applying past knowledge to new situations.
What might happen if we remain open to continuous learning?
How is ROCL related to change?
How can we show empathy to others? Why should we? How will it help our relationships?
What are some common misconceptions about showing empathy?
How can we apply past knowledge to new situations? Why should we?

Literary Perspective:

Student/Teacher Reflections:

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** You are a graphic designer. Your task is to draw pictures to demonstrate the sequence of events that show the changes in the animals on both sides of the river. The challenge involves creating pictures that show how the animals on each side of the river change during the story. You will need to state the sequence to your team members. Your product must meet the following standards: 6 clear, neatly colored pictures demonstrating the three changes that took place on each side of the river in the correct sequence. **V*L__S*M__B__P__I__N__**	**Interpersonal Learner (B)** **Sensing-Thinking** You have been asked to state an animal in the story that you relate to the most. Your task is to list characteristics of an animal found in the story that you also possess. The challenge involves reflecting on your own qualities. You will need to develop a list of characteristics to share with your team. A successful result will be convincing your team members that you and your animal share similar characteristics. **V__L__S__M__B* P__I*N__**
Understanding Learner (C) **Intuitive-Thinking** You are a politician. Your task is to state the qualities of good citizens demonstrated by the animals on one side of the river. The challenge involves convincing the opposing side that the animals you represent are good citizens. You will need to develop examples of good citizenship displayed by the animals you represent. Your performance needs to be well spoken. You must state examples of good citizenship found amongst the animals on the side of the river you chose to represent. **V*L__S__M__B__P*I__N__**	**Self-Expressive Learner (D)** **Intuitive-Feeling** You are an artist. Your task is to create an original animal. The challenge is that your animal needs to be able to adapt to life on both sides of the river. You will need to develop the reasons for each of your animal's characteristics. You need to convince your class that your animal's characteristics are necessary for the animal to have in order to live on both sides of the river. A successful result will be if your class agrees that your animal will be able to adapt well. **V*L__S*M__B__P*I__N__**

Real World Connections With Products:
sequencing, good citizenship, role play, create

Real World Applications:
citizens, actors, artists

Real World Terms:
sequence, citizen, 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.

<div align="center">

Concept Focus:
Change

Overarching Generalizations:
Change generates change.
Change can be positive and negative.
Change is necessary for growth.

More Complex Generalizations (Two or more concepts):
How can change impact relationships?
How can conflict impact relationships?

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

How is change necessary for growth?
What is positive change? What is negative change?
How can change generate change?

</div>

Materials Needed for Task Rotation and/or Task Rotation Menu

- sequencing pictures
- art supplies (glue, feathers, felt, pom poms etc)
- paper and pencils

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:
What is change?
How do we know a change has taken place?
What are some changes you have made?
Is change helpful?
How does change help us grow?

Intelligent Behaviors:
Building Upon: Metacognition, questioning and posing problems, finding humor, persisting, creating, imagining and innovating, taking responsible risks, thinking flexibly, thinking and communicating with clarity and precision.

Focus on: Remaining open to continuous learning, listening with understanding and empathy and applying past knowledge to new situations.
What might happen if we remain open to continuous learning?
How is ROCL related to change?
How can we show empathy to others? Why should we? How will it help our relationships?
What are some common misconceptions about showing empathy?
How can we apply past knowledge to new situations? Why should we?

Literary Perspective:

1. Identify (name) the characters in the book.
2. Describe the relationship between Ngiri and the other animals.
3. Predict how you think the animals will get along in the future.
4. Compare the way Nyumbu the Wildebeest handled the situation and how your teacher would handle the situation?
5. Create another ending for the story.
6. Would you recommend this book to a friend? Why or why not?

Student/Teacher Reflections

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

Mastery Learner (A) **Sensing- Thinking** You are a data analyst. Your task is to survey students in your school for their favorite African Savanna animal. Your target audience is one class in each grade level of your school. You will create a pictograph of your data. The challenge involves analyzing the data to explain how the data changes across the grade levels. Your product must meet the following standards: a tally survey of one class per grade level, a pictograph displaying the data surveyed, and statements written to explain similarities and differences found across the grades. **V__L_*_S__M__B__P_*_I__N__**	**Interpersonal Learner (B)** **Sensing-Thinking** You are a designer. Your task is to work with a partner to collaborate on a variety of ways to construct three African Savanna animals using pattern blocks. The challenge involves the placement of blocks to represent an animal. You will need to convince your partner that your design forms an animal found in the African Savanna. You will form another animal with adding, subtracting or reorganizing the pattern blocks. A successful result will be sharing your pattern and explaining how your pattern forms an animal in the Savanna. **V__L_*_S__M__B__P_*_I__N__**
Understanding Learner (C) **Intuitive-Thinking** You are a mathematician. Your task is to chart how an animal can represent a given number. You need to explain to your team how you represented the given number with legs, eyes, horns, wings, etc. from the chosen animal. The challenge involves using the physical characteristics of an animal to represent a number. You will need to create a visual in order to explain how you arrived at the given number. A successful result will occur when your animal's data add up to the given number. **V__L_*_S__M__B__P__I__N__**	**Self-Expressive Learner (D)** **Intuitive-Feeling** You are a musician. Your task is to compose a drum solo by creating drum beats using a pattern. You will develop a pattern of beats that your pattern can be clearly heard. You need to use a drum to perform your beat for the class. Your performance needs to clearly demonstrate a beat that can be defined as a pattern. **V__L_*_S__M_*_B__P__I__N__**

Real World Connections With Products:
collect data, working with a partner, spatial awareness, numeration, patterns

Real World Applications:
scientists, mathematician, graphic designer, musician, maintaining a checkbook

Real World Terms:
data, spatial, numeration, 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.

<div align="center">

Concept Focus:
Change

Overarching Generalizations:
Change generates change.
Change can be positive or negative.
Change is necessary for growth.

More Complex Generalizations (Two or more concepts):
How can change impact relationships?
How can conflict impact relationships?

Essential Question:
(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)
How is change necessary for growth?
What is positive change? What is negative change?
How can change generate change?
How have you demonstrated positive/negative citizenship?

</div>

Materials Needed for Task Rotation and/or Task Rotation Menu
graph paper
pattern blocks
lined paper and pencils
drums

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:
What is change?
How do we know a change has taken place?
What are some changes you have made?
Is change helpful?
How does change help us grow?

Intelligent Behaviors:
Building Upon: Metacognition, questioning and posing problems, finding humor, persisting, creating, imagining and innovating, taking responsible risks, thinking flexibly, thinking and communicating with clarity and precision.

Focus on: Remaining open to continuous learning, listening with understanding and empathy and applying past knowledge to new situations.
What might happen if we remain open to continuous learning?
How is ROCL related to change?
How can we show empathy to others? Why should we? How will it help our relationships?
What are some common misconceptions about showing empathy?
How can we apply past knowledge to new situations? Why should we?

Literary Perspective:

1. Identify (name) the characters in the book.
2. Describe the relationship between Ngiri and the other animals.
3. Predict how you think the animals will get along in the future.
4. Compare the way Nyumbu the Wildebeest handled the situation and how your teacher would handle the situation?
5. Create another ending for the story.
6. Would you recommend this book to a friend? Why or why not?

Student/Teacher Reflections:

Additional Support Materials:

Favorite Read-Alouds:
Jungle Drums by Graeme Base
Life on the African Savanna
Anansi Tales by Eric Kimmel
Rabbit and Tiger…a play
Officer Buckle and Gloria
Babuska
Big Bad Bruce

Finger Plays, Nursery Rhymes and Songs:

In the Jungle
Jungle Boogie
Lion King soundtrack

Video Clips:

Lion King 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: Communities
Laura Moore Brunswick County Schools
Sabrina Smith Wake County Schools
K-2

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

The American Association For Gifted Children at Duke University

Big Ideas Manifested

Topic – Communities/ Neighborhoods **Literature Selection – <u>Be My Neighbor</u>** **Author – Maya Ajmera & John D. Ivanko**

Concepts	Themes
*Relationships	*Relationships within a system are interdependent and symbiotic *Relationships can be simple or complex. *Relationships have parts that work to complete a task.
Issues or Debates	**Problems or Challenges**
*Cultural diversity *Language barrier *Is one culture better than another? *Respect within the community	*Poverty *Weather effects *Population growth *Education
Processes	**Theories**
*Community involvement *Developing relationships	*People have more similarities and differences.
Paradoxes	**Assumptions or Perspectives**
*Alone is a crowded city *Neighbors in another country	*Differences should be respected. *It takes a village to raise a child.

Concept: Relationships   Topic: Communities

Suggested Literature Selection(s):

Look and Listen for…

Intelligent Behaviors

Story Focus Taking responsible risks, thinking flexibly, thinking and communicating with clarity and precision, questioning and posing problems, metacognition, finding humor

Student Activities
questioning and posing problems, metacognition, finding humor, taking responsible risks, thinking flexibly, and communicating with clarity and precision

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Thinking Skills Focus: Building better thinking skills
                    First grade- Chapter five and six (Describing people and things. Similarities and differences)

Topic Focus: Communities

Concept Focus: Relationships

Overarching Generalizations:
All relationships are purposeful.
Relationships are required.
Everything is related in some way.
Relationships can be simple or complex.

More Complex Generalizations (Two or more concepts):
Relationships within systems have parts that work together to complete a task.

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 a relationship?
What is your responsibility in the community?
How can you form positive relationships in your community?

Suggested Vocabulary Words for Discussion:

community, neighbor, neighborhood, responsibilities, occupations, transportation, celebration, public, customs, debate, leader, village, city, town, culture, tolerance, acceptance

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 ExtensionHooks:
Word Match
    Match vocabulary word cards with their definitions.

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

Six Facets of Understanding

Facet 1 – EXPLANATION
What are some parts of a community? **Brainstorm with a chart**

Facet 2 - INTERPRETATION
How is a neighborhood like a community? **Use a "Y" chart to compare and contrast.**

Facet 3 - APPLICATION
How might our community help us to develop relationships? Discussion

Facet 4 - PERSPECTIVE
How might your community look to a person from another country? **Write a letter to someone about your new community with a postcard.**

Facet 5 – EMPATHY
How might someone else from another country feel about our community? Role play with a partner

Facet 6 – SELF-KNOWLEDGE
How are your views about your future shaped by the community in which you live? **Write your ideas in your journal.**

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** Sort community picture or word cards. As you were sorting, what relationships did you discover based on the groups you made? What will you be aware of in your own thinking as you make this list and think about these relationships? How did you use the gifted intelligent behavior of questioning to sort your pictures and words? **V _* L * _ S _* _ M _ B _* P _ I _ N _ _**	**Interpersonal Learner (B)** **Sensing-Thinking** Interview a community helper or leader to find out who they work closely with and what they do. What are the relationships that are involved in that occupation? What are the gifted intelligent behaviors you use while interviewing this person? **V _ _ L _ _ S _ _ M _ B _ P _* _ I _ N _ _**
Understanding Learner (C) **Intuitive-Thinking** Look at a list of community helpers. Choose one you feel is most important for the community. Give reasons for your choice. What relationships are important for the community helper to have within the community? What goes on in your head when you use the intelligent gifted behavior of metacognition? **V _* L _* _ S _ M _ B _ P _ I _ N _**	**Self-Expressive Learner (D)** **Intuitive-Feeling** Suppose you were the mayor of your town. How would you help your community? What relationships would you need to develop in order to do your job as mayor? How did you use the gifted intelligent behavior of finding humor while you performed your job as mayor? **V _ _ L _ S _ M _ B _ P _ I _* N _**

Real World Connections With Products:

Comparing, contrasting, concluding, matching, matching, explaining, selecting, debating, identifying, formulating, designing, sorting, creating, estimating

Real World Applications:

mayor, fireman, policeman, teacher, principal, mailman, park ranger, garbage man, doctor, nurse, store owner

Real World Terms: grocery store, post office, school, community center, daycare center, Firestation, police department, park

Connect all products 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">

Concept Focus:
Relationships
Overarching Generalizations:
All relationships are purposeful.
Relationships are required.
Everything is related in some way.
Relationships can be simple or complex.

More Complex Generalizations (Two or more concepts):
Relationships within systems have parts that work together to complete a task.

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

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How can people in a community form purposeful relationships by using questioning and problem posing?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Index cards, picture cards
- Chart paper

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Are relationships inevitable?
Are all relationships permanent, or are some temporary?
Is everything involved in a relationship?
Are all things affected by their relationship with their environment?
Do relationships require time to develop?
Does it take time to develop relationships?

Intelligent Behaviors:

Which gifted intelligent behaviors do you use to develop your relationships?

Literary Perspectives:

Which home, school, or place of worship from the story can you relate to the most?
What are the similarities and differences between two of the neighborhoods in the story?
What type of conflict do you see yourself having with one of the neighborhoods in the story?

Student/Teacher Reflections

As a culmination to the unit, community helpers/leaders can come in to talk with the students about their occupation and contribution to the community. A field trip to a community place like the post office or fire station to experience the real environments of our community contributors.

Math Task Rotation Learning Activities

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

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Thinking
Using toothpicks and clay, construct a three dimensional shape of your choice. Describe the relationship between the clay and toothpicks. How did one work with the other? How did you se the intelligent behavior of taking responsible risks when constructing your shape? **V__L_*_S_*_M__B__P__I__N__**	Sort shapes on a venn diagram for your partner and have that partner guess the rule. How did you and your partner work together to foster a positive relationship to complete the task? What intelligent behavior did you use while working with your partner? **V_*_L_*_S_*_M__B__P__I__N__**
Understanding Learner (C) lIntuitive-Thinking	**Self-Expressive Learner (D)** Intuitive-Feeling
Formulate two questions to ask the class about shapes. How do your questions relate to one another? What intelligent behavior did you use while generating the questions? **V_*_L_*_S_M__B__P__I__N**	Design a collage using magazines to show the shapes that exist in a community. Is there a relationship between the shapes you chose to use in your collage? What intelligent behavior did you use while creating the collage? **V_*_L_*_S_*_M__B__P__I__N**

Real World Connections With Products:
Comparing, contrasting, concluding, matching, matching, explaining, selecting, debating, identifying, formulating, designing, sorting, creating, estimating

Real World Applications:

mayor, fireman, policeman, teacher, principal, mailman, park ranger, garbage man, doctor, nurse, store owner

Real World Terms: grocery store, post office, school, community center, daycare center, Firestation, police department, park

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

Concept Focus:
Relationships
Overarching Generalizations:

All relationships are purposeful.
Relationships are required.
Everything is related in some way.
Relationships can be simple or complex.
More Complex Generalizations (Two or more concepts):
Relationships within systems have parts that work together to complete a task.

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

How can people in a community form purposeful relationships by using questioning and problem posing?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Attribute shapes, toothpicks
- clay, magazines

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

    Are relationships inevitable?
    Are all relationships permanent, or are some temporary?
    Is everything involved in a relationship?
    Are all things affected by their relationship with their environment?
    Do relationships require time to develop?
    Does it take time to develop relationships?

Intelligent Behaviors:

Which gifted intelligent behaviors do you use to develop your relationships?

Literary Perspective:

Which home, school, or place of worship from the story can you relate to the most?
What are the similarities and differences between two of the neighborhoods in the story?
What type of conflict do you see yourself having with one of the neighborhoods in the story?

Student/Teacher Reflections
 As a culmination to the unit, community helpers/leaders can come in to talk with the students about their occupation and contribution to the community. A field trip to a community place like the post office or fire station to experience the real environments of our community contributors.

Concept: Relationships

Topic: Communities

Generalization(s): 1. All relationships are purposeful. 2. Relationships are required in order to function. 3. Everything is related in some way.

Essential Question(s): How can people in a community form purposeful relationships by using questioning and problem posing?

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	List people, places, and things in your community.	Teacher provides differences and similarities of two communities. Students place this information on a venn diagram.	Journal writing about what you feel makes your community special.	With a partner play a mix and match game with who and what is in a community.
2	Identify the parts of a neighborhood. Describe what you might find in the neighborhood.	Why is it better to live in one community than another? Cite examples.	What are ways that you could help make your neighborhood a safe and clean place to live?	With a group, create a poster of examples of your relationships with community people, places, and things.
3	Brainstorm important parts in a neighborhood. Students choose five most important parts of a community to create their own neighborhood.	Students label their own Venn diagram by comparing two communities from the book.	Create a community project to improve relationships of the citizens of our community.	Imagine you are in charge of adding to your neighborhood. What does your need? Persuade the class to vote on your project.

Real World Connections With Products:

Comparing, contrasting, concluding, matching, matching, explaining, selecting, debating, identifying, formulating, designing, sorting, creating, estimating,

Real World Applications:

mayor, fireman, policeman, teacher, principal, mailman, park ranger, garbage man, doctor, nurse, store owner

Real World Terms: grocery store, post office, school, community center, daycare center, firestation, police department, park

Connect all products 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">

Concept Focus:
Relationships
Overarching Generalizations:
All relationships are purposeful.
Relationships are required.
Everything is related in some way.
Relationships can be simple or complex.

More Complex Generalizations (Two or more concepts):
Relationships within systems have parts that work together to complete a task.

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

</div>

How can people in a community form purposeful relationships by using questioning and problem posing?

Materials Needed for Task Rotation and/or Task Rotation Menu

- journal, chart paper

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:
Are relationships inevitable?
Are all relationships permanent, or are some temporary?
Is everything involved in a relationship?
Are all things affected by their relationship with their environment?
Do relationships require time to develop?
Does it take time to develop relationships?

Intelligent Behaviors:
Which gifted intelligent behaviors do you use to develop your relationships?

Literary Perspective:
Which home, school, or place of worship from the story can you relate to the most?
What are the similarities and differences between two of the neighborhoods in the story?
What type of conflict do you see yourself having with one of the neighborhoods in the story?

Student/Teacher Reflections:
   As a culmination to the unit, community helpers/leaders can come in to talk with the students about their occupation and contribution to the community. A field trip to a community place like the post office or fire station to experience the real environments of our community contributors.

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

Mastery Learner (A) **Sensing- Thinking**	**Interpersonal Learner (B)** **Sensing-Thinking**
Design a travel brochure for your community including the important people, places, and things in the community. As you design your brochure, what relationship did you see between the people, places, and	Put words relating to the story to the existing tune of "It's a Beautiful Day in The Neighborhood." How is your relationship different with the neighborhood than it is with the whole community?

things in your community?

V_*_L__S * M__B__P__I__N__

V__L__S__M_*_B__P__I_*_N__

Understanding Learner (C)
Intuitive-Thinking

Look at a list of community helpers. Choose the one you feel is the most important in the community and explain why.

What intelligent behaviors should this person have or use?

V_*_L__S__M__B__P__I_*_N__

Self-Expressive Learner (D)
Intuitive-Feeling

Suppose that you were the mayor of your town. How would you help your community?

What types of relationships will you need to form in your community to do your job as mayor?

V__L__S_*_M__B__P__I_*_N_*_

Real World Connections With Products:
Comparing, contrasting, concluding, matching, matching, explaining, selecting, debating, identifying, formulating, designing, sorting, creating, estimating,

Real World Applications:
mayor, fireman, policeman, teacher, principal, mailman, park ranger, garbage man, doctor, nurse, store owner

Real World Terms: grocery store, post office, school, community center, daycare center, firestation, police department, park

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

Concept Focus:
Relationships
Overarching Generalizations:

All relationships are purposeful.
Relationships are required.
Everything is related in some way.
Relationships can be simple or complex.

More Complex Generalizations (Two or more concepts):
Relationships within systems have parts that work together to complete a task.

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

How can people in a community form purposeful relationships by using questioning and problem posing?

Materials Needed for Task Rotation and/or Task Rotation Menu

- chart paper, journal
- picture cards, index cards

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:
    Are relationships inevitable?
     Are all relationships permanent, or are some temporary?
     Is everything involved in a relationship?
     Are all things affected by their relationship with their environment?
     Do relationships require time to develop?
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Intelligent Behaviors:

Which gifted intelligent behaviors do you use to develop your relationships?

Literary Perspective:

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Student/Teacher Reflections

  As a culmination to the unit, community helpers/leaders can come in to talk with the students about their occupation and contribution to the community. A field trip to a community place like the post office or fire station to experience the real environments of our community contributors.

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** Using models of three dimensional shapes, describe the characteristics of a rectangular prism, cube, and triangular prism, telling about the number of sides and vertices. As you describe each shape, think about how each shape relates to one another. Tell how you think they relate to one another. What intelligent behaviors did you use to describe the shapes? **V_*_L__S_*_M__B_*_P__I__N__**	**Interpersonal Learner (B)** **Sensing-Thinking** With a partner, estimate the number of blocks for the length and width of the three dimensional models of the buildings in a community. How did you and your partner work together to estimate? What intelligent behaviors did you use to estimate? **V_*_L_*_S_*_M__B__P__I_*_N__**
Understanding Learner (C) **Intuitive-Thinking** Using two attribute blocks, compare them by referring to their size, number of sides, shape, and color. As you analyze the shapes, what relationships do you observe between the shapes? How did you use the gifted intelligent behavior of thinking and communicating with clarity and precision to compare the shapes? **V_*_L__S__M__B_*_P__I__N__**	**Self-Expressive Learner (D)** **Intuitive-Feeling** Create a building in your community using various materials. As you create your building, think about how the materials work together and have a purpose. Are several needed to complete the task, or is only one needed. Explain your answer. What intelligent behavior did you use to create? **V__L__S_*_M__B_*_P__I__N__**

Real World Connections With Products: Comparing, contrasting, concluding, matching, matching, explaining, selecting, debating, identifying, formulating, designing, sorting, creating, estimating,

Real World Applications: mayor, fireman, policeman, teacher, principal, mailman, park ranger, garbage man, doctor, nurse, store owner

Real World Terms: grocery store, post office, school, community center, daycare center, firestation, police department, park

Connect all products 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">

Concept Focus:
Realtionships
Overarching Generalizations:
All relationships are purposeful.
Relationships are required.
Everything is related in some way.
Relationships can be simple or complex.

More Complex Generalizations (Two or more concepts):
Relationships within systems have parts that work together to complete a task.

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

</div>

How can people in a community form purposeful relationships by using questioning and problem posing?

Materials Needed for Task Rotation and/or Task Rotation Menu

- attribute blocks, toothpicks
- magazines, chart paper, clay

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Are relationships inevitable?
Are all relationships permanent, or are some temporary?
Is everything involved in a relationship?
Are all things affected by their relationship with their environment?
Do relationships require time to develop?
Does it take time to develop relationships?

Intelligent Behaviors:

Which gifted intelligent behaviors do you use to develop your relationships?

Literary Perspective:

Which home, school, or place of worship from the story can you relate to the most?
What are the similarities and differences between two of the neighborhoods in the story?
What type of conflict do you see yourself having with one of the neighborhoods in the story?

Student/Teacher Reflections:
As a culmination to the unit, community helpers/leaders can come in to talk with the students about their occupation and contribution to the community. A field trip to a community place like the post office or fire station to experience the real environments of our community contributors.

Additional Support Materials:

Teacher Resources:

Map Skills Made Fun: Neighborhood and Communities by Catherine Tamblyn
Fun To Solve Map Mysteries By Lisa Trumbauer
Exploring Our World: Neighborhoods and Communities By Kathleen Hollenback
Neighborhood and Community :12 Skill Building Activities That Motivate Kids to Collect, Display and Use Data and Connect to the NCTM Standards By Patricia Daly

Read Alouds;

Neighborhood Odes By Gary Soto
Grandpa's Corner Store By Anne Di-Salvo-Ryan
City Green By Anne DiSalvo-Ryan
On the Town: A Community Adventure By Judith Caseley
A Day's Work By Eve Bunting
Home By Jeannie Baker
Families By Ann Morris
Our Community Garden By Barbara Pollak ide

Video Clip:

Ricky's Room: Community Helpers "The people Who Make Your Neighborhood Great"

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: Communities

K-2

Julie Coates (Duplin) and Marta Whitehouse (Wake)

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

The American Association For Gifted Children at Duke University

Big Ideas Manifested

> **Topic – Social Studies – Goal 4 –**The learner will exhibit an understanding of change in communities over time.
> **Literature Selection –**<u>Circle Unbroken</u>
> **Author – Margot Theis Raven**

Concepts		Themes
Change **Conflict** **Force or Influence**	**Order vs. Chaos** **Power** **Relationships**	**Change can be either positive or negative** **Change is inevitable** **Change is necessary for growth** **Change generates additional change** **Change can be evolutionary or revolutionary**
Issues or Debates		**Problems or Challenges**
Slavery vs. Freedom		**Survival** **Separation from family** **Separation from culture** **Separation from the known**
Processes		**Theories**
Adaptation to a new environment **Basket weaving**		**Change can be difficult** **Culturally rich nation** **Changes produce new traditions**
Paradoxes		**Assumptions or Perspectives**
Struggle brings forth strength		**Change comes with a cost**

Julie Coates and Marta Whitehouse
Revised 6/22/06

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: Communities
Suggested Literature Selection(s): <u>Circle Unbroken</u>

Look and Listen for…

Gifted intelligent Behaviors

      Story Focus: Persistence
                Thinking flexibly
                Applying past knowledge to new situations

      Student Activities: Applying past knowledge to new situations
                               Remaining open to continuous learning
                               Listening with understanding and empathy

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Thinking Skills Focus: Sequences – Copying a pattern

Topic Focus: Communities

Concept Focus: Change

Overarching Generalizations: Change generates additional change.

More Complex Generalizations (Two or more concepts): Conflict brings 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: Slavery, survival, traditions (old and new), separation

Julie Coates and Marta Whitehouse
Revised 6/22/06

Suggested Vocabulary Words for Discussion:

Community	**Resistance**	**Village**	**Origin**
Cultural Tradition	**Pattern**	**History**	**Trade**

A Six-Step Process for Teaching Academic Vocabulary Terms:

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

Robert Marzano

Vocabulary Extension:
Create a portfolio of written descriptions of various vocabulary words.
Create a movement or sequence of movements to explain various vocabulary words.
Make a collage of various vocabulary words.

Julie Coates and Marta Whitehouse
Revised 6/22/06

Hooks:

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

Six Facets of Understanding

Facet 1 – EXPLANATION
How has your community changed over time? Draw a picture of what you think your community looked like a hundred years ago.   Explain your drawings to a partner.
Facet 2 – INTERPRETATION
How do the changes in your community relate to you and others? In your journal tell how the changes in your community relate to you, your family, and others.
Facet 3 – APPLICATION
If you could create a new family tradition, what would it be? Propose a new family tradition to help carry on your family's history.
Facet 4 – PERSPECTIVE
Compare/contrast your community today with your community a hundred years ago. How have the changes affected the people and the land in your community? Share your thoughts with the class.
Facet 5 – EMPATHY
Imagine if you were a member of your community a hundred years ago, what would you do to pass on or maintain traditions within your community?
Facet 6 – SELF-KNOWLEDGE
Does your family have traditions? What are your family traditions? Realize your own family traditions by creating a KWL chart and then interview adult family members to learn more about your family traditions.

Read: Circle Unbroken

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**
What is change? **Read the story, <u>Circle Unbroken</u>, and find three examples of change, list them. Be prepared to share your examples from the book.**	**Identify two characters in the story that caused change. Did the change they caused have a positive or negative effect on other characters in the story? Evaluate the effects on the characters. Discuss your opinion with a partner.**
V_x_L__S__M__B__P_x_I__N__	**V_x_L_x_S__M__B__P_x_I_x_N__**
Understanding Learner (C)	**Self-Expressive Learner (D)**
Intuitive-Thinking	**Intuitive-Feeling**
How have grass baskets changed over time? Research grass baskets and show how they have changed or stayed the same over time (Include materials used and uses of baskets). Present your findings to the class, be creative with your choice of method.	**What would it be like to walk in the shoes of one of the characters in <u>Circle Unbroken</u>? Imagine yourself as one of the characters in the book and tell how change affected your life and feelings. Write a journal entry expressing your life and feelings today.**
V_x_L__S__M__B__P_x_I__N_x_	**V__L_x_S__M__B__P__I_x_N__**

Language Arts
Goal 1 – The learner will develop and apply enabling strategies and skills to read and write.
Goal – 2 – The learner will develop and apply and skills to comprehend text that is read, heard, and viewed.
Goal – 3 – The learner will make connections through the use of oral language, written language, media, and technology.
Goal – 4 – The learner will apply strategies and skills to create oral, written, and visual texts.
Goal – 5 – The learner will apply grammar and language conventions to communicate effectively.

Real World Connections With Products:
Research, write, debate, identify, evaluate, discuss

Real World Applications:
City planner, architect, archeologist, politician, author, teacher

Real World Terms:
Manage, research, record, 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.

Concept Focus: Change

Overarching Generalizations: Change generates additional change.

More Complex Generalizations (Two or more concepts): Conflict brings change.

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

What predictions about change can I make using the text?

Materials Needed for Task Rotation and/or Task Rotation Menu

- **paper**
- **pencil**
- **copy of book: <u>Circle Unbroken</u>**
- **journal**
- **internet access**

MetaCognitive Discussion (Essential Questions):
How do I use prior knowledge and experiences to help understand change?
(Whole Group)

Conceptual Perspectives:
What is change?
How does change generate additional change?
Why is change inevitable?

Gifted intelligent Behaviors:
Persistence
Thinking Flexibly
Applying past knowledge to new situations

Literary Perspectives:
Did the changes that the characters in the story caused create positive or negative effects?
How have grass baskets changed over time?
What would it be like to walk in the shoes of one of the characters in the story?

Student/Teacher Reflections:

Math Task Rotation Learning Activities

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

Mastery Learner (A) **Sensing- Thinking** Can we identify patterns? Define the patterns which are presented. Use a variety of labels to name the patterns given. Construct four patterns using geometric shapes to be defined by a classmate. **V_x_L_x_S_x_M__B_x_P_x_I__N__**	**Interpersonal Learner (B)** **Sensing-Thinking** What geometric shapes and patterns do you see around you? Create a collage to show the various shapes which you find in your community. Label each shape and tell how it is used. When your collage is complete, hang it on the bulletin for the class to see. **V__L_x_S_x_M__B_x_P_x_I__N__**
Understanding Learner (C) **Intuitive-Thinking** How many ways can you combine the geometric figures provided to make this shape? Using the geometric shapes which have been provided, create the given shape in a variety of ways. Trace and color the shapes which you used. **V__L_x_S_x_M__B_x_P__I_x_N__**	**Self-Expressive Learner (D)** **Intuitive-Feeling** Demonstrate your ability to build a pattern by using various shapes and colors of the construction paper shapes which have been provided. Create at least four different patterns of colors and shapes. Glue them to the poster paper which has been provided. What gifted intelligent behaviors did you use in completing this task? **V__L_x_S_x_M__B_x_P_x_I__N__**

Math
Goal 5 – The learner will recognize and represent patterns and simple mathematical relationships.
5.01 – Identify, describe, translate, and extend repeating and growing patterns.

Goal 3 – The learner will perform simple transformations.
3.01 – Combine simple figures to create a given shape.

Real World Connections With Products:
Construct, create, design, identify, define, demonstrate

Real World Applications:
Architect, archeologist, city planner, politician, author

Real World Terms:
Create, construct, label, demonstrate, combine

Connect all products 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">

Concept Focus: Change

Overarching Generalizations: Change generates additional changes.

More Complex Generalizations (Two or more concepts): Conflict brings change.

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

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How can I use my experiences with patterns to understand how to define them?

Materials Needed for Task Rotation and/or Task Rotation Menu

- **geometric shapes**
- **sets of patterns**
- **magazines**
- **poster board**
- **crayons**
- **construction paper shapes**
- **pencil**
- **paper**
- **glue**

MetaCognitive Discussion (Essential Questions):
How can I use my experiences with patterns to understand how to define them?

(Whole Group)

Conceptual Perspectives:
What is change?
How does change generate additional change?
Why is change inevitable?

Gifted intelligent Behaviors:
Persistence
Thinking Flexibly
Applying past knowledge to new situations

Literary Perspective:
Did the changes that the characters in the story caused create positive or negative effects?
How have grass baskets changed over time?
What would it be like to walk in the shoes of one of the characters in the story?

Student/Teacher Reflections

Julie Coates and Marta Whitehouse
Revised 6/22/06

Concept: Change

Topic: Communites

Generalization(s): Change brings additional change

Essential Question(s): How can change affect a community?

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Describe the changes that take place with a tree through the seasons. Draw a picture to show the changes.	Reorganize the words in the sentences provided to create questions. Write the new questions on lined paper.	Match the correct picture to the singular and plural of each of the words given.	Think of a change in your life and tell a partner if you like or dislike the change.
2	Place the sentences provided in the order given. Could the sequencing of these sentences change the story? Write your response in your journal.	If the setting of a story were changed, what causes could it affect? Read <u>Little Red Riding Hood</u>. What changes would take place in the story? Role-play the story for the class.	Predict the conflicts that could arise if the school rules were removed. Write a poem telling the effects.	Imagine how you would feel if you were taken from your family and placed in a new environment with a new family. Create a painting showing your feelings.
3	Construct a time-line showing the changes in the United States from time of the Native Americans to present day. Use sentence strips to organize the information.	Debate your position on the changes in the environment which have taken place due to pollution and overpopulation. Be ready to defend your position in a class debate.	Using the keyboard, compose an original song which demonstrates the effects of changes in sound and rhythm. Play the song for the class.	Write an editorial in response to an article which was written about a change which took place within the school community. The article may be about a positive or negative change.

Real World Connections With Products:
Organize, describe, create, sequence, predict, debate, imagine, construct, compose

Real World Applications:
Architect, archeologist, city planner, politician, author, teacher, student

Real World Terms:
Create, construct, label, demonstrate, combine

Connect all products 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">

Concept Focus: Change

Overarching Generalizations: Change generates additional changes.

More Complex Generalizations (Two or more concepts): Conflict brings change.

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

</div>

How can change affect a community?

Materials Needed for Task Rotation and/or Task Rotation Menu

- **drawing paper**
- **pencil**
- **lined paper**
- **pictures with singular and plural words**
- **journals**
- **book <u>Little Red Riding Hood</u>**
- **paint**
- **sentence strips**
- **keyboard**

Julie Coates and Marta Whitehouse
Revised 6/22/06

MetaCognitive Discussion (Essential Questions):
How can I use my experiences with patterns to understand how to define them?

(Whole Group)

Conceptual Perspectives:
What is change?
How does change generate additional change?
Why is change inevitable?

Gifted intelligent Behaviors:
Persistence
Thinking Flexibly
Applying past knowledge to new situations

Literary Perspective:
Did the changes that the characters in the story caused create positive or negative effects?
How have grass baskets changed over time?
What would it be like to walk in the shoes of one of the characters in the story?

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** **What is change?** **Describe the changes which have taken place in the growth of a flower, bird, or frog. Draw pictures to show the various changes.** **V__L__S_x_M__B__P_x_I_x_N_x_**	**Interpersonal Learner (B)** **Sensing-Thinking** **Are you able to recognize the changes which have taken place in your life? Create a timeline showing the changes that have taken place in your life. Begin with your birth to present day. You may include pictures.** **V__L__S_x_M__B__P_x_I_x_N__**
Understanding Learner (C) **Intuitive-Thinking** **How does development of a community change the original area and the surrounding area? Plan a new community of your own. Create maps to show how the area had been previously used and what changes took place.** **V__L_x_S_x_M__B__P__I__N_x_**	**Self-Expressive Learner (D)** **Intuitive-Feeling** **How has change affected your community? Write in your journal whether you think change in your community has had a positive or a negative outcome on the people living there.** **V_x_L_x_S__M__B__P__I_x_N_x_**

Language Arts
Goal 1 – The learner will develop and apply enabling strategies and skills to read and write.
Goal – 2 – The learner will develop and apply and skills to comprehend text that is read, heard, and viewed.
Goal – 3 – The learner will make connections through the use of oral language, written language, media, and technology.
Goal – 4 – The learner will apply strategies and skills to create oral, written, and visual texts.
Goal – 5 – The learner will apply grammar and language conventions to communicate effectively.

Real World Connections With Product:
Describe, create, plan, write

Real World Applications:
City planner, architect, archeologist, politician, author, teacher

Real World Terms:
Manage, research, record, 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.

Concept Focus: Change

Overarching Generalizations: Change generates additional change.

More Complex Generalizations (Two or more concepts): Conflict brings change.

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

How is change visible in all communities?

Materials Needed for Task Rotation and/or Task Rotation Menu

- **drawing paper**
- **lined paper**
- **ruler**
- **journal**
- **crayons or colored pencils**

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Revised 6/22/06

MetaCognitive Discussion (Essential Questions):
How can I use my experiences with patterns to understand how to define them?

(Whole Group)

Conceptual Perspectives:
What is change?
How does change generate additional change?
Why is change inevitable?

Gifted intelligent Behaviors:
Persistence
Thinking Flexibly
Applying past knowledge to new situations

Literary Perspective:
Did the changes that the characters in the story caused create positive or negative effects?
How have grass baskets changed over time?
What would it be like to walk in the shoes of one of the characters in the story?

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** How has change affected these numerical patterns? Find the rule to the patterns and complete them. What would be the twentieth digit in each pattern? Write these on paper to turn in to your teacher. **V__L_x_S__M__B__P_I_x_N__**	**Interpersonal Learner (B)** **Sensing-Thinking** Can you construct complex transformations? Using the geometric pieces given to you and your partner, create a minimum of five different bird shapes as represented in the samples given. Trace and color the shapes to represent the figures which you have created. **V__L_x_S_x_M__B_x_P_x_I__N__**
Understanding Learner (C) **Intuitive-Thinking** How does placement of a digit affect the final outcome of a number sentence? Formulate five sets of fact families to explain the commonalities of the digits and their position in the number sentences. Using the five fact families which you created, add a zero to a placement of one of the digits. Solve each problem to reveal how change of the place value of the digit has changed the outcome. Analyze the outcome of each set of numbers. Compare the original fact families to the revised fact families. Explain the change that has taken place. Write your explanation in your math journal. **V__L_x_S__M__B__P__I_x_N__**	**Self-Expressive Learner (D)** **Intuitive-Feeling** What might an ABAB pattern look like using body movements? Combine body movements to demonstrate a pattern you create. Perform the movements for the teacher to define the pattern. **V__L_x_S_x_M_x_B_x_P_x_I_x_N__**

Math
Goal 5 – The learner will recognize and represent patterns and simple mathematical relationships.
5.01 – Identify, describe, translate, and extend repeating and growing patterns.

Goal 3 – The learner will perform simple transformations.
3.01 – Combine simple figures to create a given shape.

Real World Connections With Products:
Construct, perform, create, formulate, analyze, explain, compare

Real World Applications:
City planner, architect, archeologist, politician, author, teacher

Real World Terms:
Manage, research, record, 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.

Concept Focus: Change

Overarching Generalizations: Change generates additional change.

More Complex Generalizations (Two or more concepts): Conflict brings change.

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

What if we change one or more parts of a problem? How does that affect the outcomes?

Materials Needed for Task Rotation and/or Task Rotation Menu

- **journal**
- **geometric shapes**
- **paper**
- **pencil**
- **crayons or colored pencils**
- **sheet with numerical patterns**
- **sheet with bird tangrams**

MetaCognitive Discussion (Essential Questions):
How can I use my experiences with patterns to understand how to define them?

(Whole Group)

Conceptual Perspectives:
What is change?
How does change generate additional change?
Why is change inevitable?

Gifted intelligent Behaviors:
Persistence
Thinking Flexibly
Applying past knowledge to new situations

Literary Perspective:
Did the changes that the characters in the story caused create positive or negative effects?
How have grass baskets changed over time?
What would it be like to walk in the shoes of one of the characters in the story?

Student/Teacher Reflections

Additional Support Materials:

Favorite Read-Alouds:

Finger Plays, Nursery Rhymes and Songs:

Video Clips:

Paintings & Prints:

Teacher Reflections

Literary Selection: Circle Unbroken

Date   **School**   Wakelon Elementary   **Grade**   2nd

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

Students were able to follow along with minimal assistance.

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

Students really began to connect the Intelligent Behaviors with what they were doing, connecting past knowledge, thinking flexibly, and persistence. They even extended those behaviors to the characters in the story.

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

Students really enjoyed touching, smelling, and feeling the grass baskets we were able to obtain as a hook to the story. We also were able to bring tourist pamphlets from South Carolina for them to see that indeed the traditions continue to "live on".

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

Students used the generalizations for other stories during the school year.

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

Students were excited to use the computer to locate basket information that is current. They got to see first-hand that indeed the baskets were still being made today. They learned that the grass baskets took a lot of time to create and they were very expensive to buy! Some of the students made the comment that maybe that would be a good livelihood, while others said it would take too long for each basket to be made as a profit.

"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: Dental Health
Kindergarten

Teresa Wooten	**&**	**Andrea Garner**
Wake County		**Brunswick County**
Wakelon Elementary		**Lincoln Elementary**

Big Ideas Manifested

Topic - Change

Literature Selection – <u>George Washington's Teeth</u> by Deborah Chandra & Madeleine Comora

Concepts	Themes
Change	• Dental health • Nutrition
Issues or Debates	**Problems or Challenges**
• Good dental health vs bad dental health • Young vs old • Strength vs weakness • Job vs health	• Bad teeth/no teeth • Health issues • Self –esteem • adversity
Processes	**Theories**
• sequencing • historical and scientific inquiry	• poor hygiene effects dental • diet affects dental health
Paradoxes	**Assumptions or Perspectives**
• sometimes you have to lose to win • weak teeth/but strong spirit/leader	• suffered in silence • tower of strength • if we brush our teeth we will have healthy teeth

Topic

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: Dental Health

Suggested Literature Selection(s): <u>George Washington's Teeth</u> by Deborah Chandra & Madeleine Comora

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Look and Listen for…

Intelligent Behaviors   Persisting

    Story Focus: Persisting

    Student Activities   Metacognition, Posing Questions, Finding Humor, Persistence, Creating, Imagining, and Innovating

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Thinking Skills Focus: Describing people and things <u>Building Thinking Skills (</u>Sandra Parks)

Topic Focus: Dental Health

Concept Focus: Change

Overarching Generalizations:
Change generates additional change.
Change can be either positive/negative.
Change is necessary for growth.
Change is inevitable

More Complex Generalizations (Two or more concepts):
Conflict can bring about 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:
Dental Health
Nutrition
President's Day
Dealing with Adversity, Courage, Perseverance

Suggested Vocabulary Words for Discussion:
Revolutionary War
Dentist
battle
Dawn
Port
Sentinel
Mush
Pickled tripe
Redcoats
Portrait
Pondered
Parlor
spring

A Six-Step Process for Teaching Academic Vocabulary Terms:

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

Robert Marzano

Vocabulary Extension:

Students will give suggestions for pictures/icons to represent the vocabulary words. Children will add the words to their pictionaries.

Hooks:

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

Six Facets of Understanding

Facet 1 – EXPLANATION

Explain to your partner the changes that might take place if you stop brushing your teeth.

What changes do you think you would notice?

Facet 2 - INTERPRETATION

Invite the Dental Hygienist to present a puppet show on dental hygiene.
Students will illustrate their understanding by drawing a picture.

What changes do you need to make in your daily dental hygiene?

Facet 3 - APPLICATION

Design a poster showing ways to take care of your teeth.

How will your parents' lives change if they use your poster and take advantage of the opportunity to improve their dental health habits?

Facet 4 – PERSPECTIVE

Read the book Arthur's Lost Tooth, compare Arthur's experience to yours or someone you know.

How does Arthur's experience compare to yours or someone you know? How did your feelings about losing a tooth change after you read about Arthurs' experience?

Facet 5 – EMPATHY

Imagine you were a toothbrush, how would you help your friend Tooth stay healthy?

What do you believe you can do to produce positive changes for your teeth?

Facet 6 – SELF-KNOWLEDGE

Recognize examples of healthy/unhealthy teeth foods by cutting pictures from a magazine.

What are some differences/similarities in the different foods? What changes do you think you might make in your diet based on your pictures?

Read: George Washington's Teeth

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 sequence of the story.. What changes if any do you notice in George Washington with the loss of each tooth? What new things did I learn and how can I use them? What events changed in the story that caused George to become concerned? **V_*_L__S_*_M__B__P__I_*_N__**	**Interpersonal Learner (B)** **Sensing-Thinking** Use magazines and cut out healthy & unhealthy foods, working with a partner. What foods did you and your partner find that George Washington would be able to eat with his false teeth? Share your findings with the group. What Gifted Intelligent Behaviors did you use to complete this activity? **V_*_L__S_*_M__B__P__I_*_N__**
Understanding Learner (C) **Intuitive-Thinking** Complete a chart comparing fact about George Washington and Abraham Linclon. How has this story changed your thinking about dental health? **V_*_L__S_*_M__B_*_P_*_I_*_N__**	**Self-Expressive Learner (D)** **Intuitive-Feeling** Write a new ending for the story. What if George Washington never lost his teeth? Share your ideas with a partner. What would it be like to have no teeth like George Washington? **V_*_L__S__M__B__P_*_I_*_N__**

Real World Application

Real World Terms: flow map, party, teeth ,solution

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

Concept Focus: Change

Overarching Generalizations:
Change generates additional change.
Change can either be positive or negative.
Change is inevitable.
Change is necessary for growth.

More Complex Generalizations (Two or more concepts):
Conflict can bring about change.
Relationships change over time.

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

1. How do you initiate change?
2. What intelligent behaviors do you see as your strengths?
3. What intelligent behaviors do you see George Washington using?
4. What are some changes that took place in George Washington's life?
5. Why is change necessary for growth?

Materials Needed for Task Rotation and/or Task Rotation Menu

Paper
Pencils
Crayons/markers

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

1. How does this story relate to my life?
2. What are some of the changes I need to make in my life?
3. What new words have I learned and how can I use them in my writing and speaking?
4. What are some positive and negative things that change has brought in my life?
5. How would you feel if you became president one day?

Intelligent Behaviors:

1. What new intelligent behaviors did I learn about and how can I use them?
2. Which part of the story can I use as a model for persistence in my writing?
3. How did your intelligent behaviors help you complete the activities?
4. What intelligent behaviors did you see in the story that caused change?
5. What do you think would have happened if George Washington had not been persistent about getting his teeth?

Literary Perspective

1. As we reflect on the story, what are your views about change?
2. Why do you think George Washington became a great leader?
3. What affect if any do you think his teeth had on his ability to lead his army?
4. What kind of a relationship did George Washington have with his family?
5. Who are the other characters in this story and how did they affect George Washington?

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** Using play money, students will exchange $1 bills for the appropriate amount of coins. What would be the best choice of coins? What gifted intelligent behaviors would assist you in performing this task? **V__L_*_S__M__B__P__I__N__**	**Interpersonal Learner (B)** **Sensing-Thinking** Using the tune of Yankee Doodle, create a song about George Washington and his teeth. Use skip counting in your song. Record your song on a tape for the listening center. How do you think George would feel if he heard your song? What gifted intelligent behaviors did you use to create your song? **V_*_L_*_S__M_*_B__P_*_I__N__**
Understanding Learner (C) **Intuitive-Thinking** Given 2 designs (a horse and a cabin), make a prediction about how many coins it would take to cover each design. After completing the task, compare your actual results with your estimation. What changes would you make if you had to use dollar bills to cover the designs? What gifted intelligent behaviors did you use to make your prediction/estimation? **V__L_*_S_*_M__B_*_P__I__N__**	**Self-Expressive Learner (D)** **Intuitive-Feeling** Design a White House using pattern blocks. Make a graph of the different shapes used. How many ways can you design your cabin? How would changing the size of your blocks make a difference in your design? What is the dominant gifted intelligent behavior used for this activity? **V__L_*_S_*_M__B_*_P__I__N__**

Real World Connections With Products:
Sing, Create, Design, Predict, Build,

Real World Applications:
Singer, Song Writer, Banker, Architect, Construction Worker

Real World Terms:
Record, Estimate, Coin, Penny, Dollar Bill, Cabin

Connect all products 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">

Concept Focus: Change

Overarching Generalizations:
Change generated additional change.
Change can be either positive or negative.
Change is inevitable.
Change is necessary for growth.

More Complex Generalizations (Two or more concepts):
Exploration may result in new findings/ change.

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

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If you had to create a new coin, what intelligent behaviors would you need to use during the task. How do you think your new coin would change our current money system?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Writing materials
- Coins
- Designs
- Dollar bills
- Pattern Blocks
- Tape recorder and cassette tapes

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:
   1. What kinds of changes would you anticipate any time you change the size of the building materials when creating a structure?

Intelligent Behaviors:

1. When skip counting, which of the gifted intelligent behaviors is most helpful? Explain.

Literary Perspective

Student/Teacher Reflections

Concept: Change

Topic: Dental Health

Generalization(s): Change generates additional change.
Change can be either positive/negative.
Change is inevitable.
Change is necessary for growth.

Essential Question(s): How did George's experiences change your attitudes toward dental care?

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Retell the story Of <u>George Washington's teeth</u>. What gifted intelligent behaviors will you use to retell the story?	Compare and contrast "Young George with Old George" How did your attitude toward George change as he got older?	Design a new book jacket for <u>George Washington's Teeth.</u> How would your design change if George lived today?	What part of the story did you like best? Draw a picture of your favorite part. How would your picture change if George had never become President?
2	Make a comic strip to show the events of the story. Reflect on how you might change your strip if you could add one more picture.	Given the statement, "Dental Health has improved since George Washington's time ask yourself if you agree or disagree. Discuss the evidence you have to support your position.	Predict what would have happened to George's teeth if he lived today. How has dental care changed since George's time?	Create a memory box for the story with at least 5 items. How would your box change if you were creating it for you?
3	As a television news reporter, report the story, "A Leader Troubled By His Teeth" Describe the gifted intelligent behaviors used by a reporter.	Have a debate between dentists and candy makers. After the debate, propose a solution to help the dentists and candymakers come to an agreement.	Create a want ad to help George find a new dentist. Include the characteristics of what you expect. What gifted intelligent behaviors did you use to create your want ad?	Have a dental health ball. Characters might include toothbrush, floss, etc. Announce them according to their importance and explain why. What gifted intelligent behaviors did you use to determine their importance?

Real World Connections With Products:
Plan, Create, Design, Predict

Real World Applications:
Party Planner, Reporter, Writer, Artist,

Real World Terms:
Want Ad, Leader, Comic Strip, Book Jacket

Connect all products 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">

Concept Focus: Change

Overarching Generalizations:
Change generates additional change.
Change can be either positive/negative.
Change is inevitable.
Change is necessary for growth.

More Complex Generalizations (Two or more concepts):

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

</div>

How did George's pain affect his character? What changes in your life have affected your character?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper and writing materials

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:
1. Why was change necessary for George's growth?
2. How is change necessary for your own growth?

Intelligent Behaviors:

1. How do you use your intelligent behaviors daily?
2. What intelligent behaviors do you see as your strength?

Literary Perspective

1. As we reflect on the story, what are your views about change?
2. What are some of the new words you encountered in the story that you can use in your own writing and speaking?

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** Create and perform a puppet show to demonstrate proper dental care. What changes will you need to make in your daily dental routine to keep your teeth health? What intelligent behavior will you use in keeping your teeth healthy? **V_*_L__S__M__B_*_P__I__N__**	**Interpersonal Learner (B)** **Sensing-Thinking** Role play story. Students draw setting for story. What suggestions could you give them to help them make changes in their diet? What intelligent behavior will your friend have to use if they want to keep their teeth healthy? **V_*_L__S__M__B__P_*_I__N__**
Understanding Learner (C) **Intuitive-Thinking** Create and show a television commercial that will convince your audience to eat healthy foods for healthy teeth. Write a slogan or jingle to help people remember your commercial. How would your commercial change if the age of your "audience" was older? Younger? What intelligent behaviors will you need to use while producing your commercial? **V_*_L__S__M_*_B_*_P__I__N__**	**Self-Expressive Learner (D)** **Intuitive-Feeling** What if you didn't have a toothbrush? Draw a picture of what would happen if you didn't have a toothbrush. How would your teeth change if you did not have a toothbrush? What intelligent behaviors did you use while inventing your new tooth cleaning product? **V__L__S_*_M__B_*_P__I__N_*_**

Real World Connections With Products:
Create, Design, Invent, Explain, Produce, Demonstrate

Real World Applications:
Artist, Inventor, Entrepreneur, Engineer, Dentist,

Real World Terms:
Commercial, Audience, toothbrush, invention,

Connect all products 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">

Concept Focus: Change

Overarching Generalizations:
Change generates additional change.
Change can be positive/negative.
Change is inevitable.
Change is necessary for growth.

More Complex Generalizations (Two or more concepts):
Exploration can lead to change.

Essential Question:

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

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How have changes in your life led to new experiences? What are some of the gifted intelligent behaviors you use when you have new experiences?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Arts and Crafts
- Writing materials
- Paper Products

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:
1. What are some of the changes I need to make in my life?
2. What new words have I learned and how can I use them in my writing and speaking?
3. What are some positive and negative things that change has brought in my life?

Intelligent Behaviors:

1. What gifted intelligent behaviors would I use if I were an inventor?
2. How did your intelligent behaviors help you complete the activities?

Literary Perspective

1. As we reflect on the story, what are your views about change?
2. What changes in George Washington's life made him a great leader?
3. What affect if any do you think pain might have on your ability to learn?

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** Conduct a survey of your group. Who has lost teeth and how many? Construct a graph to present the information to the class. What other ways could you have used to organize your information? What gifted intelligent behaviors did you use while conducting the survey? **V_*_L*__S__M__B__P_*_I__N__**	**Interpersonal Learner (B)** **Sensing-Thinking** In a small group, students will revisit the story to find out how many teeth George lost from beginning to end. Why do you think he lost so many teeth? What intelligent behaviors did you have to use as you reread the book for answers? **V_*_L_*_S__M__B__P_*_I__N__**
Understanding Learner (C) **Intuitive-Thinking** Use the internet to research how many teeth children normally have and how many teeth adults normally have. What conclusions could you draw based on your findings? Why might there be differences? What gifted intelligent behaviors did you use to do your research? **V__L_*_S__M__B__P_*_I__N__**	**Self-Expressive Learner (D)** **Intuitive-Feeling** Create a set of teeth for George using Legos. What changes would you make if he had a bigger mouth/ smaller mouth? What intelligent behaviors did you use while creating/designing the set of teeth? **V__L_*_S__M__B_*_P__I_*_N__**

Real World Connections With Products:
Conduct, Construct, Revisit, Research, Design, Create

Real World Applications:
Construction worker, Engineer, researcher, Doctor,

Real World Terms:
Survey, Graph, Dentures, Internet

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

Concept Focus: Change

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

More Complex Generalizations (Two or more concepts):
Exploration may result in "new findings" or changes.

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

What gifted intelligent behaviors did you use during these tasks that would be necessary if you were asked to design a new tool ?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper
- Writing materials
- George Washington's Teeth
- Legos
- Computer with internet service

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

1. What are some of the changes you had to make when adjusting your design for George's teeth?
2. What new math processes have I learned and how can I use them in future problem solving?

Intelligent Behaviors:

1. What intelligent behaviors will you use the next time you research on the internet?
2. How did your intelligent behaviors help you complete the activities?

Literary Perspective

1. As we reflect on the story, what are some changes you could have made to help George slow down the loss of his teeth?

Student/Teacher Reflections

Additional Support Materials:

Favorite Read-Alouds:

<u>Arthur's Loose Tooth</u>
Children's biographies on George Washington
<u>Trip to the Dentist</u>

Finger Plays, Nursery Rhymes and Songs:

Song, "Brush your Teeth"
"Yankee Doodle Dandee"

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: Patterns

Topic: Economics

K-2

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

The American Association For Gifted Children at Duke University

Big Ideas Manifested

Topic -Economics

Literature Selection –Deena's Lucky Penny
Author –Barbara deRubertis

Concepts	Themes
Patterns	• **Saving for a rainy day** • **Saving the best for last** •
Issues or Debates	**Problems or Challenges**
• **Saving vs. spending** • **Needs vs. wants**	How to get enough money to buy her mom a present?
Processes	**Theories**
• Values of coins • Problem solving with money • Creative writing • Student created store	
Paradoxes	**Assumptions or Perspectives**
Less is more!	"Find a penny. Pick it up. All the day you'll have good luck."

Learning Targets:

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

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

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

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

Big Ideas Manifested

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

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

Big Ideas Manifested

Topic -	
Literature Selection –	
Author -	

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

Concept – Patterns   Topic – Economics

Suggested Literature Selection(s) – <u>Deena's Lucky Penny</u>

Look and Listen for…

Intelligent Behaviors

Story Focus   Persisting
Thinking flexibly
Metacognition
Remaining open to continuous learning
Posing Questions/Problems
Student Activities
Creating, imagining, innovating
Posing Questions/Problems
Persisting
Thinking Flexibly

Thinking Skills Focus – <u>Building Thinking Skills</u>, Sandra Parks: (sequencing, patterns)

Topic Focus - Economics

Concept Focus - Patterns

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

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

Directions for Teachers

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

Suggested Topics for Discussion
Saving vs. Spending
Needs vs. Wants

Suggested Vocabulary Words for Discussion
penny, nickel, dime, quarter, half-dollar, dollar
twice, worth, producers, consumers, lucky,
revenue, earning, allowance
Vocabulary Extension
Match pictures of coin fronts and backs with coin name and value.
Identify examples of producers/consumers; wants/needs; saving/spending
Hooks
Select a generalization(s) and essential questions. Introduce one or more of the following topics:

Six Facets of Understanding

Facet 1 – EXPLANATION
(Task) In pairs, students will use plastic coins to design patterns, either repeating or growing patterns. (EQ) How are patterns connected to coins? (Gen.) Patterns have segments that are repeated. Patterns allow for prediction.
Facet 2 - INTERPRETATION
(Task) In small groups, the students will play Money Bingo to evaluate different coin combinations. As game progresses, students will notice patterns in the coin combinations and game. (EQ) What are the implications patterns in coin combinations? (Gen.) Patterns are enablers.
Facet 3 - APPLICATION
(Task) In small groups, students will brainstorm (record on stickies) different uses for money. Sort the uses into 2 main groups, using their own rule. Explain rule. (EQ) How are your uses of money related? (Gen.)Everything is related in some way.
Facet 4 - PERSPECTIVE
(Task) Imagine yourselves as teachers, plan ways you would earn money to buy supplies, books and equipment for your class. (EQ) What are the limits of a teacher's resources? (Gen.) Everything is related in some way.
Facet 5 – EMPATHY
(Task) In pairs, act out a discussion between a parent and a child about allowance. Repeat the discussion, changing roles. (EQ) How might a parent and child reach an understanding about allowance. (Gen.) Patterns allow for prediction. Everything is related is some way.
Facet 6 – SELF-KNOWLEDGE
(Task) Pretend you found some money. What would you do? Respond in pictures and/or words. (EQ) What should I do with the anything I find? (Gen.) Everything is related in some way.

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

Task Rotation Learning Activities

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

Mastery Learner (A) **Sensing- Thinking**	**Interpersonal Learner (B)** **Sensing-Thinking**
• Draw a picture with talk bubbles to retell Mrs Green's reaction to Deena's discovery of the penny. • List the sequence of people with whom Deena traded money. **V_*_L__S_*_M__B__P_*_I__N_*_**	• Discuss with your partner how Deena felt when she realized she had nothing for her mother's birthday. • Discuss with your partner how Deena felt when she went to the store with her grandmother. **V_*_L__S__M__B__P__I_*_N__**
Understanding Learner (C) **Intuitive-Thinking**	**Self-Expressive Learner (D)** **Intuitive-Feeling**
• Use your creativity to explain in pictures, words or numbers, how Deena's penny grew in value. **V_*_L_*_S__M__B__P_*_I__N__**	• Create a new page for the book, <u>Deena's Lucky Penny</u>, to show her mother opening the present. What did you imagine Deena bought for her mother? **V_*_L_*_S_*_M__B__P_*_I__N__**

Real World Connections With Products
Applications: draw, list, discuss, create, explain, imagine

Real World Applications
Accountant, bookkeeper, statistician, businessperson, entrepreneur

Real World Terms
Creating, explaining

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- paper
- pencils
- crayons
- markers

MetaCognitive Discussion (Essential Questions)

(Whole Group)

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

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

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

Student/Teacher Reflections

Math Task Rotation Learning Activities

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

Mastery Learner (A) **Sensing- Thinking** • Sort pre-made set of coins, make a pictograph of your results. Remember to label each part of your pictograph. (Use coin stamps and stickers!) **V_ * _L _ * _S _ * _M _ _B _ * _P _ * _I _N _ _**	**Interpersonal Learner (B)** **Sensing-Thinking** • Work in pairs to create number sentences using the coins from the story, <u>Deena's Lucky Penny</u>. **V _ * _L _ * _S _ _M _ _B _ _P _ _I _ * _N _ _**
Understanding Learner (C) **Intuitive-Thinking** • Compare and order sets of coins (pre-made combinations in Ziploc bags). **V _ * _ L _ * _S _ * _M _ _B _ * _P _ * _I _N _ _**	**Self-Expressive Learner (D)** **Intuitive-Feeling** • Create a coin with a different value from one the USA already uses. **V _ * _ L _ S _ * _M _ _B _ _P _ * _I _ _N _ _**

Real World Connections With Products
Application: sort, create, compare, order

Real World Applications
Mathematician, accountant, teacher, statistician, engineer

Real World Terms
Sorting, graphing

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- paper
- pencils
- bags of coins
- coin stamps or stickers
- crayons
- markers
- graph paper

MetaCognitive Discussion (Essential Questions)

(Whole Group)

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

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

Literary Perspective
- Discuss the patterns you discovered in <u>Deena's Lucky Penny</u>.
- Draw a picture to represent one of Deena's numbers sentences.

Student/Teacher Reflections

Concept: Patterns

Topic: Economics

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

Essential Question(s)
What is the difference between wants/needs, producers/consumers, saving/spending?
Why do we have money? (coins, dollars)

Task Rotation Menu

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

Real World Connections With Products
Application: define, create, identify, decide, design, diagram

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

Real World Terms
Determine, identify, decide, design, research, report

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

Materials Needed for Task Rotation and/or Task Rotation Menu

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

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
- What patterns and relationships are evident in economics?

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

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

Student/Teacher Reflections
- How is economics demonstrated in the story?

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

Mastery Learner (A)
Sensing- Thinking

- Following the pattern of Deena's Lucky Penny, write a book titled "name's " Lucky Penny. The student book should reflect the pattern development of money collection. How did the repeated patterns of the story help you structure your story? How did you apply your intelligent behaviors to complete the activity?

V_*_L_*_S__M__B__P__I_*_N__

Interpersonal Learner (B)
Sensing-Thinking

- Work in collaborative pairs to compare the book, Deena's Lucky Penny, with the poem by Shel Silverstein, "Smart". Complete a Venn diagram to compare/contrast them. What patterns were evident?

V_*_L_*_S__M_*_B__P_*_I__N__

Understanding Learner (C)
Intuitive-Thinking

- Play a floor game to explore the six facets of understanding. Create game spaces to be taped to the floor; some examples are provided. Children will roll a large die and move ahead that number of spaces. After answering the question thoughtfully, children can remain on that space. If they are unable to answer the question, they must go back to their previous spot. The first person to reach the end of the game board is the winner.

Explanation: What is economics?
Interpretation: How could saving or spending affect the economy?
Application: How might Deena's experience convince you to save for a special occasion?
Perspective: How is Deena similar to or different from you?
Empathy: What was the author trying to make us feel and see?
Self-Knowledge- How can you best decide whether to save or spend?

V_*_L_*_S_*_M__B_*_P_*_I_*_N__

Self-Expressive Learner (D)
Intuitive-Feeling

- Pretend that you are Deena. How would you feel if you were not able to buy your mother a birthday present? Create a plan of action to **earn** the money you need. What patterns do you notice in your plan?

V_*_L_*_S__M__B__P_*_I__N_*_

Real World Connections With Products
Application: write, follow, compare, create

Real World Applications
Banker, author, game show host

Real World Terms
Collaborate, Venn diagram, economics, earn

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- paper
- pencils
- crayons, markers
- large dice
- tape
- blank Venn diagram

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives
- What relationships are demonstrated in patterns?
- What patterns were evident in the poem, "Smart"?

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

Literary Perspective
- Discuss three words that describe the main character in the poem, "Smart".

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

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

Mastery Learner (A) **Sensing- Thinking** • Sort pre-made bag of buttons (candy, cereal, etc.) and make a pictograph of your results. Remember to label each part of your pictograph. **V_*_L_*_S_*_M__B__P_*_I__N__**	**Interpersonal Learner (B)** **Sensing-Thinking** • Work in pairs to create number sentences using the coins from the poem, "Smart". **V_*_L_*_S__M__B__P__I_*_N__**
Understanding Learner (C) **Intuitive-Thinking** • Using the poem "Smart", total the value of the coins the main character had at the end of each stanza of the poem. **V_*_L_*_S__M__B__P_*_I__N__**	**Self-Expressive Learner (D)** **Intuitive-Feeling** • Pretend you are the father of the little boy in our poem. Explain with plastic money and number sentences what really happened to the little boys' dollar. **V_*_L_*_S__M__B__P_*_I_*_N__**

Real World Connections With Products
Application: Sort, create, graph, label, explain

Real World Applications
Parent, banker, teacher, statistician, accountant, IRS agent

Real World Terms
Sort, graph, create, label, explain

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

Materials Needed for Task Rotation and/or Task Rotation Menu

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

MetaCognitive Discussion (Essential Questions)

(Whole Group)

Conceptual Perspectives

- What patterns are evident in the graphs?

Intelligent Behaviors

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

Literary Perspective

- Discuss the patterns in the poem, "Smart".

Student/Teacher Reflections

Additional Support Materials

Favorite Read-Alouds

Finger Plays, Nursery Rhymes and Songs
- Coin Poems
- "Money's Funny" by Mary Ann Hoberman
- "The Dollar Song"
- "Coin Combinations"

Video Clips

Paintings & Prints

Teacher Reflections

Literary Selection

Date   **School**   **Grade**

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

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

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

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

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

"Additional Comments

APPENDIX

A

Additional Instructional Concept-Based Activities

"Smart"
by Shel Silverstein

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

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

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

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

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

"Coin Combinations"

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

"Money's Funny"
by Mary Ann Hoberman

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

" The Dollar Song"
(sing to the tune of "Ten Little Indians")

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

"Coin Poem"

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

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

Dime, dime,
Little and thin.
I remember,
You're woth ten.

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

Remember! This Is a Work In Progress!

Project Bright IDEA 2: Interest Development Early Abilities

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

Concept: Conflict

Topic: Five Senses/Hearing
Revision: 01

Revised by Gwen Canady and Andrea Garner
Lincoln Elementary
Brunswick County
Kindergarten

Writers
Amanda Miller   &   Gwen Canady
Rowan County   Brunswick County
Overton Elem.   Lincoln Elem.

Big Ideas Manifested

Topic –**Five Senses / Hearing** Literature Selection –**The Printer** Author –**Myron Uhlberg**	

Concepts	Themes
• Conflict	• Five Senses/Hearing
Issues or Debates	**Problems or Challenges**
• Hearing vs. Hearing Impaired • Rejection vs. acceptance	• Overcoming disabilities • Communication
Processes	**Theories**
• Research Sign Language • Problem Solving	• People's perspectives can change • Strength comes from adversity
Paradoxes	**Assumptions or Perspectives**
• Unlikely Hero • Silence in a Noisy World	• Handicapped people are inadequate. • It's what is inside a person that counts.

Concept: Conflict   Topic: Five Senses/Hearing

Suggested Literature Selection(s): <u>The Printer</u>

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Look and Listen for…
<u>**Intelligent Behaviors:**</u>

Story Focus : Creating, Imagining, and Innovating

Student Activities :
- **Thinking about your Thinking (Metacognition)**
- **Questioning and posing problems**
- **Creating, Imagining, and Innovating**
- **Persisting**
- **Finding Humor**

</div>

<u>**Thinking Skills Focus:**</u> (from Building Thinking Skills book)
- **Verbal: Describing people and things**
- **Figural: Similarities and Differences**

<u>**Topic Focus:**</u> **Five Senses/ Hearing**

<u>**Concept Focus:**</u> **Conflict**

<u>**Overarching Generalizations:**</u>
- **Conflict is composed of opposing forces.**
- **Conflict may be natural or human made.**
- **Conflict may allow for synthesis and change.**

<u>**More Complex Generalizations (Two or more concepts):**</u>
- **Conflicts can cause change in personal relationships.**
- **Two opposing forces (i.e. hearing vs. hearing impaired persons) can help restore order in times of chaos.**

<u>**Directions for Teachers:**</u>

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

<u>**Suggested Topics for Discussion:**</u>
- **Five Senses / Hearing**

(Revised Vocabulary)
- **Deaf**
- **Sign Language**
- **Printer**
- **Presses**
- **Newsprint**
- **Recycle**

A Six-Step Process for Teaching Academic Vocabulary Terms:

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

Robert Marzano

Vocabulary Extension:

Students will work with teacher to come up with pictures or symbols to represent each word and help them recognize the meaning of the word. These will be turned into flashcards. Teacher will copy cards and distribute a set to each student.

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

Facet 1 – EXPLANATION *(Revised)*
Listen to a guest "speaker" who is deaf or hearing impaired as he/she shares their life experiences in overcoming the handicap. Participate with the class as you learn sign language for "Goldilocks and the Three Bears". *What are some gifted intelligent behaviors that a person with handicaps might possess? What gibs did the characters in the story possess?*

Facet 2 – INTERPRETATION
(Think-Pair-Share) Tell a story to your partner of a time when you had trouble communicating with someone. (i.e. loud noises, different language, etc. kept you from communicating with a parent, etc.) *How can you use that experience to understand the feelings of frustration that someone else who has trouble communicating might feel?*

Facet 3 – APPLICATION
Demonstrate how you would communicate with the teacher if s/he could not hear. Students will choose a card (one at a time). Assistant will read it to them and the student will demonstrate without words… I want a drink of water… please sharpen my pencil, etc. *How can you change your attitude to help someone with a handicap to feel more accepted?*

Facet 4 – PERSPECTIVE
Compare your life now, to how you might be treated differently if you had a handicap. *What conflicts would you encounter if you had a handicap? What might you learn from these conflicts?*

Facet 5 – EMPATHY *(Revised)*
Imagine that you have a handicap. *What would it be like? How would it make you feel?* The teacher will recite and dramatize nursery rhymes silently. The students will determine the nursery rhyme without the sense of hearing.

Facet 6 – SELF-KNOWLEDGE
Create a circle map. Write your name in the center, then draw or write some words or phrases that tell what you know about treating people fairly. *What are some of my strengths and weaknesses in the way I treat people who are different from me?*

Read: The Printer

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-Feeling**
Using the American Sign Language hand signals, demonstrate how to use your hands to spell your name. Share with a partner. Practice spelling your partner's name and other words around the room. *How did this activity help you better understand some of the conflicts that a hearing impaired person might encounter?*	*(Revised)* If you were to suddenly go deaf, how would your life be different? *What conflicts might you encounter?* Create some signs you could use to communicate basic commands. (Sit Go Hungry Quiet etc.)
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**
Examine a diagram of the ear. Have your group model how sound travels through the ear, allowing us to hear, by standing with arms extended as you become the ear canal, ear drum, and sound wave. What conflict might arise if the eardrum was blocked? What might have to be done to solve this problem?	Listen to a musical piece. With your eyes closed, use a crayon to create a piece of abstract art. While you listen to the music, move the crayon as you feel the flow and tempo of the music. How did you interpret the music changes you heard while drawing? Did you detect any conflicts in the music (i.e. opposing forces)?
V * L_ S *_ M__B *_P *_ I __N__	V *_ L__S *_ M *_B *_ P__ I *_ N__

6

Real World Connections With Products:

Demonstrate, practice, examine, model, discuss, illustrate, interpret, detect, create

Real World Applications:

Doctor, interpreter, teacher, musician, pharmacist, audiologist

Real World Terms:

Examine, translate, communicate, sign, teach, compose, create, dispense,

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

Concept Focus: Conflict

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

More Complex Generalizations:
- **Conflicts can cause change in personal relationships.**
- **Two opposing forces (i.e. hearing vs. hearing impaired persons) can help restore order in times of chaos.**

Essential Question

How can diversity, cause conflict? How can it help resolve conflicts?

Materials Needed for Task Rotation and/or Task Rotation Menu
- American Sign Language hand signal chart
- Diagram of Ear
- Drawing paper
- Pencils and art supplies (esp. Crayons)
- Tape or CD player
- Classical Music of slow and fast tempo
- Computer

MetaCognitive Discussion (Essential Questions):
(Whole Group)

Conceptual Perspectives:
What is conflict?
How can conflict bring about change?
Is all conflict man made? natural? What are some examples of each?

Intelligent Behaviors:
What gifted intelligent behaviors could you use to resolve a conflict in the classroom?
Which gifted intelligent behavior is strongest in you? Which is weakest?
What gifted intelligent behaviors did the printer use to resolve the conflicts in the story?

Literary Perspectives:
What changed the other worker's perspective of the printer? How do you think that made him feel?

Student/Teacher Reflections

Math Task Rotation Learning Activities

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

Mastery Learner (A) Sensing- Thinking	Interpersonal Learner (B) Sensing-Feeling
Take a walk around the school playground. Try to identify what basic shapes you see around you. In the classroom, draw pictures of the objects you saw and identify the shapes you saw. Together, create a graph of the shapes you find. Could there be a reason for one shape being more prevalent? Explain your reasoning. **V * L * S * M _ B * P * I _ N ***	*(Revised)* In your group, each person chooses their favorite shape. Make the shape on a geoboard but hit it. Describe the shape until another member of the group guesses it. Shoe the shape once it has been guessed. Discuss why some shapes were harder to make than others. V* L* S* M _ B* P* I* N _
Understanding Learner (C) Intuitive-Thinking	**Self-Expressive Learner (D)** Intuitive-Feeling
Make a newspaper hat with your class. *(Following the directions in the book for making the printers' hats are not good because of the new formatted smaller size of most papers. You may have to make the "pointed" hats instead of the ones like the printers actually wore.)* In the story, <u>The Printer,</u> the father brings home a new hat made from newspaper each night. If the printer works Monday through Friday, how many hats will he have by the end of one week? in 4 weeks? Demonstrate your answers using the class's hats and through pictures. What gibs did you have to use to find your answer? **V _ L* S* M _ B _ P _ I _ N _**	Go on a nature walk with the class. Use the list of items your teacher gave you and collect items in your plastic bag. Sort the items into groups. Use your natural materials to create a piece of artwork on a sheet of construction paper. You may want to use crayons to draw and color around your artwork. Reflect on your walk and explain to a friend why you chose to display the items as you did. V* L* S* M _ B* P* I* N*

Real World Connections With Products:
Gather, demonstrate, sort, find solutions, compare, create, design, decide

Real World Applications:
Editor, printer, PE teacher, mathematician, construction worker

Real World Terms:
Edit, print, teach, design, construct, equate

Connect all products 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">

Concept Focus: Conflict

<u>Overarching Generalizations:</u>
</div>

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

<div align="center">

<u>More Complex Generalizations:</u>
</div>

- Conflicts can cause change in personal relationships.
- Two opposing forces (i.e. hearing vs. hearing impaired persons) can help restore order in times of chaos.

<div align="center">

<u>Essential Question</u>
</div>

Do we ever experience conflict when trying to solve problems? Explain.

Materials Needed for Task Rotation and/or Task Rotation Menu

- Geo-boards
- Scissors
- Pencils, crayons
- Construction paper
- Glue

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

Conceptual Perspectives:

What is conflict?

How can conflict bring about change?

Is all conflict man made? natural? What are some examples of each?

Intelligent Behaviors:

What gifted intelligent behaviors could you use to resolve a conflict in
the classroom?

Which gifted intelligent behavior is strongest in you? Which is
weakest?

What gifted intelligent behaviors did the printer use to resolve the
conflicts in the story?

Literary Perspectives:

What changed the other worker's perspective of the printer? How do
you think that made him feel?

Student/Teacher Reflections

Concept: Conflict   **Topic: Five Senses/ Hearing**

Generalization(s):
- Conflict is composed of opposing forces.
- Conflict may be natural or human made.
- Conflict may allow for synthesis and change.

Essential Question(s): How can conflict bring about positive change?

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	LA 2.01: TLW demonstrate sense of story by retelling the events of <u>The Printer.</u>	LA 3.01: TLW connect information and events in text to experience by comparing the conflict between the printer and his co-workers to a conflict they have had with a friend? (Think-Pair-Share)	LA 3.02: TLW discuss concepts and information in a text to clarify and extend knowledge by reflecting on the following questions and sharing with a partner. Thinking about the story, when is a time that you have felt like you were different? How did it make you feel?	LA 3.02: TLW discuss concepts and information in a text to clarify and extend knowledge by reflecting on the following questions: How would you like to be treated? Have you ever been treated in a way you did not like? How did you handle it? Pair and Share with a partner.
2	Create a comic strip sequencing the events of the story. Share with a classmate.	Form an analogy of how the conflicts in the story are similar to conflicts we have encountered in the classroom? Write each on a side of a paper plate and toss like a Frisbee to someone from another group. Discuss the new analogy with your group.	Speculate how you would feel if you were treated differently because you were different. Draw a picture to illustrate how you would feel.	Think of something about you that is unique. Write/draw in your journal. Consider if you have encountered conflict because of your differences.
3	Imagine you were a news reporter and present the story of the fire at the printing press, and its unlikely hero. What Gifted Intelligent behaviors does a hero possess?	With a small group, imagine you are the workers at the printing press. Propose solutions on ways to resolve the conflict of notifying workers in case of danger (account for the high amount of noise). How could a knowledge of ASL help your warn others of danger in the cafeteria?	How does it make you feel when you are treated unfairly? Compose a poem or a song to perform for the class, encouraging students to treat everyone equally regardless of how they differ from you.	*(Revised)* Help write a group letter to the local newspaper editor, explaining why it is important to treat everyone equally. Explain how mistreating others could cause conflict in the school. Send your letter to the editor.

Real World Connections With Products:
Retell, create, sequence, imagine, report, present, compare, illustrate, formulate an analogy, propose

Real World Applications:
Printer, editor, reporter, artist, writer, poet, teacher, principal, manager, athlete

Real World Terms:
Print, edit, write, research, interview, draw, paint, create, speculate, teach, manage, analyze, explain, perform, toss, compose, illustrate, rhyme

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

Concept Focus: **Conflict**

<u>Overarching Generalizations:</u>
- Conflict is composed of opposing forces.
- Conflict may be natural or human made.
- Conflict may allow for synthesis and change.

<u>More Complex Generalizations:</u>
- Conflicts can cause change in personal relationships.
- Two opposing forces (i.e. hearing vs. hearing impaired persons) can help restore order in times of chaos.

<u>Essential Question</u>

By using which intelligent behaviors can we help avoid conflict spurred by diversity?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Drawing paper
- Art supplies
- Paper plates
- Tape player
- Writing paper
- Pencils

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

What is conflict?
How can conflict bring about change?
Is all conflict man made? natural? What are some examples of each?

Intelligent Behaviors:

What gifted intelligent behaviors could you use to resolve a conflict in
the classroom?
Which gifted intelligent behavior is strongest in you? Which is
weakest?
What gifted intelligent behaviors did the printer use to resolve the
conflicts in the story?

Literary Perspectives:

What changed the other worker's perspective of the printer? How do
you think that made him feel?

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

You are an author/illustrator trying to determine the conflict that was going on at the printing press. You have been asked to identify two problems in a new book by writing and illustrating them so that both the hearing and non hearing printers will understand. It is your job to convince them that they will need to find ways to communicate with each other so that everyone can be treated fairly.

Fold a paper in half and illustrate one conflict on each half. Write a sentence describing how each conflict can bring about positive change and unification.
You will be judged by the amounts of details in your picture and if the sentence is understandable.

V * L _ S * M__ B__ P__ I__ N__

Interpersonal Learner (B)
Sensing-Thinking

Your little sister is getting ready to start kindergarten. She uses a wheel chair because she has never been able to walk. You need to convince your parents that she will be able to attend a regular school.
Role play with a partner (your parent).
Your performance needs to include how she will be able to avoid conflict at the school with other kindergartners who walk on their own.
Make a list of ways that your sister can be treated the same as the other students.
Your list should include at least two ideas to show that we are all different, but can be treated the same.

V * L * S__ M__ B * P * I * N__

Understanding Learner (C)
Intuitive-Thinking
You are the mayor of your town. You want to give the printer a real hero's welcome. You want to give him a big award at the next town meeting. You will give a speech and tell which intelligent behaviors the printer demonstrated in his daily work at the printing press. Be sure to tell which intelligent behaviors he exhibited during the fire.

Stand in front of your group and give your speech and tape record it. Make sure you mention at least 2-3 intelligent behaviors. The teacher will listen for clear speech and complete sentences.

V * L * S__ M__ B__ P * I__ N__

Self-Expressive Learner (D)
Intuitive-Feeling
You are an artist who designs billboards. With the other artists at your company, you will brainstorm to generate slogans to promote acceptance of diversity. You will create and design your own billboard to help other people learn to treat everyone fairly.

You will make your billboard on a sheet of poster paper and place it around the school or community to show what you have learned about accepting everyone as they are. A good poster will include a large, neatly written message and will be colorful and pleasing to look at.

V * L * S * M__ B__ P * I * N__

15

Real World Connections with Products:
Retell, Identify, Explain, reflect, Convince, Role-Play, demonstrate,

Real World Applications:
Printer, Firefighter, Editor, Reporter, Writer, Photographer, Author

Real World Terms:
Print, Sign, Write, Edit, Photograph, Read, Interview

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

Concept Focus: Conflict

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

More Complex Generalizations (Two or more concepts):
- **Conflicts can cause change in personal relationships.**
- **Two opposing forces (i.e. hearing vs. hearing impaired persons) can help restore order in times of chaos.**

Essential Question:
Was the conflict in the story natural or human made? What intelligent behaviors were used to solve the conflict? Explain your thoughts.

Materials Needed for Task Rotation and/or Task Rotation Menu

- The Printer
- Drawing Paper
- Pencils, Crayons, Markers, Paints, stars, stickers, etc.
- Tape Recorder and Blank tape
- Poster-size paper

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

Conceptual Perspectives:
What is conflict?
How can conflict bring about change?
Is all conflict man made? natural? What are some examples of each?

Intelligent Behaviors:
What gifted intelligent behaviors could you use to resolve a conflict in
     the classroom?
Which gifted intelligent behavior is strongest in you? Which is
     weakest?
What gifted intelligent behaviors did the printer use to resolve the
     conflicts in the story?

Literary Perspectives:
What changed the other worker's perspective of the printer? How do
you think that made him feel?

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

You are the editor of a newspaper. You will collect the pictures that your photographer has taken for tomorrow's edition. You will need to sort them into different groups. You will create two different pages for the newspaper with pictures that have a common theme.
Think about the conflicts you experienced while trying to sort the pictures into categories.

Place (do not glue) each group on a sheet of construction paper and list the title of the category.

V* L* S* M__ B__ P__ I__ N__

Interpersonal Learner (B)
Sensing-Thinking
(Task was revised from summer unit)

You are an environmentalist. It is your job to convince others that we need to save trees. You will encourage the students and staff at school to begin tossing all their torn paper, scrap paper or used paper in a bin for recycling. You will draw pictures of trees to help make a "Save a Tree" display. You will help your group design and decorate a large box to be placed outside your classroom for collecting the paper.

You should use recycled materials to decorate your collection bin.

V* L* S* M__ B__ P* I* N__

Understanding Learner (C)
Intuitive-Thinking

(Revised)
You are an artist who is to create a mural with colored tiles on the side of a newspaper office building. Given a shape outline, use tangrams to fill the shape. The designs include a person reading a newspaper and a tree.

What Gifted Intelligent Behaviors did you use to find the solutions?

V * L* S* M__ B__ P * I* N__

Self-Expressive Learner (D)
Intuitive-Feeling

(Revised)
You are a designer. Your partner is a student wanting to also become a designer. You will create a design using tangrams. Have your student copy or recreate the design using their own tangram pieces.

What conflicts did s/he encounter in trying to put the shape back together?

V* L* S* M__ B__ P * I * N__

Real World Connections With Products:

Gather, demonstrate, sort, find solutions, compare, create, design, decide

Real World Applications:

Editor, printer, PE teacher, mathematician, construction worker

Real World Terms:

Edit, print, teach, design, construct, equate

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

Concept Focus: **Conflict**

Overarching Generalizations:

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

More Complex Generalizations:

- Conflicts can cause change in personal relationships.
- Two opposing forces (i.e. hearing vs. hearing impaired persons) can help restore order in times of chaos.

Essential Question

Do we ever experience conflict when trying to solve problems? Explain.

Materials Needed for Task Rotation and/or Task Rotation Menu

- Attribute blocks
- Newspaper
- Scissors
- Pencils, crayons
- Construction paper
- Glue

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:

What is conflict?
How can conflict bring about change?
Is all conflict man made? natural? What are some examples of each?

Intelligent Behaviors:

What gifted intelligent behaviors could you use to resolve a conflict in
the classroom?
Which gifted intelligent behavior is strongest in you? Which is
weakest?
What gifted intelligent behaviors did the printer use to resolve the
conflicts in the story?

Literary Perspectives:

What changed the other worker's perspective of the printer? How do
you think that made him feel?

Student/Teacher Reflections

Extension Activities:
- Present the other four senses (sight, touch, taste, feel)
- Fire Safety Book/Unit
- Make a Printer's Hat from newspaper
- Visit a newspaper and tour it
- Discuss how newspaper is made from trees (pulp, etc.)
- Have an interpreter visit and teach some ASL words

Favorite Read-Alouds:
- Other Bright Idea books:
  - Henry and the Kite Dragon (culture/conflict/bullies)
  - Private and Confidential (5 senses/blindness)
  - Paul Revere's Ride (War/conflict)
  - The Bully Blockers Club (conflict/bullies)
  - Hannah is my name (cultural diversity/conflict in language)
  - The Boy on Fairfield Street (being different)
  - A Fine St. Patrick's Day (rivalry)
  - Don Quixote and the Windmills(life challenges)
  - The Candy Shop (cultural conflicts)
  - The Bake Shop Ghost (differences/conflict)
  - Miss Bridie Chose a Shovel (personal conflicts/life)

- Outside readings:
  - Stand Tall, Molly Lou Mellon by: Patty Lovell
  - The Ugly Duckling
  - The Little Engine that Could
  - The Little Red Hen
  - Because of Winn Dixie
  - The Box car Children

Finger Plays, Nursery Rhymes and Songs:
- Humpty Dumpty
- Mary had a little Lamb
- Georgie Porgie

- Little Miss Muffet
- 5 Little Monkeys
- Itsy Bitsy Spider
- Going on a Bear Hunt
- Little Bo Peep
- Peter, Peter, Pumpkin Eater
-

<u>Video Clips:</u>
- Helen Keller
- Because of Winn Dixie
- Finding Nemo
-

<u>Paintings & Prints:</u>
-

Teacher Reflections

Literary Selection

Date   February 2007   School   Lincoln   Grade K

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

- Students learned to work together in cooperative groups.
- Students enjoyed the tasks and remained engaged in the activities.
- Each student was able to participate in an activity planned for his / her learning style in at least one of the rotations.

2. How did the task rotations and/or activities reveal students' Intelligent Behaviors? Please discuss how each Intelligent Behavior manifested it self.
- Students were able to identify gibs they were exhibiting in the different task rotations.
-

3. What would you change or add the next time you taught this lesson?
- The unit seemed to "drag on" for a long time due to us having to take a week off to teach some other necessary topics and assess for report cards.   We were anxious about putting too much on our kindergartners in a day, so we started out slowly and gradually increased the amount of tasks we did each day. Next time, we'd try to get in more rotations in a day.
-

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

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

"Additional Comments
- **One day, after reading to my students about Abraham Lincoln, I asked what gibs they recognized from our reading. I was amazed at the intelligent conversations of the kindergartners. They were really coming up with some things that "floored" me. I called the other K teacher and the two 1st grade Bright IDEA teachers down to our class to hear they way they expressed their ideas. It was then that I realized they had internalized the concept of the gibs. *Gwen Canady Cohort 2***

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: Me and My Family
Revision Number: 01
Name of Teachers Revising: Wanda McLamb and Connie Weeks
School District: Brunswick County
Grade Level: Kindergarten
Written by: Jana Jackson and Wanda McLamb

Big Ideas Manifested

Topic – Me and My Family
Literature Selection – Remember, Grandma **Author – Laura Langston**

Concepts	Themes
Change Relationships	Enduring Love
Issues or Debates	**Problems or Challenges**
Memory vs. Love Familiar vs. Unfamiliar	Understanding Aging Deal/Adapt to change
Processes	**Theories**
Empathy and sacrificing	Circle of Life Love conquers all
Paradoxes	**Assumptions or Perspectives**
Grandparent becomes child Reversal of roles	Children are ones that need support and adults provide 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: Me and My Family

Suggested Literature Selection(s): Remember, Grandma

Look and Listen for…

Intelligent Behaviors: Metacognition, Posing Questions, Creating, Imagining & Innovating, Finding Humor and Persistence

      Story Focus   : Finding Humor and Persistence

      Student Activities : Finding Humor and Persistence

Thinking Skills Focus: Chapter 2 Similarities and Differences

Topic Focus: Me and My Family

Concept Focus: Change

Overarching Generalizations:
Change generates additional change.
Change can be either positive or negative.
Change is inevitable.
Change is necessary for growth.

More Complex Generalizations (Two or more concepts):
All relationships are purposeful and 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:
Seasons, Roles of Family Members, Age/Aging, Plants and Planting, Cooking and Measuring

Suggested Vocabulary Words for Discussion:
Gallery (Art)
Remembering/Forgetting
Chopin
Bach
Preserves
Bruised
Sting
Prowl
Confused

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: Intro the vocabulary using word cards and picture cards. In book, illustrate and write word.
Synonyms for the word sting.
Types of galleries.

Hooks:

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

Six Facets of Understanding

Facet 1 – EXPLANATION
Show the students a picture of an elderly person and have them illustrate how she looked as a child. How would you describe the changes you noticed?

Facet 2 - INTERPRETATION
Invite a grandmother to the class, to tell stories of change in families over her life span. Evaluate as a class life today with long ago by using a venn diagram. What changes do you see from her life span?

Facet 3 - APPLICATION
How can we bring about a positive change in an elderly persons life? Students will create cards for elderly residents of a local nursing home. Possibility create a pen pal relationship.

Facet 4 - PERSPECTIVE
Using a double bubble map, compare and contrast your life to your grandmas. Draw two pictures. One drawing should be of something special grandma did when she was a little girl. The other picture will be of you and something special you like to do. How are the special times in your life similar or different to the life of grandma's?

Facet 5 – EMPATHY
Role play an elderly person demonstrating the physical, speech, and mannerisms in their body. What changes did you find hard or easy to immolate? How do you feel as an elderly person?

Facet 6 – SELF-KNOWLEDGE
Reflect on your prior knowledge of the elderly. Brainstorm individually everything you know about elderly people. Put your ideas on sticky notes. Each idea should be placed on a separate note. Share your notes with your classmates. As a class, decide how you could group the notes. What labels could you assign each group? Why?

Read: Remember, Grandma
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**
Show pictures of what grandma looked like at a younger age and what she looks like now. Children will describe the physical changes of grandma over time. How many years did it take grandma to look this way? Then use the provided pictures to construct a realistic illustration of grandma making sure she has the correct body parts.	Create a map of your neighborhood, label the correct streets, houses, etc. Decide where you would want your grandma to live and label with a heart. Reflect your reasoning by using think, pair and share with a partner telling your decision and why.
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**
Use a double bubble map to compare and contrast what would be better for grandma staying at home or at the nursing home. On a chart, list your conclusions telling why? After charting your conclusions, find a partner with a different the opposite view and reflect on your decision and discuss your chart. How did you pose good questions in your discussion with your partner? How did you use your GIB in making your decision?	What if their was a potion or food created that made you not age. What do you think would happen to family, friendships, the world if they were given the item? Would you choose to drink the potion or eat the food? List the pro/cons using colored sticky notes. (Pink for pro/blue for con). Sort and discuss as a small group. Graph your responses telling if you would eat or not. How did you use the GIB (Metacognition) in making your decision? This seems hard. We did not choose this rotation.
V*__L__S*__M__B*__P*__I*__N__	**V*__L*__S*__M__B__P*__I*__N*__**

Real World Connections With Products:
Construct, decide, discuss, graph, compare, contrast, list, sort, chart, label, describe, create, reflect

Real World Applications:
Data Analysis, Artist, Cartographer

Real World Terms:
Analysis, create, plan, draw, map

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

<div align="center">

Concept Focus:
Change
Overarching Generalizations:
Change is inevitable.
Change generates additional change.
Change can be either positive or negative.
Change is necessary for growth.

More Complex Generalizations (Two or more concepts):
All relationships are purposeful and change over time.
Essential Question
(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)

</div>

Materials Needed for Task Rotation and/or Task Rotation Menu

- Chart paper
- Sticky notes
- Pictures
- Butcher paper
- Pencil
- Crayons
- Paper

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

1.How has physical change affected grandma through the years?
2. What would happen to grandma if you change her living arrangements? Would the change be positive or negative?

Intelligent Behaviors:
1.What GIB did you use while constructing your portrait of grandma?
2. How did you use your GIB in making your decision about drinking the potion?

Literary Perspectives:
   1.   What characteristics did the author give grandma in the story?

Student/Teacher Reflections

Math Task Rotation Learning Activities

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

Mastery Learner (A) **Sensing- Thinking**	**Interpersonal Learner (B)** **Sensing-Thinking**
Construct each seasons characteristics using pictures of trees, clothing, weather , etc. Put the seasons in order and label them. Use pictures provided to attach to bulletin board or large poster board to construct the characteristics of each season. **V__L*__S*__M__B*__P*__I*__N*__**	Read a selected text as a class, on various seasonal holidays. Reflect on the holidays and write about your favorite holiday. In your writing include the season that the holiday falls in. **V*__L*__S*__M__B__P__I*__N*__**
Understanding Learner (C) **Intuitive-Thinking**	**Self-Expressive Learner (D)** **Intuitive-Feeling**
With task rotation leader, demonstrate computer strategies for research of seasons in China and their characteristics. The students will investigate the qualities of the seasons and holidays in different countries. How are the seasons different in other countries and why? Discuss and chart responses in groups. Chart seasons in another region of the US. **V*__L*__S*__M__B*__P*__I*__N*__**	Create an interpretive dance for each season (one group will be assigned a season.) by assuming the role a leaf plays in each season. Students will be expected to teach their dance to their classmates. **V*__L*__S*__M*__B*__P*__I*__N*__**

Real World Connections With Products:
Constructing, labeling, reflecting, writing, illustrating, demonstrating, investigating, discussing, creating, teaching

Real World Applications:
Computer tech., writer, dancer, artist, communications, author, reporter, teacher

Real World Terms:
Teach, design, writes, reports, processes data, interprets, illustrates, creates

Connect all products 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">

Concept Focus:
Change

Overarching Generalizations:
Change generates additional change.
Change can be either positive or negative.
Change is inevitable.
Change is necessary for growth.

More Complex Generalizations (Two or more concepts):
All relationships are purposeful and change over time.
Essential Question(s):
(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)

</div>

Materials Needed for Task Rotation and/or Task Rotation Menu

- Computer lab
- Additional text
- Seasonal pictures
- Bulletin Board or large poster
- Musical instruments
- Writing paper
- Chart paper
- Labels of Seasons

MetaCognition Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

1. How can change be seen in each season?
2. What factors in temperature cause change?
3. How does the change in seasons effect our holidays and how they are celebrate

Intelligent Behaviors:

1. How did you exhibit the GIB finding humor when creating your dance?
2. How did you show persistence when searching the internet?
3. How did you create , imagine and innovate while you constructed the seasons?

Literary Perspective:

1. After reading the text about holidays and seasons, how can I use this knowledge in my writing and drawing?

Student/Teacher Reflections

Concept: Change

Topic: Me and My Family

Generalization(s): Change generates additional change. Change can be positive/negative. Change is inevitable. Change is necessary for growth.

Essential Question(s):

How do people/things change over time?   Can change be positive/negative? Why?

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	In small groups identify and describe the characters in the story. Write 1 fact about each character.	Using a double bubble map, compare/contrast grandma to Margaret. Why are they alike/different?	Use a web map to brainstorm what might happen if grandma had to move.	Write in your journal about your favorite character, telling why that character is your favorite.
2	Draw pictures to illustrate the sequence of the story.	On a chart list the causes that have affected grandma's memory and the effect on the family.	As a small group or partner, predict what might happen if grandma goes to the nursing home. Chart your results.	Pretend you are Margaret, write a letter to grandma include things in your letter that will remind her of your love and special times together.
3	Create a time line of events that have changed your life.	Debate positive and negative effects of putting grandma in a nursing home.	Invent a product to encourage or assist grandma's memory. Use recycled products in your invention.	After the debate about the nursing home, take a position, either pro or con, and reflect through writing what your decision would be for grandma and why.

Real World Connections With Products:
Compare, contrast, describe, brainstorm, write, sequence, list, predict, create, debate, invent, make

Real World Applications:
Lawyer, Inventor, Care-giver, Historian, Futurist, Nurse, Editor, Commentator

Real World Terms:
Debate, invent, research, predict, prescribe, write, review

Connect all products 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">

Concept Focus:
Change
Overarching Generalizations:
Change is inevitable.
Change generates additional change.
Change can be either positive or negative.
Change is necessary for growth.

More Complex Generalizations (Two or more concepts):
All relationships are purposeful and change over time.
Essential Question:
(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)

</div>

Materials Needed for Task Rotation and/or Task Rotation Menu

- Chart Paper
- Markers
- Pencils
- Journal
- Crayons
- Recycled objects
- Construction paper
- Pictures
- Sentence strips

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:
1. How does change in grandma's environment affect her memory?
2. Will grandma continue to change over time?
3. How has change in your life effected you?
4. Reflect on what would happen if grandma did not change.

Intelligent Behaviors:

1. How did you use the GIB of finding humor in your debate?
2. How did you use persistence in creating your timeline?
3. How well did you think about your thinking (metacognition) in group activities and how did this effect your participation in the discussions?

Literary Perspective:
1. How did the characters change in the story?
2. How are grandma and Margaret alike and different in the story?

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**
Produce a realistic product showing 2 physical changes a person experiences as they age. What GIB did you use as you drew your pictures? What factors can cause the change? **You are an artist. Your task is to create art work that reflects a person as they age. It should show a person as they age in life. Your audience will be other artist in our room. Your product must meet the following standards, each picture should show 2 physical changes.** **V__L__S*__M__B__P__I*__N*__**	Find a partner , take a position of an elderly or young person. As you role play put yourself in that role. Share your feelings about how your physical and mental changes have effected your lifestyle and dependence on others. Was the GIB empathy shown in your expressions? Do you think change is positive or negative? Why? Do you think change is inevitable? Why? **The problem is you have gotten old. You have been asked to explain the way your body has changed. You will be talking to a group of kindergarten students. You need to help them understand change over time and how it has affected your lifestyle.** **V*__L__S*__M__B*__P*__I*__N__**
Understanding Learner (C) **Intuitive-Thinking**	**Self-Expressive Learner (D)** **Intuitive-Feeling**
Research the internet on an elderly person. Illustrate your understanding by drawing pictures of people and the physical changes they experience as they age. What physical changes are seen over time? Why? How would you use the GIB of finding humor as you see physical changes over time? Why is change necessary? **Your task is to research the elderly using the internet. You are a news reporter writing an article for Age magazine. You need to convince your readers that it will be funny to them when they have wrinkles and walk with a cane.** **V__L__S*__M__B__P__I*__N*__**	What if people didn't change over time? Role play the positive and negative affects of people not changing? Was the GIB persistence exhibited in this task? Compose a scenario and record it on a cassette. What do you think life would be like if people did not change? **You are a scientist, a huge problem has occurred. People have stopped getting older. Your job is to convince people they will be happy at their current age.** **V*__L__S__M__B*__P*__I*__N__**

Real World Connections With Products:
Take a position, compose, record, research, role play

Real World Applications:
Care-giver, nurse, nursing home attendants, social worker, writer, actor

Real World Terms:
Physical, mental, feelings, elderly, positive, negative, lifestyle , dependence, caring, compose, make decisions

Connect all products 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">

Concept Focus:
Change
Overarching Generalizations:
Change generates additional change.
Change can be positive or negative.
Change is inevitable.
Change is necessary for growth.

More Complex Generalizations (Two or more concepts):
All relationships are powerful and change over time.
Essential Question:
(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)

</div>

Materials Needed for Task Rotation and/or Task Rotation Menu

- Drawing paper
- Crayons
- Pencils
- Props for role playing (cane, walker, wig, glasses, dress up clothes and hats)

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:
1. Why is change necessary?
2. Do you think change is positive or negative? Why?
3. What factors can cause change?
4. Do you think change is inevitable? Why?

Intelligent Behaviors:

1. Was the GIB persistence exhibited in composing the scenario?
2. How do you demonstrate the intelligent behaviors on a daily basis?
3. How did the GIB help you complete the activities?
4. Was the GIB listening with empathy shown in your expressions of role playing?

Literary Perspective:

1. What do you think it would be like to walk in the shoes of an elderly person?
2. What lessons do you think the author wants its readers to learn?
3. As you reflect on the story, what are your views on the elderly and change?

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 a time line of the 4 seasons. Label the time line with the season names and illustrate the seasonal changes by the tree you would see during that season. Did you exhibit the GIB of creating, imaging and innovating ? **You are a designer. Your goal is to create a chart that shows (illustrates) each season and what each season looks like. You are to use a tree as your model. You will be presenting your finished product to a travel agency. They will use your work to help show people what the weather will be like in the place they are traveling to.** V__L*__S*__M__B__P*__I*__N*__	**Interpersonal Learner (B)** **Sensing-Thinking** Having worked on the seasons-decide on your favorite season. In your journal describe the season and tell why it is your favorite. Draw a picture to illustrate. Discuss your thinking (metacognition) that helped you complete this activity. **You are a writer. Your job is to convince your readers that your favorite season should be everyone's favorite season. Your effectiveness will be judged by doing a graph of favorite season. A successful result will be if 80 % choose your season.** **V*__L*__S*__M__B__P__I*__N*__**
Understanding Learner (C) **Intuitive-Thinking** Research on the internet trees that grow in our area. After researching record the trees that grow best in our climate and orally discuss your findings. Based on your findings discuss why you think these trees grow best in our area. Did you use the GIB of persisting ? Why? **You are a nursery worker and need to find the trees that grow best in your climate. Using the internet research trees and identify ones that grow best in North Carolina. Develop a chart to present to your boss. You will need to include: type of tree, growth pattern, amount of sun/soil/water need for best growth.** V*__L*__S__M__B*__P*__I*__N*_	**Self-Expressive Learner (D)** **Intuitive-Feeling** What if you lived in China, what would summer be like? Design a seasonal picture using pattern blocks adding details, including the weather, clothing and activities that you might be seen. Did you use the GIB creating, innovating and imaging ? How? Research another region of the US instead of China. **You have been asked to design a seasonal picture using pattern blocks that includes the following elements: weather, clothing and activities that you might see in China in the summer. Your audience will be a group of students that are going to visit China this summer.** V*__L*__S*__M__B*__P__I*__N*__

Real World Connections With Products:
Create, research, discussing, investigate, construct, writing, design

Real World Applications:
Computer technician, writer, artist, author, architect, agriculturalist, grower, meteorologist, farmer

Real World Terms:
Writer, design, illustrate, creates, build, grow, explore, investigate, measure, cultivates

Connect all products 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 generates additional change.
Change can be either positive or negative.
Change is inevitable.
Change is necessary for growth.
More Complex Generalizations (Two or more concepts):
All relationships are purposeful and change over time.
Essential Question:
(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)

Meta Cognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:
1. How are our seasons different from one another resulting from the change in temperature?
2. How can the change of seasons be positive or negative?
3. What factors cause the change in seasons?

Intelligent Behaviors:

1. Did you exhibit the GIB of innovating, imaging and creating when constructing your seasonal picture of China?
2. Did you use the GIB of persisting while researching on the computer?
3. Discuss your thinking (metacognition) that helped you complete the activity.

Literary Perspective:

1. How does the author Laura Langston demonstrate the seasonal changes in Remember, Grandma?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper
- Pencils
- Crayons
- Internet Assess
- Computers
- Pattern Blocks
- Chart paper
- Markers
- Journals

Meta Cognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:
1. How are our seasons different from one another resulting from the change in temperature?
2. How can the change of seasons be positive or negative?
3. What factors cause the change in seasons?

Intelligent Behaviors:

1. Did you exhibit the GIB of innovating, imaging and creating when constructing your seasonal picture of China?
2. Did you use the GIB of persisting while researching on the computer?
3. Discuss your thinking (metacognition) that helped you complete the activity.

Literary Perspective:

1. How does the author Laura Langston demonstrate the seasonal changes in Remember, Grandma?

Student/Teacher Reflections:

Additional Support Materials:

Favorite Read-Alouds:

<u>Other Bright Idea Books</u>
    Home
    Hanna In The Time Of The Tulips
    Candy Shop
    The Bully Blockers Club
    Bake Shop Ghost
    Knocking On Wood
    Circle Unbroken
    The Flyers
    Don Quixote
    The Printer
    Hannah Is My Name
    Sequoyah

Finger Plays, Nursery Rhymes and Songs:

Greg and Steve CD (Seasons)
Dr. Jean CD (Seasonal)
Fingerplay – The Leaves Are Falling Down For Fall

Video Clips:

Paintings & Prints:

Teacher Reflections

Literary Selection

Date   5-25-07   School   Belville   Grade K

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

The task rotations were interesting and children were engaged throughout the activities.

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

While doing the activities the students were easily able to identify the behaviors with each activity.

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

Plan the unit to extend over a longer period of time. Change the time of year for delivering the unit.

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

There are many opportunities for growth for this unit. You can integrate in throughout the year discussing all about me, family, seasons, etc.

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

When they announce, " hey we are finding humor". The involvement of the students while completing the tasks.

"Additional Comments

We have enjoyed teaching this unit. Since it was taught at the end of the year, it showed all the children using their GIB and putting forth the skills they have acquired during the year.

APPENDIX

A

Additional Instructional Concept-Based Activities