

Bright IDEA Curriculum Units Table of Contents

Revisions – Rowan

| Grade | Concept | Topic |
|--------------|----------------|-----------------|
| K-2 | Relationships | Animals |
| K-2 | Relationships | Friendship |
| K-2 | Survival | Decision Making |

Project Bright IDEA 2: Interest Development Early Abilities

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



Kindergarten

Concept: Relationships

Topic: Animals

Laura Walden and Karina Cameron {Moore County}

Laura Hannah {Rowan County}

K-2

North Carolina Department of Public Instruction

Exceptional Children Division

Academically or Intellectually Gifted Program

The American Association For Gifted Children at Duke University

Big Ideas Manifested

Topic – Animals

Literature Selection – Honey...Honey...Lion

Author - Jan Brett

| Concepts | Themes |
|---|--|
| <ul style="list-style-type: none"> • Relationships • Patterns • Change | <ul style="list-style-type: none"> • Friendships • Tradition • Family |
| Issues or Debates | Problems or Challenges |
| <ul style="list-style-type: none"> • Life vs. Death • Nature vs. nurture | <ul style="list-style-type: none"> • Responsible for actions • Selfishness |
| Processes | Theories |
| <ul style="list-style-type: none"> • Problem solving • Adjusting to challenges | <ul style="list-style-type: none"> • For every action, there is an equal and opposite reaction. |
| Paradoxes | Assumptions or Perspectives |
| <ul style="list-style-type: none"> • Do unto others, as you would have them do unto you. Golden Rule | <ul style="list-style-type: none"> • The early bird catches the worm. • Me first |

Big Ideas Manifested

Topic – Animals

Literature Selection – Jungle Drums

Author – Graeme Base

| Concepts | Themes |
|---|---|
| <ul style="list-style-type: none"> • Conflict • Relationships | <ul style="list-style-type: none"> • Friendship |
| Issues or Debates | Problems or Challenges |
| <ul style="list-style-type: none"> • Individuality vs. conformity | <ul style="list-style-type: none"> • How to accept yourself as you are • How to relate to others who do not accept or like you. |
| Processes | Theories |
| <ul style="list-style-type: none"> • Trial and error • Observation • Problem solving • Problem making | <ul style="list-style-type: none"> • The grass is always greener on the other side. |
| Paradoxes | Assumptions or Perspectives |
| <ul style="list-style-type: none"> • You can make more problems while trying to solve a problem. | <ul style="list-style-type: none"> • Beauty is only skin deep. |

Concept: Relationships

Topic: Animals

Suggested Literature Selection(s): Honey...Honey...Lion

Look and Listen for...

Gifted Intelligent Behaviors: Metacognition, posing questions, creating – imagining – innovating, persistence, finding humor

Story Focus: Persistence, finding humor, creating – imagining - innovating

Student Activities: Persistence, finding humor, creating – imagining - innovating

Thinking Skills Focus: Verbal / Figural – Figural Sequencing

Topic Focus: Animals

Concept Focus: Relationships

Overarching Generalizations:

- Everything is related in some way
- All relationships are purposeful
- Relationships change over time

More Complex Generalizations (Two or more concepts):

- How do Gifted Intelligent Behaviors allow relationships to change?
- How can conflicts cause relationships to 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:

- Identify various animals
- Relationships between animals and animals, humans and humans

Suggested Vocabulary Words for Discussion:

- Africa
- Honey guide
- Scolded
- Broadcasting
- Echo
- Reeds
- Papyrus
- Dashed
- Reward

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
- Illustrate meanings of words
- Show connections of words

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 relationships in your classroom if one person is greedy? Illustrate a classroom where there is a greedy person and one without. What changes do you notice between the two pictures? |
| Facet 2 - INTERPRETATION |
| Have you ever experienced greediness directed to you or a friend? Tell a story about how the greedy friend affected your friendship in your classroom. |
| Facet 3 - APPLICATION |
| How can we create a perfect relationship? Build a person. Using the parts given to you by your teacher. What makes a perfect relationship? |
| Facet 4 - PERSPECTIVE |
| How would you compare/contrast a day in your life without relationships? |
| Facet 5 – EMPATHY |
| Imagine you have a friend that is being greedy. How would you handle the situation? Role-play a situation that tells us what a good friend would do if their friend were being greedy? Do you think a relationship where one friend is greedy is a good relationship? Explain your answer. |
| Facet 6 – SELF-KNOWLEDGE |
| What character traits do you possess? Are you a good friend to others? What are your strengths and weaknesses of being a good friend? Make an “I wonder” poster. Ask one question each day. The question map will stay in the classroom throughout the unit study. |

Read: Honey...Honey...Lion
Task Rotation Learning Activities

K-2

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

| | |
|--|---|
| <p align="center">Mastery Learner (A) Sensing- Thinking</p> <p>Identify the beginning, middle, and end of the story by drawing pictures to represent the sequence of the story.</p> <p>How did the relationship between the animals change from the beginning of the story to the end?</p> <p>What gifted intelligent behaviors did you see the animals portraying?</p> <p align="center">V _ L * S * M _ B * P _ I _ N _</p> | <p align="center">Interpersonal Learner (B) Sensing-Thinking</p> <p>With a partner create a map of Honeybird and Badger’s adventures. Start the map at the tree and end at the Lion’s den.</p> <p>With your partner, decide your favorite part of the story and write a sentence describing it.</p> <p>What gifted intelligent behaviors did you use to create the map and choose your favorite part.</p> <p align="center">V * _ L * _ S * _ M _ B _ P _ I * _ N * _</p> |
| <p align="center">Understanding Learner (C) Intuitive-Thinking</p> <p>Make a list of the pros and cons for Ngiri (the little warthog) to change his external appearance.</p> <p>Decide if you would change or stay as you are. Explain your reasons for making that decision.</p> <p>What Gifted Intelligent Behaviors did you use when deciding whether to change or not?</p> <p align="center">V * _ L * _ S _ M _ B _ P * _ I _ N _</p> | <p align="center">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Create a new African animal to add to <u>Honey...Honey...Lion</u>. Discuss the animal, draw the physical characteristics and include the habitat.</p> <p>Explain what positive and negative changes this new animal will add to the story.</p> <p>Which gifted intelligent behaviors were helpful in making your decision in completing this task?</p> <p align="center">V _ * _ L * _ S * _ M _ B _ P _ I * _ N * _</p> |

Real World Connections With Products: sequence, create, explain, list, decide, imagine, discuss

Real World Applications: topographer, park ranger, politician, author, illustrator

Real World Terms: debate, draw, write, paint, create, explore, measure

Connect all products 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 change over time

More Complex Generalizations (Two or more concepts):

How do gifted intelligent behaviors allow relationships to change?

How can conflicts cause relationships to change over time?

Essential Question

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

How do relationships help people work together to meet their basic needs and wants?

What does it look like when people in families and communities are getting along with each other?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper
- Pencils
- Crayons

MetaCognitive Discussion (Essential Questions) (Whole Group)

Conceptual Perspectives:

- What makes relationships?
- Why are relationships important?
- How can relationships be positive and negative?
- How are relationships built or broken?
- How does being greedy affect relationships?

Gifted Intelligent Behaviors:

- Which Gifted Intelligent Behaviors 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 greediness?
- In what ways can we demonstrate the following Gifted Intelligent Behaviors: finding humor, persistence, and creating-innovating-imagining?

Literary Perspectives:

- Identify the African Animals in both Honey...Honey...Lion and Jungle Drums.
- What similarities did you notice in the relationships between the characters in Honey...Honey...Lion and Jungle Drums.

Student/Teacher Reflections

Have a student act as the Honeybird and lead the rest of the class (badgers) through the woods to the honey. Honeybird student chooses sounds to make for class to repeat as they go through the different areas in the woods.

Math Task Rotation Learning Activities

K-2

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

| | |
|---|---|
| <p style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>Sort animals by movement: run, walk, swim, and fly. Graph the animals and analyze.</p> <p>Summarize by least to most common methods of movement.</p> <p>Explain how you had to be persistent during this activity.</p> <p style="text-align: center; margin-top: 20px;">V * L * S * M * B * P * I * N</p> | <p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <p>Create a pattern using the African Animals and have your partner guess the rule.</p> <p>Together with your partner, come up with a rhythm and movement pattern.</p> <p>Explain how you used creativity, imagination, and innovation to create your pattern.</p> <p style="text-align: center; margin-top: 20px;">V * L * S * M * B * P * I * N</p> |
| <p style="text-align: center;">Understanding Learner (C) Intuitive-Thinking</p> <p>Problem Solving with a partner:</p> <p>There is a family of 3 warthogs wrestling in the mud. How many legs are there in all? Work with a partner to draw and share a solution to the problem. Explain how you solved the problem.</p> <p>What happens if a friend joins the family?</p> <p>What Gifted Intelligent Behaviors are used to solve the problem?</p> <p style="text-align: center; margin-top: 20px;">V * L * S * M * B * P * I * N *</p> | <p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Create an ordinal animal counting book. Count and order the animals. Use ordinals first through tenth.</p> <p>How is the Gifted Intelligent Behavior, create, imagine, and innovate, reflected in your ordinal counting book?</p> <p style="text-align: center; margin-top: 20px;">V * L * S * M * B * P * I * N</p> |

Real World Connections With Products: Sort, create, problem solve, order, explain, summarize

Real World Applications: Zoologist, author, illustrator, artist, mathematician, statistician

Real World Terms: Write, draw, create, calculate, paint, compute, train, research

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

Concept Focus:

Relationships

Overarching Generalizations:

Everything is related in some way

All relationships are purposeful

Relationships change over time

More Complex Generalizations (Two or more concepts):

How do gifted intelligent behaviors allow relationships to change?

How can conflicts cause relationships to change over time?

Essential Question(s):

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

How is creative, imaginative, and innovative problem solving common in relationships?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Animal cutouts
- Paper
- Crayons

MetaCognitive Discussion (Essential Questions) (Whole Group)

Conceptual Perspectives:

- What makes relationships?
- Why are relationships important?
- How can relationships be positive and negative?
- How are relationships built or broken?
- How does being greedy affect relationships?

Intelligent Behaviors:

- Which Gifted Intelligent Behaviors 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 greediness?
- In what ways can we demonstrate the following Gifted Intelligent Behaviors: finding humor, persistence, and creating-innovating-imagining?

Literary Perspective:

- What were the common methods of problem solving that were used in Honey...Honey...Lion and Jungle Drums.
- What classifications could you use to sort the animals found in Honey...Honey...Lion and Jungle Drums.

Student/Teacher Reflections

Inductive Learning: “Collective Memory”

Have teams of four make a pattern. Student #1 views another team’s pattern for 10 seconds. Student returns to his/her team and directs team members to reproduce the pattern. Repeat for other three students.

Concept: Relationships

Topic: Animals

Generalization(s): Everything is related in some way; All relationships are purposeful; Relationships change over time

Essential Question(s): Given the information you know about animals, what hypothesis do you have as to why they develop relationships?

Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|-------|--|--|---|--|
| 1 | List the characters in <u>Honey...Honey...Lion</u> and name one characteristic of each. | Compare and contrast the warthog and giraffe's appearance in <u>Jungle Drums</u> . | Design a bubble map to display the attributes found in a good relationship. | Which African Animal from <u>Honey...Honey...Lion</u> is your favorite? Explain your reasoning. |
| 2 | Create a scrapbook to show the events in the beginning, middle, and end of the book, <u>Honey...Honey...Lion</u> | Make a list of pros and cons for the warthog to change his appearance. | Hypothesize ways that you could develop a good relationship. | Construct a WANT AD to find your favorite African Animal a new friend. |
| 3 | Using technology, report on two facts about the two main characters in the story, <u>Honey...Honey...Lion</u> | Debate internal verses external beauty with your classmates. | Invent or design a new cover for the story, <u>Honey...Honey...Lion</u> | Produce a letter to the editor of a newspaper telling how a relationship you have with someone is similar to the one in the story, <u>Honey...Honey...Lion</u> |

Real World Connections With Products: List, create, report, construct, hypothesize, debate, design, invent, produce, explain

Real World Applications: Editor of Newspaper, author, illustrator, politician, zoologist, psychologist

Real World Terms: Edit, write, draw, debate, train, research, explain, interrupt

Connect all products 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 change over time

More Complex Generalizations (Two or more concepts):

How do intelligent behaviors allow relationships to change?

How can conflicts cause relationships to change over time?

Essential Question:

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

What are the pros and cons of relationships?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper
- Crayons
- Computers
- Poster board

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

Conceptual Perspectives:

- What makes relationships?
- Why are relationships important?
- How can relationships be positive and negative?
- How are relationships built or broken?
- How does being greedy affect a relationship?

Intelligent Behaviors:

- Which Gifted Intelligent Behaviors 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 greediness?
- In what ways can we demonstrate the following Gifted Intelligent Behaviors: finding humor, persistence, and creating-innovating-imagining?

Literary Perspective:

- Compare and contrast the main relationships in the two stories: Honey...Honey...Lion and Jungle Drums.
- Compare and contrast the Honeybird in Honey...Honey...Lion and the Warthog in Jungle Drums.

Student/Teacher Reflections:

Have the students construct a mural of pictures showing relationships of people or animals. Use magazines to find the pictures.

Student Reflections and Assessments
Task Rotation Learning Experience
K-2

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

| | |
|---|--|
| <p style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>Recall a time when you misbehaved and someone taught you a valuable lesson that caused you to change your behavior. Construct a flow chart that outlines the events that led to the change in your behavior. Your product must include the following standards: the undesirable behavior, the lesson, and how your behavior changed. When the flow chart is complete, be ready to explain it to the class. Your presentation will be evaluated based on your verbal explanations for each part of the flow chart.</p> <p>Journal: Since your behavior has changed how do you find yourself managing your impulsivity in new, similar situations?</p> <p style="text-align: center;">V * L * S * M B P I N _</p> | <p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <p>Think about a time a friend did not share with you. Discuss sharing with a partner. Plan a role play that will model a negative sharing relationship that changes into a good sharing relationship. Be prepared to share your role play with another group. Your role play will be judged by your peers based on the inclusion of the non-sharing behavior and the sharing behavior. Your peers should be able to determine what caused the negative relationship to improve and the gifted intelligent behaviors displayed.</p> <p>Journal: What gifted intelligent behaviors do you use when you share? How do you know?</p> <p style="text-align: center;">V * L S M B * P * I N _</p> |
| <p style="text-align: center;">Understanding Learner (C) Intuitive-Thinking</p> <p>Imagine you are one of the three little pigs and two of your siblings are not getting along with each other. One is being greedy and the other feels like it isn't fair. Create a Venn diagram to compare and contrast your siblings' use of gifted intelligent behaviors. Your diagram needs to include your two siblings and at least three gifted intelligent behaviors. Your work will be judged by your peers based on the explanation you provide for where each gifted intelligent behavior is placed on the Venn diagram.</p> <p>Journal: What gifted intelligent behaviors does a greedy person often lack? How do you know?</p> <p style="text-align: center;">V L S * M B P I * N _</p> | <p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Imagine you are a dance teacher. Watch the safari video on JanBrett.com or a clip of "Lion King on Broadway." Using an African song from the CD you are given, create a dance using animal movements. Teach the dance to a friend. Perform the dance for others in your group. Your performance will be judged based on the various animal movements that you incorporate into the dance.</p> <p>Journal: What gifted intelligent behaviors did you use to create and teach the dance?</p> <p style="text-align: center;">V * L S M * B * P I * N * _</p> |

Real World Connections With Products: Discuss, create, imagine, explain, construct, model, perform

Real World Applications: Dance teacher, choreographer, author, writer, actor/actress, guidance counselor

Real World Terms: dance, create, write, design, act, compare, contrast, flow chart

Connect all products 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 change over time

More Complex Generalizations (Two or more concepts):

How do gifted intelligent behaviors allow relationships to change?

How can conflicts cause relationships to change over time?

Essential Question:

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

How did the sequence of events in the story affect the relationship of the two main characters?

How do the sequence of events in your life affect your relationship with friends and family?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper
- African Music tape/CD
- Musical instruments
- Tape recorder/CD player
- Crayons/Markers

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

Conceptual Perspectives:

- What makes relationships?
- Why is a relationship important?
- How can relationships be positive and negative?
- How are relationships built or broken?
- How does greediness affect a relationship?

Intelligent Behaviors:

- How do you show perseverance when going on a journey?
- How do you demonstrate these Gifted Intelligent Behaviors when sharing with a friend in class?
- Which Gifted Intelligent Behaviors are not being shown that contribute to greediness?
- In what ways can we demonstrate the following Gifted Intelligent Behaviors: finding humor, persistence, and creating-innovating-imagining?

Literary Perspective:

- Identify the animals in the book and choose your favorite animal.
- Why did you choose this animal?

Student/Teacher Reflections

Conduct a class reenactment of the book, Honey...Honey...Lion. Students will choose an animal from the story and role-play their chosen animals.

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

K-2

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

| | |
|---|--|
| <p align="center">Mastery Learner (A) Sensing- Thinking</p> <p>You are an architect who has been asked to design a playground for your school. Looking at eight different shapes, draw the playground and graph the number of each type of block you used in the drawing. Evaluate the blocks you have available to decide if you have enough to build your design. Then create the playground design using the shapes provided. Share your design with a partner. A successful design will incorporate at least one of each of the eight shapes. Your design will be evaluated based upon its likeness to the “drawn” playground and the use of all eight shapes.</p> <p>Journal: What intelligent behaviors did you use in designing your playground?</p> <p align="center">V * L * S * M * B * P * I * N *</p> | <p align="center">Interpersonal Learner (B) Sensing-Thinking</p> <p>Imagine you are a zoologist making a pamphlet about your zoo. Determine the animals that you have in your zoo. How would you group (sort) the animals in your pamphlet? Create your pamphlet. Trade pamphlets with a partner and evaluate how they grouped their animals. Discuss your decision with your partner to check for accuracy. You will need at least three animals in a minimum of three groups. Your pamphlet will be judged based on the grouping of your animals and the number of groups that you created.</p> <p>Journal: What gifted intelligent behaviors did you use when creating your pamphlet?</p> <p align="center">V * L * S * M * B * P * I * N *</p> |
| <p align="center">Understanding Learner I Intuitive-Thinking</p> <p>You are a designer creating cages for a new zoo. Using one of the animal cut outs provided, trace around its shape onto a piece of graph paper. Count the number of squares it covered. You need a cage large enough to hold four of your animals. How many units large must the cage be? Explain how you arrived at your answer on a piece of paper provided. Your work will be judged based on the logic of the explanation provided.</p> <p>Journal: What gifted intelligent behaviors did you use to determine the size of your cage?</p> <p align="center">V * L * S * M * B * P * I * N *</p> | <p align="center">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>You are an artist. Using tangrams, create an animal shape. Trace your animal onto a piece of paper, distinguishing all seven shapes. Write three sentences explaining how you used the shapes to make your animal. A successful product will display an animal that is created using all seven shapes. Your explanation will be judged based on the content in the sentences.</p> <p>Journal: What gifted intelligent behavior did you use to complete your animal shape?</p> <p align="center">V * L * S * M * B * P * I * N *</p> |

| | |
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| | |
|--|--|

Real World Connections With Products: Categorize, sort, graph, defend, create, extrapolate, think, pair, share, describe

Real World Applications: Math teacher, author, designer, publisher, architect, zoologist

Real World Terms: Teach, publish, solve, create, design, innovate, evaluate, share, discuss

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

Concept Focus:
Relationships

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

More Complex Generalizations (Two or more concepts):
How do gifted intelligent behaviors allow relationships to change?
How can conflicts cause relationships to change over time?

Essential Question:

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

How is creative, imaginative, and innovative problem solving common in relationships?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Attribute blocks
- Tangrams
- Animal cut outs
- Pamphlet examples
- Paper
- Crayons
- Graph paper
- Scissors
- Glue

MetaCognitive Discussion (Essential Questions): (Whole Group)

Conceptual Perspectives:

- What makes a relationship?
- Why is a relationship important?
- How can relationships be positive and negative?
- How are relationships built or broken?
- How does greediness affect a relationship?

Intelligent Behaviors:

- Which Gifted Intelligent Behaviors do you use to solve problems?
- How do you demonstrate these Intelligent Behaviors on a daily basis?
- Which Intelligent Behaviors are not being shown that contribute to greediness?
- In what ways can we demonstrate the following Intelligent Behaviors: finding humor, persistence, and creating-innovating-imagining?

Literary Perspective:

- Count the different kinds of animals in the story. Draw the animals you found and number them.

Student/Teacher Reflections:

Reenact a word problem that uses animals. Discuss the possible ways to solve the problem and reach an answer as a class.

Additional Support Materials: These materials are not directly in our unit but can be used as other materials to use throughout the duration of the unit.

Favorite Read-Alouds:

- Warthog in the Kitchen By: Pamela Duncan Edwards, Henry Cole
- Platypus Lost By: Janet Stevens
- Miss Bindergarten Takes a Field Trip With Kindergarten By: Joseph Slate
- Julius By: Angela Johnson
- Mouse and Moose By: Michael Harry

Finger Plays, Nursery Rhymes and Songs: *These finger plays and others can be found at www.thebestkidsbooksite.com/fingerplays-for-kids.cfm*

- Five Monkeys
- Elephant
- Jungle Animals

Video Clips:

- Jungle Book
- Lion King

Paintings & Prints:

- African Art (masks, cloths, etc.)

NCSCOS (Kindergarten)

Language Arts:

2.01
2.09
3.04
4.01
4.03
4.04

Math

1.01e
3.02
4.01
4.02
5.01
5.02

Science

1.01
1.02
1.03

Social Studies

1.04
3.01
5.02

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

**Caryn Young\Brunswick and Pam Brothers\Rowan-Salisbury
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 – Friendship

Literature Selection – Private and Confidential

Author – Marion Ripley

| 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

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

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)

- Empathy
- Acceptance
- Conflict
- Braille
- Communication
- Private
- Friendship
- Confidential
- Pen pal
- Infer
- Recall
- Differentiating
- Australia
- Announcement
- Airmail
- Braille machine

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. Consider how Malcolm feels when he got a letter he could not read. How might this affect a relationship? |
| 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.

| | |
|---|---|
| <p style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>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.</p> <p style="text-align: center;">V*_L_S*_M__B__P__I__N__</p> | <p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <p>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?</p> <p style="text-align: center;">V__L__S__M__B__P*_I__N__</p> |
| <p style="text-align: center;">Understanding Learner (C) Intuitive-Thinking</p> <p>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?</p> <p style="text-align: center;">V*_L__S__M__B__P__I*_N__</p> | <p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>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?</p> <p style="text-align: center;">V*_L__S__M*_B__P*_I__N__</p> |

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.

**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 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 Private and Confidential 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.

| | | | | | | | | | | | | | | | | | | | | | |
|---|--|--------------|---|---|--|------|---|---|---|---|-------|---|---|---|--|---------|---|---|---|--|--|
| <p align="center">Mastery Learner (A) Sensing- Thinking</p> <p>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?</p> <p align="center">V _ L * S _ M _ B _ P _ I _ N _</p> | <p align="center">Interpersonal Learner (B) Sensing-Thinking</p> <p>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.</p> <p align="center">V * _ L * _ S _ M _ B _ P * _ I _ N _</p> | | | | | | | | | | | | | | | | | | | | |
| <p align="center">Understanding Learner (C) Intuitive-Thinking</p> <p>Summarize the following data:</p> <table border="0"> <tr> <td></td> <td align="center" colspan="4">Letters Sent</td> </tr> <tr> <td>week</td> <td align="center">1</td> <td align="center">2</td> <td align="center">3</td> <td align="center">4</td> </tr> <tr> <td>Laura</td> <td align="center">3</td> <td align="center">6</td> <td align="center">9</td> <td></td> </tr> <tr> <td>Malcolm</td> <td align="center">2</td> <td align="center">4</td> <td align="center">6</td> <td></td> </tr> </table> <p>*Teacher would expand on this chart to enable students to fill in for 7 weeks.</p> <p>Fill in the blanks on the chart. What gifted intelligent behaviors are you using when you analyze this data?</p> <p align="center">V _ L * S _ M _ B _ P _ I _ N _</p> | | Letters Sent | | | | week | 1 | 2 | 3 | 4 | Laura | 3 | 6 | 9 | | Malcolm | 2 | 4 | 6 | | <p align="center">Self-Expressive Learner (D) Intuitive-Feeling</p> <p align="center"><i>15 second test</i></p> <p align="center"><u>Test 1</u></p> <p>Children write numbers 1-20 with their right hand on an index card. Discuss feelings.</p> <p align="center"><u>Test 2</u></p> <p>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.</p> <p align="center">V * _ L * _ S * _ M _ B * _ P _ I * _ N _</p> |
| | Letters Sent | | | | | | | | | | | | | | | | | | | | |
| week | 1 | 2 | 3 | 4 | | | | | | | | | | | | | | | | | |
| Laura | 3 | 6 | 9 | | | | | | | | | | | | | | | | | | |
| Malcolm | 2 | 4 | 6 | | | | | | | | | | | | | | | | | | |

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.

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(s):

(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

- 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.

| | |
|---|---|
| <p style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>You are a detective. Choose a book from the Friendship Book Basket. As you read, search for clues that detect change in the relationship between the characters. List each clue and provide the evidence of the change. Create a list of gifted intelligent behaviors detected in your book. Provide one piece of evidence for each behavior listed. Explain both lists to your group. Your work will be judged by the clarity of your oral presentation and the written lists.</p> <p style="text-align: center;">V* _ L _ S _ M _ B _ P _ I* _ N _</p> | <p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <p>You are an actor. For your small group of peers, role play a change in a relationship that happens over a period of time using puppets, music, etc. Your performance will be evaluated by your audience of peers. A successful performance will show a positive or negative change. The audience should be able to determine which gifted intelligent behaviors are used during the performance.</p> <p style="text-align: center;">V* _ L* _ S _ M* _ B* _ P* _ I _ N _</p> |
| <p style="text-align: center;">Understanding Learner (C) Intuitive-Thinking</p> <p>You are a playwright studying a series of pictures to get ideas for a new story on relationships. With a partner create an oral story about each picture and how it might change over time. Independently, choose the illustration that you think shows the most significant change over time. Discuss your reasons with a partner. A successful discussion needs to include at least three reasons to support your choice of picture.</p> | <p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Your family reunion is in two weeks. You have been asked to create a scrapbook showing how your relationship with a family member (mom, dad, grandparent, etc.) has changed over time. Beginning with your birth, select special times in your life when you and the person shared a relationship, positive or negative. Illustrate and journal the change shown in your pictures. On the last page, predict what your relationship will be like in ten years. Imagine what you both will look like and illustrate. Also include what gifted intelligent behaviors you used to organize your scrapbook. Your product will be</p> |

| | |
|-----------------------------------|---|
| V* _ L _ S* _ M _ B _ P _ I _ N _ | judged by a predetermined rubric |
| | V _ * _ L _ * _ S _ * _ M _ B _ P _ I _ * _ N _ |

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/playwright, author, librarian, teacher, friend to friend, student to author, mother to child, child to grandparent, detective, actor/actress

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

Connect all products 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
- Puppets
- Note cards
- Picture cards
- Books on friendship
- Student pictures

- Paper
- 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 Private and Confidential and The Printer?

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.

| | |
|--|--|
| <p style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>You are a biographer who has found a box with letters from President Bush to Elizabeth Dole. You organize them by the month they were written.</p> <p>January: 5 letters March: 2 letters July: 1 letter August: 5 letters October: 10 letters November: 15 letters</p> <p>Generate a line or bar graph showing the data you found. Analyze the graph and hypothesize how the data demonstrates a change in their relationship over the year. Be prepared to summarize your finding to your classmates. Your work will be judged by a predetermined rubric.</p> <p style="text-align: center;">V _ L * S _ M _ B _ P _ I _ N _</p> | <p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <p>You are a member of your group. Design a banner for your group to present to your pen pals on our Pen Pal Day. Your banner needs to include repeated and extended patterns. After you have designed your banner with the group, each of you should write a small note to your pen pal on the banner. The note should tell your pen pal how their letters have made you feel. Your work will be evaluated on how accurate your patterns are and the teacher's observations of how well you interact with your group.</p> <p style="text-align: center;">V * L * S * M _ B _ P * I * N _</p> |
| <p style="text-align: center;">Understanding Learner (C) Intuitive-Thinking</p> <p>You are a writer for your autobiography. Construct a timeline with important events from your life. Write a summary explaining how you feel your family and friends have helped you with each event. Your timeline and summary will be judged according to the accuracy and correlation of events.</p> | <p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>You are an artist making a gift for one of your friends. Create a present for your friend that is three footprints long and five footprints wide. You can use any of the provided materials to create your present. Be prepared to explain how you believe the present will make your friend feel. Your work will be evaluated by your creativity and the accuracy of your measurements.</p> |

| | |
|-----------------------------------|---|
| V * L * S * M * B * P * I * N _ _ | V * _ L * _ S * _ M * B * _ P * _ I * _ N _ |
|-----------------------------------|---|

Real World Connections With Products: Create, construct, explain, summarize, organize, measure, compare, graph, generate, graph, analyze, design, evaluate

Real World Applications: Biographer, author, artist, innovator

Real World Terms: organize, line graph, bar graph, pen pal, patterns, autobiography, timeline, summary, create, measurement

Connect all products 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

Project Bright IDEA 2: Interest Development Early Abilities

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



Concept: Survival

Topic: Decision Making

K-2

By: Amy Collins, Rowan-Salisbury Public Schools and
Donna Flowers, Hickory Public Schools

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

The American Association For Gifted Children at Duke University

Big Ideas Manifested

Topic – Decision Making

Literature Selection – *Miss Bridie Chose a Shovel*, by Leslie Connor

| Concepts | Themes |
|--|--|
| <p>Conflict resources Exploration resourcefulness Change order vs. chaos Resilience survival relationships</p> | <p>Conflict may be natural or human-made Conflict can be internal or external Exploration confronts the unknown Change is inevitable. Order leads to chaos and chaos leads to order Order may have repeated patterns Survival leads to resourcefulness Survival is instinctive Survival crosses all cultures</p> |
| Issues or Debates | Problems or Challenges |
| <p>Practicality vs. sentimentality</p> | <p>How to adapt to a new situation. Accepting change as inevitable. Overcoming gender issues in order to survive How to thrive in a hostile environment.</p> |
| Processes | Theories |
| <p>Problem Solving Decision making</p> | <p>Survival of the fittest All things work together for good</p> |
| Paradoxes | Assumptions or Perspectives |
| <p>Less is more Using something old to make something new</p> | <p>Women can do anything men can do</p> |

Concept: Survival

Topic: Decision Making

Suggested Literature Selection(s): *Miss Bridie Chose a Shovel*, by Leslie Connor

Look and Listen for...

Gifted Intelligent Behaviors

Story Focus Persistence, creating, imagining, innovation and thinking flexibly

Student Activities Taking responsible risks, thinking and communicating with clarity and precision, Thinking flexibly, Metacognition, Questioning and posing problems, Finding humor

Thinking Skills Focus: Describing people and things

Topic Focus: Decision Making

Concept Focus: Survival

Overarching Generalizations: Survival leads to resourcefulness.
Survival is instinctive
Survival crosses all cultures.

More Complex Generalizations (Two or more concepts):

Relationships are important in survival.

In order to survive we need to be able to adapt or change.

Directions for Teachers:

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

Suggested Topics for Discussion:

How to thrive in a hostile environment, how to adapt to a new situation, seasons, immigration, women's issues

Suggested Vocabulary Words for Discussion: survival, immigration, resources, instincts, community, interdependence

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 the meaning of the vocabulary words. Have children demonstrate the meanings through: role-playing, journal writings, 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 |
| Display a picture of an extreme environment. What are the characteristics of this environment? Brainstorm what is necessary to live in this environment. |
| Facet 2 - INTERPRETATION |
| Display a picture of an extreme environment. Brainstorm what would be needed to survive in this environment. Have a group discussion about what would be the implication of going into this environment unprepared? |
| Facet 3 - APPLICATION |
| Display a picture of an extreme environment. Design a house suitable for this environment. How might this house help use to survive in this environment? |
| Facet 4 - PERSPECTIVE |
| Display a picture of an extreme environment. Using a graphic organizer, such as a Y map or a double bubble, compare and contrast this environment with the student’s environment. How is this environment similar to or different from your environment. |
| Facet 5 – EMPATHY |
| Read a story or article or use a video clip depicting a child who lives in this hostile environment. In your journal, answer the following question: What would it be like to walk in the main character’s shoes? |
| Facet 6 – SELF-KNOWLEDGE |
| Reflect on the first day of school. With a partner answer the following question; what skills did you need to survive the first day of school? |

Read: *Miss Bridie Chose a Shovel*
Task Rotation Learning Activities

K-2

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

| | |
|---|---|
| <p align="center">Mastery Learner (A) Sensing- Thinking</p> <p>Review <i>Miss Bridie Chose a Shovel</i>. Complete a flow chart showing the beginning, middle, and end. Write the response of the back of your flow chart. How do Miss Bridie’s actions show that survival is instinctive? What GIB did you use to explain your answer?</p> <p align="center">V * L _ S * M _ B _ P _ I * N _</p> | <p align="center">Interpersonal Learner (B) Sensing-Thinking</p> <p>With a partner, discuss how Miss Bridie helped others with her shovel. Reflect on a time you used a personal item to help another and make a poster about that time. How did this act help someone survive? What GIB did you use in creating your poster?</p> <p align="center">V * L _ S * M _ B _ P _ I * N _</p> |
| <p align="center">Understanding Learner (C) Intuitive-Thinking</p> <p>Listen to the song “I Will Survive” while looking at the words. Analyze the song and compare it to the choice Miss Bridie made to survive. Is she like the person in the song? How is he like the person in this song? Be prepared to argue your points. What GIB did you use in this task?</p> <p align="center">V * L _ S _ M * B _ P * I * N _</p> | <p align="center">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>In your journal, reflect on the events of Miss Bridie’s life. What would the outcomes be had she chosen the chiming clock? Porcelain doll? Would she have been able to survive if she had chosen differently? Why or why not? What GIB did you use in this task.</p> <p align="center">V * L _ S _ M _ B _ P _ I * N _</p> |

Real World Connections With Products:

Art work, paintings, songs, lyrics, music

Real World Applications:

Artist, singer

Real World Terms:

Cultivate, create, design, decision-making, problem solving, analyze, reflect, develop, compare, and advise

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

Concept Focus:

Overarching Generalizations:

Survival leads to resourcefulness.

Survival is instinctive

Survival crosses all cultures.

More Complex Generalizations (Two or more concepts):

Relationships are important in survival.

In order to survive we need to be able to adapt or change.

Essential Question

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

What survival skills would a gardener, salesperson, or a baker need to be resourceful? Why?

What relationships do these people need to make in order to survive? How do GIBs help them to adapt and change for survival?

Materials Needed for Task Rotation and/or Task Rotation Menu

- CD – Gloria Gaynor “I Will Survive.”
- CD player
- Journal
- Construction paper
- Crayons and markers

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:

How can survival lead to resourcefulness? Why or why not?
How is survival instinctive?
How does survival cross all cultures?
Why are relationships important in survival?
In what ways do we need to adapt or change in order to survive?

Gifted Intelligent Behaviors:

1. What GIBs did Miss Bridie demonstrate?
2. Did you use any of the same GIBs as Miss Bridie? Any different?
3. Which GIBs are your strongest?
4. Which GIBs would you like to work on?
5. How did Miss Bridie demonstrate the following GIBs?
 - Taking responsible risks
 - Thinking and communicating with clarity and precision
 - Thinking flexibly
 - Metacognition
 - Questioning and posing problems
 - Finding humor
6. How do you demonstrate these GIBs?
 - Taking responsible risks
 - Thinking and communicating with clarity and precision
 - Thinking flexibly
 - Metacognition
 - Questioning and posing problems
 - Finding humor

Literary Perspectives:

How did Miss Bridie relationships to other people in Miss Bridie Chose a Shovel help them to survive?
Do you think you are more similar or different from Miss Bridie?

Student/Teacher Reflections

Math Task Rotation Learning Activities

K-2

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

| | |
|--|--|
| <p style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>Using the story problems generated in rotation station D, choose a paper and solve the problems. Do not choose your own paper. Demonstrate how you solved the problems using pictures, words or numbers. In your math journal, explain a real world situation that would require this type of problem solving. Why is it necessary to have this ability to solve problem to survive in the world? What GIB did you use to solve the problems?</p> <p style="text-align: center; margin-top: 20px;">V*_L*_S*_M*_B*_P*_I*_N*_</p> | <p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <p>In a group of four, using measuring cups and measuring spoons, follow the recipe to make travel mix. Each person in the group should take turns in measuring. How is the ability to measure and prepare food a means of survival? What GIBs were necessary to complete this task?</p> <p style="text-align: center; margin-top: 20px;">V*_L*_S*_M*_B*_P*_I*_N*_</p> |
| <p style="text-align: center;">_Understanding Learner (C) Intuitive-Thinking</p> <p>Supply students with a shovel outline. Using the shovel outline, fill it in using the pattern blocks provided. The shapes should not overlap and should fit within the lines. What shapes did you use? How many of each shape did you use? Are there another ways you could have filled in the shovel? Use your math journal. How did your decision-making skills used in completing this task show your resourcefulness? What GIB did you use to complete your shove?</p> <p style="text-align: center; margin-top: 20px;">V*_L*_S*_M*_B*_P*_I*_N*_</p> | <p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Using scenarios from the text, for example, selling plants make up a story problems using money (quarters, dimes, nickels, pennies). These problems can be addition or subtraction. For example, Miss Bridie sold 5 flowers for 10 cents. How much money did they cost? Write 5 problems and solve them on a separate sheet of paper. Why do we need to be able to use money for surviving? What GIBs did you use when manipulating money?</p> <p style="text-align: center; margin-top: 20px;">V*_L*_S*_M*_B*_P*_I*_N*_</p> |

Real World Connections With Products:

Products sold, bread, cakes, pastries

Real World Applications:

Sales person, baker, mathematician

Real World Terms:

Cultivate, create, design, decision-making, problem solving, analyze, reflect, develop, compare, and advise

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

Concept Focus:**Overarching Generalizations:**

Survival leads to resourcefulness.

Survival is instinctive

Survival crosses all cultures.

More Complex Generalizations (Two or more concepts):

Relationships are important in survival.

In order to survive we need to be able to adapt or change.

Essential Question

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

What survival skills would a gardener, salesperson, or a baker need to be resourceful? Why? What relationships do these people need to make in order to survive? How do GIBs help them to adapt and change for survival?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper
- Pencil
- Measuring cups and spoons
- Ingredients for travel mix
- Shovel outline
- Pattern blocks
- Math journal

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:

How does survival lead to resourcefulness? Why or why not?
How is survival instinctive?
How does survival cross all cultures?
Why are relationships important in survival?
In what ways do we need to adapt or change in order to survive?

Gifted Intelligent Behaviors:

1. What GIBs did Miss Bridie demonstrate?
2. Did you use any of the same GIBs as Miss Bridie? Any different?
3. Which GIBs are your strongest?
4. Which GIBs would you like to work on?
5. How did Miss Bridie demonstrate the following GIBs?
 - Taking responsible risks
 - Thinking and communicating with clarity and precision
 - Thinking flexibly
 - Metacognition
 - Questioning and posing problems
 - Finding humor
6. How do you demonstrate these GIBs?
 - Taking responsible risks
 - Thinking and communicating with clarity and precision
 - Thinking flexibly
 - Metacognition
 - Questioning and posing problems
 - Finding humor

Literary Perspective:

In Miss Bridie Chose a Shovel, how did Miss Bridie have to use measurement?
In the book, when did Miss Bridie have to use problem-solving skills?

Student/Teacher Reflections

Concept: Survival

Topic: Decision Making

Generalization(s): Survival leads to resourcefulness. Survival is instinctive. Survival crosses all cultures.

Essential Question(s): Given what we know about survival, what resources do we need in order to survive at school? At home? With friends?

Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|-------|---|---|--|--|
| 1 | Examine the pictures of various environments provided by the teacher. Group them and label your groups. | Book Review of <i>Miss Bridie Chose a Shovel</i> . Using a generic book report template, students should fill in the blanks to complete your book review. | Design a CD cover for a song about survival in today's society. You may use picture from magazine or you may draw the picture. | Think of a time you had to make a decision about what to bring to a friends house. Make a list of the items you would need to take with you. Write this list on the paper provided and share your list with a partner. |
| 2 | Examine the pictures provided. Group them and label your groups. Write a sentence using your label as the topic of the sentence. | In your journal, write a book review of <i>Miss Bridie Chose a Shovel</i> , and include the following: What you liked and disliked about the story; what GIBs did Miss Bridie use; and would you recommend this book to a friend, why or why not. | Write a song or poem about Miss Bridie's survival in her new country. Write at least 4 lines. | Think of a time you had to make a decision about what to bring to a friends house. Make a list of the items you would need to take with you. Write this list on the paper provided. Explain why you need these items. |
| 3 | Examine the pictures provided. Group them and label your groups. Write a topic sentence and 3 or more related sentences for one of your groups. | Analyze the ending of <i>Miss Bridie Chose a Shovel</i> . Write a different ending for the story. | Write a song or poem about survival in today's society. Be prepared to teach your song or poem to the class. | You have gone to a friend's house to stay overnight. You forgot to bring your suitcase. Write a story to explain the problem and how you would survive without your necessities |

Real World Connections With Products:

Commercial artwork, books, articles, newspaper

Real World Applications:

Graphic artist, writer, editor

Real World Terms:

Cultivate, create, design, decision-making, problem solving, analyze, reflect, develop, compare, and advise

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

Concept Focus:**Overarching Generalizations:**

Survival leads to resourcefulness.

Survival is instinctive

Survival crosses all cultures.

More Complex Generalizations (Two or more concepts):

Relationships are important in survival.

In order to survive we need to be able to adapt or change.

Essential Question

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

What survival skills would a gardener, salesperson, or a baker need to be resourceful? Why?

What relationships do these people need to make in order to survive? How do GIBs help them to adapt and change for survival?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Crayons or markers
- Paper
- Pencils
- Picture cards
- Book review template
- Journal

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:

How does survival lead to resourcefulness? Why or why not?

How is survival instinctive?

How does survival cross all cultures?

Why are relationships important in survival?

In what ways do we need to adapt or change in order to survive?

Gifted Intelligent Behaviors:

1. What GIBs did Miss Bridie demonstrate?

2. Did you use any of the same GIBs as Miss Bridie? Any different?

3. Which GIBs are your strongest?

4. Which GIBs would you like to work on?

5. How did Miss Bridie demonstrate the following GIBs?

Taking responsible risks

Thinking and communicating with clarity and precision

Thinking flexibly

Metacognition

Questioning and posing problems

Literary Perspective:

What have we learned from Miss Bridie Chose a Shovel?

How could we emulate Miss Bridie's resourcefulness in our own lives?

Would you consider the lessons we learned from Miss Bridie important? Why?

Student/Teacher Reflections:

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

K-2

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

| | |
|---|---|
| <p align="center">Mastery Learner (A) Sensing- Thinking</p> <p>You are a reporter. You must interview a person in your family. Write an article focusing on the five most important events in that person’s life. In your article, tell how one item is extremely important to the survival of the person’s community and self. Your work will be judged on proper writing mechanics and content.</p> <p>Journal: Which gifted intelligent behavior played the most important role in the person’s life? How do you know?</p> <p align="center">V__L*S*_M__B__P__I*_N__</p> | <p align="center">Interpersonal Learner (B) Sensing-Thinking</p> <p>Your pen pal from another country is coming to America. Your friend may bring only one item to this new country. The friend may bring his/her teddy bear, a gold bracelet, or a book. What would you advise your pen pal to bring and why? Predict how this item will help him/her survive in America. Your work will be judged through written response. Create a letter to your pen pal explaining your choice.</p> <p align="center">V_*L__S__M__B*_P*_I*_N__</p> |
| <p align="center">Understanding Learner (C) Intuitive-Thinking</p> <p>Imagine your parents tell you that your family is moving to a new town. You will be going to a new school. When you meet your new teacher, she asks you to bring something from your old school for show-and-tell. Look around our classroom. Select an item you would take if you were moving and were asked to share this with your new class. On a piece of paper, tell what the item is and construct a list explaining why you chose this item. Your work will be judged based on the rationale for your choice.</p> <p>Journal: What gifted intelligent behaviors did you use in choosing your item?</p> <p align="center">V*_L__S__M__B__P__I*_N__</p> | <p align="center">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>You are coordinating your family vacation. You may choose one of the following destinations: the Arctic, the tropical rainforest, or a Caribbean island. Evaluate your choices of items to pack in a suitcase. Create a collage of your destination choice and items needed to survive in this environment. In your journal, respond to the following question: Why did you pack each of the items? Your product must meet the following standards: display pictures representative of the environment and display the items carried in the suitcase. Your journal will be judged based on the quality of reasons you share for item selection.</p> <p align="center">V*_L__S*_M__B__P__I*_N__</p> |

Real World Connections With Products:

Planned trips, satisfied customers, interviewing

Real World Applications:

Travel agent, reporter, pen pal, moving family

Real World Terms:

Cultivate, create, design, decision-making, predict, explain, problem solving, analyze, reflect, develop, compare, and advise

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

Concept Focus:

Overarching Generalizations:

Survival leads to resourcefulness.

Survival is instinctive

Survival crosses all cultures.

More Complex Generalizations (Two or more concepts):

Relationships are important in survival.

In order to survive we need to be able to adapt or change.

Essential Question

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

What survival skills would a gardener, salesperson, or a baker need to be resourceful? Why? What relationships do these people need to make in order to survive? How do GIBs help them to adapt and change for survival?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper
 - Pencils
 - Journal
 - Construction paper suitcases
 - Pictures for gluing in suitcases
 - Glue
- Books depicting the Arctic, the Tropical Rain Forest, and the Caribbean.

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:

How does survival lead to resourcefulness? Why or why not?

How is survival instinctive?

How does survival cross all cultures?

Why are relationships important in survival?

In what ways do we need to adapt or change in order to survive?

Gifted Intelligent Behaviors:

1. What GIBs did Miss Bridie demonstrate?
2. Did you use any of the same GIBs as Miss Bridie? Any different?
3. Which GIBs are your strongest?
4. Which GIBs would you like to work on?
5. How did Miss Bridie demonstrate the following GIBs?
 - Taking responsible risks
 - Thinking and communicating with clarity and precision
 - Thinking flexibly
 - Metacognition
 - Questioning and posing problems
 - Finding humor
6. How do you demonstrate these GIBs?
 - Taking responsible risks
 - Thinking and communicating with clarity and precision
 - Thinking flexibly
 - Metacognition
 - Questioning and posing problems
 - Finding humor

Literary Perspective:

Would you recommend Miss Bridie Chose a Shovel to a friend? Why or why not?

Do you think Miss Bridie's choice to leave her country was a good one? Why or why not?

Student/Teacher Reflections

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

K-2

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

| | |
|--|---|
| <p align="center">Mastery Learner (A) Sensing- Thinking</p> <p>You are an engineer. Your task is to identify the length of a real shovel. Using paper clips, linking cubes, and your hand, predict which item will be the most accurate measurement tool. Then measure the shovel with each item. You will need to complete a tally chart of the length of the shovel showing the number of paper clips, linking cubes, and hands used. Then construct a bar graph based on your tally chart.</p> <p>Math Journal: Explain if your prediction is supported by your results. Tell why you feel the item you predicted did or did not provide the most accurate measurement.</p> <p align="center">V * L * S _ M _ B * P _ I * N _</p> | <p align="center">Interpersonal Learner (B) Sensing-Thinking</p> <p>You are a cooking school student. You are to carry out the task of baking a loaf of homemade bread with fellow students. Using measuring cups and measuring spoons, follow the recipe provided to make a loaf of bread. Each participant will be assigned a specific ingredient to measure and add to the recipe. A successful result will be an edible loaf of bread.</p> <p>Journal: What gifted intelligent behaviors are necessary to complete this task?</p> <p align="center">V _ L * S _ M _ B * P * I _ N _</p> |
| <p align="center">Understanding Learner (C) Intuitive-Thinking</p> <p>You are an airport screener. You open up the suitcase of someone returning from the rainforest and find the following items: (determined by the teacher). How could you organize the pictures the traveler had to determine what he was doing in the rainforest?</p> <p>Math journal: Explain how you sorted the items in the suitcase. Hypothesize the traveler's business in the rainforest.</p> <p align="center">V * L * S * M _ B _ P _ I * N *</p> | <p align="center">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>You are the town bakery owner. The mayor of the town has assigned you the task of creating a new town cookie. Using a basic sugar cookie recipe, add new ingredients to produce a new flavored cookie. Include the amounts of each new ingredient. Construct your recipe in written form. A successful result will be your written recipe to be designed into a class recipe book.</p> <p align="center">V _ L _ S * M _ B _ P _ I * N _</p> |

Real World Connections With Products:

Bread, pastries, cakes, measurement, recipes, traveler

Real World Applications:

Baker, cooking school student, bakery owner, airport screener, world traveler

Real World Terms:

Cultivate, create, design, decision-making, measure, predict, bar graph, tally chart, problem solving, analyze, reflect, develop, compare, and advise

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

Concept Focus:

Overarching Generalizations:

Survival leads to resourcefulness.

Survival is instinctive

Survival crosses all cultures.

More Complex Generalizations (Two or more concepts):

Relationships are important in survival.

In order to survive we need to be able to adapt or change.

Essential Question

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

What survival skills would a gardener, salesperson, or a baker need to be resourceful? Why? What relationships do these people need to make in order to survive? How do GIBs help them to adapt and change for survival?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Measuring cups and spoons
- Quick bread recipe
- Ingredients for bread
- Available oven
- Construction paper
- Markers or crayons
- Sorting mats
- Pictures for sorting
- shovel
- paper clips and linking cubes
- paper
- sugar cookie recipe
- math journal

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:

How does survival lead to resourcefulness? Why or why not?

How is survival instinctive?

How does survival cross all cultures?

Why are relationships important in survival?

In what ways do we need to adapt or change in order to survive?

Gifted Intelligent Behaviors:

1. What GIBs did Miss Bridie demonstrate?
2. Did you use any of the same GIBs as Miss Bridie? Any different?
3. Which GIBs are your strongest?
4. Which GIBs would you like to work on?
5. How did Miss Bridie demonstrate the following GIBs?
 - Taking responsible risks
 - Thinking and communicating with clarity and precision
 - Thinking flexibly
 - Metacognition
 - Questioning and posing problems
 - Finding humor
6. How do you demonstrate these GIBs?
 - Taking responsible risks
 - Thinking and communicating with clarity and precision
 - Thinking flexibly
 - Metacognition
 - Questioning and posing problems
 - Finding humor

Literary Perspective:

How did Miss Bridie's abilities to cook and garden help her survive?

Was the shovel the best tool she could have picked? What other tool could she have picked that would be just as useful?

Student/Teacher Reflections:

Additional Support Materials:

Favorite Read-Alouds:

Improve Your Survival Skills by Lucy Smith

Memories of Survival by Esther Nisenthal Krinitz and Bernice Steinhardt

Could You Be A Mouse? (Survival Series) by John Norris Wood

Related Bright Idea Books:

Candy Shop

Knockin' on Wood

The Printer

Hachika

An Elephant in the Backyard

Sequoyah

Hand in the Time of the Tulips

Paul Revere's Ride

Finger Plays, Nursery Rhymes and Songs:

“Speaking of Survival – Class cassette”

“I Will Survive: The Anthology” by Gloria Gaynor

Video Clips:

Paintings & Prints:

Photograph of Africa, [http://: space imaging.com](http://spaceimaging.com)

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' GIBs? Please discuss how each GIB 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