

Project Bright IDEA 2: Interest Development Early Abilities

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



**Concept:
Conflict
Topic:
Relationships
K-2**

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Exceptional Children Division
Academically or Intellectually Gifted Program**

The American Association For Gifted Children at Duke University

Big Ideas Manifested

Topic -Relationships

Literature Selection –The Bully Blockers Club

Author –Teresa Bateman

Concepts	Themes
Conflict	Conflict may allow for synthesis and change.
Issues or Debates	Problems or Challenges
Bullying	Building a positive community
Processes	Theories
Problem-Solving	Bullies often target children who are alone or different
Paradoxes	Assumptions or Perspectives
All for one and one for all	Bullies feel secure in themselves

Concept: Conflict

Topic: Relationships

Suggested Literature Selection(s): The Bully Blockers Club

Look and Listen for...

Gifted intelligent Behaviors

Story Focus Thinking About Your Thinking, Questioning and Posing Problems, Persisting, Creating, Imagining and Innovating, Taking Responsible Risks, Thinking Flexibly, Thinking and Communicating with Clarity and Precision, Remaining Open to Continuous Learning, Listening and Understanding with Empathy, Applying Past Knowledge with New Situations

Student Activities Thinking About Your Thinking, Questioning and Posing Problems, Persisting, Creating, Imagining and Innovating, Taking Responsible Risks, Thinking Flexibly, Thinking and Communicating with Clarity and Precision, Remaining Open to Continuous Learning, Listening and Understanding with Empathy, Applying Past Knowledge with New Situations

Thinking Skills Focus: Analogies with shapes (pg. 107)

Topic Focus: Relationships

Concept Focus: Conflict

Overarching Generalizations:

- Conflict may allow for synthesis and change.
- Conflict can be positive or negative.
- Conflict teaches.
- Conflict can bring about change.

More Complex Generalizations (Two or more concepts):

- Conflict is a part of life and can bring about positive or negative relationships.

Directions for Teachers:

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

Suggested Topics for Discussion:

Suggested Vocabulary Words for Discussion:

Tolerance	communicate	community
Environment	management	threatened
Awareness	conflict resolution	bullying
Advice	supervisor	brilliant
attitude		

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:

Hooks:

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

Six Facets of Understanding

Facet 1 – EXPLANATION
Read this comic strip story and think about the conflict. How did this come about? Explain why this is a conflict.
Facet 2 – INTERPRETATION
Think back on a time when you had a conflict with your family or friends. Tell the story of this conflict by drawing a picture and writing a few sentences.
Facet 3 – APPLICATION
Design a comic strip that shows a conflict between two people. What do you think the people learned from this conflict?
Facet 4 – PERSPECTIVE
What would be some positive and negative outcomes of conflict (either at home or at school)? What are some possible reactions? (give students an example)
Facet 5 – EMPATHY
How might you and your classmate reach an understanding about a certain conflict that you might have experienced.
Facet 6 – SELF-KNOWLEDGE
How do I know when I'm doing something that might start a conflict?

Read: The Bully Blockers Club

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>After reading the story, <u>The Bully Blockers Club</u>, evaluate the positive and negative outcomes of the conflict. Design a tree map showing at least two positive outcomes of the conflict and two negative outcomes of the conflict. How did these positive and negative outcomes bring about change?</p> <p>What gifted intelligent behaviors did you use to identify the outcomes?</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 letter to a friend analyzing a certain conflict that you may have had. Decide what positive and negative outcomes there were from that conflict. Include these outcomes in your letter.</p> <p>What gifted intelligent behaviors did you incorporate in your letter?</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>Using the story <u>The Bully Blockers Club</u>, compare and contrast the relationship of the two main characters at the beginning of the story and at the end of the story. Illustrate the changes in a double bubble map.</p> <p>What gifted intelligent behaviors did you use to create your double bubble map?</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>Design an ending to the story where Lotty and Grant become good friends. Create illustrations with dialogue bubbles to show this new ending. What effects does this friendship have on the students?</p> <p>What gifted intelligent behaviors did Lotty and Grant need to use to become good friends?</p> <p style="text-align: center; margin-top: 20px;">V _ * _ L _ S _ * _ M _ B _ P _ I _ * _ N _ _</p>

Real World Connections with Products: List-decide, evaluate, organize, categorize
Double Bubble Map-construct ,draw, evaluate, categorize, organize, planning, designing, producing
Dialogue with bubbles-creating, designing, deciding, evaluating, judging
Letter-create, decide, critiquing, organizing

Real World Applications: collectors, household managers, event planners, artists, comic-strip artist, insurance underwriters, authors, publishers, editors, reporters, mathematician

Real World Terms: font, format, boldface, italics, type, abbreviation, compare, title, category, sorting, grouping, plan, intersection, overlap, circle, data, dialogue, punctuation, grammar, friendship, relationship, greeting, body, closing

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

Concept Focus: Conflict

Overarching Generalizations: Conflict may allow for synthesis and change. Conflict teaches. Conflict can be positive or negative, Conflict can bring about change.

More Complex Generalizations (Two or more concepts):

Conflict is apart of life and can bring about positive or negative relationships

Essential Question

How does listening with understanding and empathy teach us about the positive and negative relationships that we encounter through conflict in our lives?

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- The Bully Blockers Club book, lined-paper, crayons, colored pencils, construction paper, pencils, markers

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How can a conflict be positive and negative?

How can conflict teach?

How can conflict bring about change?

Gifted intelligent Behaviors:

How do you need to use persistence to solve a conflict?

How will listening with understanding and empathy help you solve a conflict?

How does being aware of one's own thoughts and feelings help you in being more open to change?

Literary Perspectives:

How is the conflict in the story related to an event that has happened in our classroom?

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>Given a set of pattern blocks and a shape template, the students will make the given shape in different ways. The students should trace their solutions on the template. Within your group, how many different ways did this same problem get solved? Analyze which solution you think most efficiently solves the problem. Explain how this solution is most efficient.</p> <p>What gifted intelligent behaviors did you need to use to solve this problem?</p> <p style="text-align: center; font-weight: normal;">V _ L _ * _ S _ * _ M _ B _ * _ P _ I _ * _ N _ *</p>	<p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <p>Students work in groups of four and are given a candy bar to divide equally among the members in the group. Students individually decide how to divide the candy bar so that everyone gets a fair share. Each student will describe his/her solution to the group. Students in the group will consider each solution and analyze which solution fairly solves the problem. After considering each solution, students will decide on the fair solutions, creating a model of the fair solutions.</p> <p>What gifted intelligent behaviors did you and your friends have to use so that you would all be satisfied?</p> <p style="text-align: center; font-weight: normal;">V _ L _ * _ S _ * _ M _ B _ P _ * _ I _ * _ N _ _</p>
<p style="text-align: center;">Understanding Learner (C) Intuitive-Thinking</p> <p>Sammy and Sally have each solved a problem differently. They both think that their solutions are correct, but they have different answers. Sally's solution is on the yellow paper and Sammy's solution is on the blue paper. Compare and contrast Sammy's and Sally's solutions in your math journal.</p> <p>What gifted intelligent behaviors did you need to use to resolve the differences in their answers?</p> <p style="text-align: center; font-weight: normal;">V _ L _ * _ S _ * _ M _ B _ P _ I _ * _ N _ _</p>	<p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Set up a classroom store. Given a certain amount of money to shop with, the students will assume the role of consumer and generate possible combinations of things that they could buy with that money. The students will produce 2 solutions illustrating the items they could buy in their math journal.</p> <p>What gifted intelligent behaviors did the students need to use to generate possible combinations?</p> <p style="text-align: center; font-weight: normal;">V _ * _ L _ * _ S _ * _ M _ B _ * _ P _ I _ * _ N _ _</p>

- 1.03 Create, model, and solve problems that involve addition, subtraction, equal grouping and division into halves, thirds, and fourths (record in fraction form)
- 1.05 Create and solve problems using strategies such as modeling composing and decomposing quantities, using doubles, and making tens and hundreds
- 3.01 Combine simple figures to create a given shape.

**Real World Connections with Products: Design-structure, planning, monitoring, comparing,
Drawing-dividing, judging, planning, evaluating
Journal Response-comparing, classifying, organizing, critiquing
Drawing of purchased items-predicting, parsing, organizing, using, checking, planning**

Real World Applications: Architect, Mathematician, Astronaut, artist

Real World Terms: compare, contrast, equally, template, patterns, fractions, divide, separate, solution, describe, draw, generate, create

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

Concept Focus: Conflict

Overarching Generalizations: Conflict may allow for synthesis and change. Conflict teaches. Conflict can be positive or negative, Conflict can bring about change.

More Complex Generalizations (Two or more concepts):

Conflict is apart of life and can bring about positive or negative relationships

Essential Question

How does listening with understanding and empathy teach us about the positive and negative relationships that we encounter through conflict in our lives?

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- Pattern blocks, subject notebooks for journals, pencils, template, candy bar (or picture),
- Items for store (labels for items), play money

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How can a conflict be positive and negative?

How can conflict teach?

How can conflict bring about change?

Gifted intelligent Behaviors:

How do you need to use persistence to solve a conflict?

How will listening with understanding and empathy help you solve a conflict?

How does being aware of one's own thoughts and feelings help you in being more open to change?

Literary Perspective:

Student/Teacher Reflections

Concept: Conflict

Topic: Relationships

Generalization(s): Conflict may allow for synthesis and change.

Conflict teaches.

Conflict can be positive or negative.

Conflict brings about change.

Essential Question(s): How does listening with understanding and empathy teach us about the positive and negative relationships that we encounter through conflict in our lives?

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Think about the picture. Using words and pictures, describe the conflict in the picture.	Write one or more questions about the conflict going on in the picture.	Create a word web with the word "Conflict" in the middle. Write words that you think about conflict.	Think about a time you had to choose between two games that you enjoy playing. List the things you like and dislike about each game.
2	Using the sentence strips provided sequence the dialogue from start to finish.	Given a picture of conflict the student explains the possible cause(s) and effect(s) that are happening in the picture.	Create a WANTED poster of positive qualities that a friend should have in order to resolve conflicts.	Listen to a piece of music. Think about how the parts of the music sounded different. Reflect on how different parts of music made you feel while you were listening.
3	Given a blackline master of a timeline or template students will construct a timeline showing major events that have occurred in their life. This timeline should include choices, decisions, and any learning experiences they may have encountered.	Given newspaper clippings students will research a recent conflict in the community. Make a display showing the two sides of the conflict.	Think back to a recent conflict in our school, students will invent a solution to that conflict.	With a partner create an advertisement taking a stand on whether or not we should recycle paper in our school.

Real World Connections With Products: recognizing, explaining, classifying, categorizing, identifying, organizing, structuring, analyzing, critiquing, creating, evaluating, constructing,

Real World Applications: Authors, publishers, editors, historians, scientist, musicians, teachers

Real World Terms: timeline, display, cause, effect, recycle, community, newspaper, position paper, WANTED poster, reflect

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

Concept Focus: Conflict

Overarching Generalizations: Conflict may allow for synthesis and change. Conflict teaches. Conflict can be positive or negative, Conflict can bring about change.

**More Complex Generalizations (Two or more concepts):
Conflict is apart of life and can bring about positive or negative relationships**

Essential Question

How does listening with understanding and empathy teach us about the positive and negative relationships that we encounter through conflict in our lives?

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- Pictures of conflict, journals, word-web template, sentence strips, construction paper, markers, pencils, listening center, music, black-line master of timeline, newspaper clippings
-

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How can a conflict be positive and negative?

How can conflict teach?

How can conflict bring about change?

Gifted intelligent Behaviors:

How do you need to use persistence to solve a conflict?

How will listening with understanding and empathy help you solve a conflict?
How does being aware of one's own thoughts and feelings help you in being more open to change?

Literary Perspective: Literary Perspectives:

How is the conflict in the story related to an event that has happened in our classroom?

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 style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>After reading this story, analyze the ways conflict is handled in your class. Consider all sides of typical class conflict, and produce a step by step procedure for solving conflict in your class. Design a presentation to show your classmates how your step by step procedure would bring about positive change in your classroom.</p>	<p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <p>With a partner, think about what you know about bullying. Each partner chooses a character. Assume the role of a character in the given situation on the cards with your partner. Evaluate what your character learned from this conflict. Switch roles and then evaluate what</p>
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<p>What gifted intelligent behaviors did you use to create your step by step procedure?</p> <p style="text-align: center;">V* L _ S _ M _ B _ P* I* N _</p>	<p>the other character learned from the conflict.</p> <p>What gifted intelligent behaviors did you and your partner use to evaluate the situation?</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>Your teacher notices that two students in your classroom will not speak to each other. They obviously avoid each other, and do not want to be in the same group for anything. This is a mystery to your teacher, and she wants to solve it. Tell a story of what these two students could be upset about. Propose a solution for your teacher to help the students solve this conflict.</p> <p>What gifted intelligent behaviors did you use to tell your story and propose a solution?</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>Think about a time in your life when you were faced with a difficult decision. Produce an illustration with dialogue bubbles to show this situation and how you came to your solution. What were the positive and/or negative outcomes? What did you learn from your decision? Consider all aspects of the decision and reflect on how you would handle a similar situation in the future.</p> <p>What gifted intelligent behaviors did you use to make your decision?</p> <p style="text-align: center;">V _ * L _ S _ * M _ B _ P _ * I _ N _</p>

- SS 1.01 Identify and describe attributes of responsible citizenship.**
- 1.02 Demonstrate responsible citizenship in the school, community, and other social environments.**
- 1.04 Identify responsible courses of action in given situations and assess the consequences of irresponsible behavior.**

Real World Connections With Products: analyzing, organizing, critiquing, planning, generating, evaluating, executing, comparing, recalling, attributing

Real World Applications: Mathematician, statistician, teachers, actor, comic-strip artist, public speaker, artist

Real World Terms: outcomes, presentation, role-play, evaluate, compare, contrast, relationship, similarities, Venn-Diagram, decision, dialogue, solution, situation

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.

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

Concept Focus: Conflict

Overarching Generalizations: Conflict may allow for synthesis and change. Conflict teaches. Conflict can be positive or negative, Conflict can bring about change.

**More Complex Generalizations (Two or more concepts):
Conflict is apart of life and can bring about positive or negative relationships**

Essential Question

How does listening with understanding and empathy teach us about the positive and negative relationships that we encounter through conflict in our lives?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Poster board, picture of a conflict, situation cards, markers, crayons, pencils
-

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How can a conflict be positive and negative?

How can conflict teach?

How can conflict bring about change?

Gifted intelligent Behaviors:

How do you need to use persistence to solve a conflict?

How will listening with understanding and empathy help you solve a conflict?

How does being aware of one's own thoughts and feelings help you in being more open to change?

Literary Perspective: Literary Perspectives:

How is the conflict in the story related to an event that has happened in our classroom?

Student/Teacher Reflections

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

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

<p style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>Everyone in your class was asked to bring in a photograph of them as a baby to display on a bulletin board. As each person brought in their picture, the teacher discovered that there was a problem fitting them together on the bulletin board. They are all rectangles but of different sizes. Help your teacher by using your knowledge and experience with 2 dimensional figures to determine how to arrange the pictures so that nobody's picture gets left out or covered up. Use the pieces of construction paper to create a bulletin board representation using the pictures. Piece them together on the model bulletin board so that all pictures are clearly visible.</p> <p>What gifted intelligent behaviors did you need to use to solve this problem?</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>Imagine you are eating dinner at a friend's house with two of your friends. Each person has had an equal amount of food. Each person is still a little bit hungry, and there re two pieces of pizza left. This is creating a bit of unintended conflict. Discuss with your partner how you would divide these last pieces of pizza so that each of you has equal portions. Illustrate at least two solutions. Compare and contrast your solutions using an open compare and contrast form. Explain how each solution provides for equal portions. Select the solution you think most efficiently solves the problem.</p> <p>What gifted intelligent behaviors did the friends have to use so that they would all be satisfied?</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>Julia and Johnny have each divided some shapes into parts. They both think that their solutions are equal parts, but they have different answers. Julia's solution is on the yellow paper and Johnny's solution is on the blue paper. Compare and contrast Julia and Johnny's solutions. In your math journal, explain which answers on Julia's paper are equal parts and which answers on Johnny's paper are equal parts. Were there any that were not equal parts? Explain.</p> <p>What gifted intelligent behaviors did you need to use to resolve the differences in their answers?</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>You have 312 marbles, and you are worried that you might lose some or someone may accidentally take your marbles. You want to put them in containers so that you can see what you have and count them quickly. You decide that it is best to group them so that you can use skip counting instead of counting them one at a time. Use unifix cubes to represent your marbles and draw your containers on a piece of construction paper. Decide how you will group your marbles, and design containers for your marbles to show how they are grouped.</p> <p>What gifted intelligent behaviors did you have to use to organize your marbles?</p> <p style="text-align: center;">V _ L _ * _ S _ * _ M _ B _ * _ P _ I _ * _ N _</p>

1.03 Create, model, and solve problems that involve addition, subtraction, equal grouping and division into halves, thirds, and fourths (record in fraction form)

- 1.05 Create and solve problems using strategies such as modeling composing and decomposing quantities, using doubles, and making tens and hundreds
- 3.01 Combine simple figures to create a given shape.

Real World Connections With Products: organizing, checking, planning, creating, comparing, executing, differentiating, summarizing, explaining, critiquing, designing, creating, constructing

Real World Applications: photographer, designer, meteorologist, publisher, chef, teacher, professional organizer, artist

Real World Terms: photograph, display, bulletin-board, present, knowledge, dimensional, figures, pretend, creating, role-play, unintended, solution, equal parts, compare, contrast, represent, 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: Conflict

Overarching Generalizations: Conflict may allow for synthesis and change. Conflict teaches. Conflict can be positive or negative, Conflict can bring about change.

More Complex Generalizations (Two or more concepts):

Conflict is apart of life and can bring about positive or negative relationships

Essential Question

How does listening with understanding and empathy teach us about the positive and negative relationships that we encounter through conflict in our lives?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Photographs, construction paper, scissors, pizza template, staples, yellow paper (for solution), blue paper (for solution), subject notebook journal, unifix cubes, markers, pencils
-

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How can a conflict be positive and negative?

How can conflict teach?

How can conflict bring about change?

Gifted intelligent Behaviors:

How do you need to use persistence to solve a conflict?

How will listening with understanding and empathy help you solve a conflict?

How does being aware of one's own thoughts and feelings help you in being more open to change?

Literary Perspective: Literary Perspectives:

How is the conflict in the story related to an event that has happened in our classroom?

Student/Teacher Reflections:

Additional Support Materials:

Favorite Read-Alouds: Charlotte's Web, The Chocolate Touch, The BFG

Finger Plays, Nursery Rhymes and Songs:

Video Clips: Toy Story, Mulan, Finding Nemo

Paintings & Prints:

APPENDIX

A

Additional Instructional Concept-Based Activities

Project Bright IDEA 2: Interest Development Early Abilities

**A Jacob Javits Gifted Education Program
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**Concept:
Conflict
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Relationships
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Wendy Parker & Terri Harbin

**North Carolina Department of Public Instruction
Exceptional Children Division
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The American Association For Gifted Children at Duke University

Big Ideas Manifested

Topic -Relationships

Literature Selection –The Bully Blockers Club
Author –Teresa Bateman

Concepts	Themes
Conflict	Conflict may allow for synthesis and change.
Issues or Debates	Problems or Challenges
Bullying	Building a positive community
Processes	Theories
Problem-Solving	Bullies often target children who are alone or different
Paradoxes	Assumptions or Perspectives
All for one and one for all	Bullies feel secure in themselves

Concept: Conflict

Topic: Relationships

Suggested Literature Selection(s): The Bully Blockers Club

Look and Listen for...

Gifted intelligent Behaviors

Story Focus Thinking About Your Thinking, Questioning and Posing Problems, Persisting, Creating, Imagining and Innovating, Taking Responsible Risks, Thinking Flexibly, Thinking and Communicating with Clarity and Precision, Remaining Open to Continuous Learning, Listening and Understanding with Empathy, Applying Past Knowledge with New Situations

Student Activities Thinking About Your Thinking, Questioning and Posing Problems, Persisting, Creating, Imagining and Innovating, Taking Responsible Risks, Thinking Flexibly, Thinking and Communicating with Clarity and Precision, Remaining Open to Continuous Learning, Listening and Understanding with Empathy, Applying Past Knowledge with New Situations

Thinking Skills Focus: Analogies with shapes (pg. 107)

Topic Focus: Relationships

Concept Focus: Conflict

Overarching Generalizations: Conflict may allow for synthesis and change.

Conflict can be positive or negative.

Conflict teaches.

Conflict can bring about change.

More Complex Generalizations (Two or more concepts): Conflict is a part of life and can bring about positive or negative relationships.

Directions for Teachers:

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

Suggested Topics for Discussion:

Suggested Vocabulary Words for Discussion:

Tolerance	communicate	community
Environment	management	threatened
Awareness	conflict resolution	bullying
Advice	supervisor	brilliant
attitude		

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:

Hooks:

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

Six Facets of Understanding

Facet 1 – EXPLANATION
Read this comic strip story and think about the conflict. How did this come about? Explain why this is a conflict.
Facet 2 – INTERPRETATION
Think back on a time when you had a conflict with your family or friends. Tell the story of this conflict by drawing a picture and writing a few sentences.
Facet 3 – APPLICATION
Design a comic strip that shows a conflict between two people. What do you think the people learned from this conflict?
Facet 4 – PERSPECTIVE
What would be some positive and negative outcomes of conflict (either at home or at school)? What are some possible reactions? (give students an example)
Facet 5 – EMPATHY
How might you and your classmate reach an understanding about a certain conflict that you might have experienced.
Facet 6 – SELF-KNOWLEDGE
How do I know when I'm doing something that might start a conflict?



**Read:
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>After reading the story, <u>The Bully Blockers Club</u>, list two positive outcomes of the conflict and two negative outcomes of the conflict. How did these bring about change?</p> <p>What gifted intelligent behaviors did you use to identify the outcomes?</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>Write a letter to a friend explaining a certain conflict that you may have had. Decide what positive and negative outcomes there were from that conflict. Include these outcomes in your letter.</p> <p>What gifted intelligent behaviors did you incorporate in your letter?</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>Using the story <u>The Bully Blockers Club</u>, compare and contrast the relationship of the two main characters at the beginning of the story and at the end of the story. Show the similarities and differences on a venn diagram.</p> <p>What gifted intelligent behaviors did you use to create your Venn diagram?</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>Design an ending to the story where Lotty and Grant become good friends. Draw pictures with dialogue bubbles to show this new ending. What effects does this friendship have on the students?</p> <p>What gifted intelligent behaviors did Lotty and Grant need to use to become good friends?</p> <p style="text-align: center;">V * L S * M B P I * N</p>

Real World Connections with Products: List-decide, evaluate, organize, categorize
Venn Diagram-construct ,draw, evaluate, categorize, organize, planning, designing, producing

Dialogue with bubbles-creating, designing, deciding, evaluating, judging

Letter-create, decide, critiquing, organizing

Real World Applications: collectors, household managers, event planners, artists, comic-strip artist, insurance underwriters, authors, publishers, editors, reporters, mathematician

Real World Terms: font, format, boldface, italics, type, abbreviation, compare, title, category, sorting, grouping, plan, intersection, overlap, circle, data, dialogue, punctuation, grammar, friendship, relationship, greeting, body, closing

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

Concept Focus: Conflict

Overarching Generalizations: Conflict may allow for synthesis and change. Conflict teaches. Conflict can be positive or negative, Conflict can bring about change.

More Complex Generalizations (Two or more concepts):

Conflict is apart of life and can bring about positive or negative relationships

Essential Question

How does listening with understanding and empathy teach us about the positive and negative relationships that we encounter through conflict in our lives?

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- The Bully Blockers Club book, lined-paper, crayons, colored pencils, construction paper, pencils, markers

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How can a conflict be positive and negative?

How can conflict teach?

How can conflict bring about change?

Gifted intelligent Behaviors:

How do you need to use persistence to solve a conflict?

How will listening with understanding and empathy help you solve a conflict?

How does being aware of one's own thoughts and feelings help you in being more open to change?

Literary Perspectives:

How is the conflict in the story related to an event that has happened in our classroom?

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>Given a set of pattern blocks and a shape template, the students will make the given shape in four different ways. The students should trace their solutions on the template.</p> <p>What gifted intelligent behaviors did you need to use to solve this problem?</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>Students work in groups of four and are given a candy bar to divide equally among the members in the group. Students must decide how to divide the candy bar so that everyone gets a fair share. Groups will then write the fraction that names each piece. Write and draw your solution on a piece of paper.</p> <p>What gifted intelligent behaviors did you and your friends have to use so that you would all be satisfied?</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>Sammy and Sally have each solved a problem differently. They both think that their solutions are correct, but they have different answers. Sally’s solution is on the yellow paper and Sammy’s solution is on the blue paper. Compare and contrast Sammy’s and Sally’s solutions in your math journal.</p> <p>What gifted intelligent behaviors did you need to use to resolve the differences in their answers?</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>Set up a classroom store. Given a certain amount of money to shop with, the students will generate possible combinations of things that they could buy with that money. The students will describe and draw pictures of the items they buy in their math journal.</p> <p>What gifted intelligent behaviors did the students need to use to generate possible combinations?</p> <p style="text-align: center;">V _ _ L _ _ S _ _ M _ B _ _ P _ I _ _ N _ _</p>

- 1.03 Create, model, and solve problems that involve addition, subtraction, equal grouping and division into halves, thirds, and fourths (record in fraction form)
- 1.05 Create and solve problems using strategies such as modeling composing and decomposing quantities, using doubles, and making tens and hundreds
- 3.01 Combine simple figures to create a given shape.

**Real World Connections with Products: Design-structure, planning, monitoring, comparing,
Drawing-dividing, judging, planning, evaluating
Journal Response-comparing, classifying, organizing, critiquing
Drawing of purchased items-predicting, parsing, organizing, using, checking, planning**

Real World Applications: Architect, Mathematician, Astronaut, artist

Real World Terms: compare, contrast, equally, template, patterns, fractions, divide, separate, solution, describe, draw, generate, create

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

Concept Focus: Conflict

Overarching Generalizations: Conflict may allow for synthesis and change. Conflict teaches. Conflict can be positive or negative, Conflict can bring about change.

More Complex Generalizations (Two or more concepts):

Conflict is apart of life and can bring about positive or negative relationships

Essential Question

How does listening with understanding and empathy teach us about the positive and negative relationships that we encounter through conflict in our lives?

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- Pattern blocks, subject notebooks for journals, pencils, template, candy bar (or picture),
- Items for store (labels for items), play money

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How can a conflict be positive and negative?

How can conflict teach?

How can conflict bring about change?

Gifted intelligent Behaviors:

How do you need to use persistence to solve a conflict?

How will listening with understanding and empathy help you solve a conflict?

How does being aware of one's own thoughts and feelings help you in being more open to change?

Literary Perspective:

Student/Teacher Reflections

Concept: Conflict

Topic: Relationships

Generalization(s): Conflict may allow for synthesis and change.

Conflict teaches.

Conflict can be positive or negative.

Conflict brings about change.

Essential Question(s): How does listening with understanding and empathy teach us about the positive and negative relationships that we encounter through conflict in our lives?

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Think about the picture. Using words and pictures, describe the conflict in the picture.	Write one or more questions about the conflict going on the picture.	Create a word web with the word "Conflict" in the middle. Write words that you think about conflict.	Think about a time you had to choose between two games that you enjoy playing. List the things you like and dislike about each game.
2	Using the sentence strips provided sequence the dialogue from start to finish.	Given a picture of conflict the student explains the possible cause(s) and effect(s) that are happening in the picture.	Create a WANTED poster of positive qualities that a friend should have in order to resolve conflicts.	Listen to a piece of music. Think about how the parts of the music sounded different. Reflect on how different parts of music made you feel while you were listening.
3	Given a blackline master of a timeline or template students will construct a timeline showing major events that have occurred in their life. This timeline should include choices, decisions, and any learning experiences they may have encountered.	Given newspaper clippings students will research a recent conflict in the community. Make a display showing the two sides of the conflict.	Think back to a recent conflict in our school, students will invent a solution to that conflict.	With a partner create an advertisement taking a stand on whether or not we should recycle paper in our school.

Real World Connections With Products: recognizing, explaining, classifying, categorizing, identifying, organizing, structuring, analyzing, critiquing, creating, evaluating, constructing,

Real World Applications: Authors, publishers, editors, historians, scientist, musicians, teachers

Real World Terms: timeline, display, cause, effect, recycle, community, newspaper, position paper, WANTED poster, reflect

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

Concept Focus: Conflict

Overarching Generalizations: Conflict may allow for synthesis and change. Conflict teaches. Conflict can be positive or negative, Conflict can bring about change.

More Complex Generalizations (Two or more concepts):
Conflict is apart of life and can bring about positive or negative relationships

Essential Question

How does listening with understanding and empathy teach us about the positive and negative relationships that we encounter through conflict in our lives?

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- Pictures of conflict, journals, word-web template, sentence strips, construction paper, markers, pencils, listening center, music, black-line master of timeline, newspaper clippings
-

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How can a conflict be positive and negative?

How can conflict teach?

How can conflict bring about change?

Gifted intelligent Behaviors:

How do you need to use persistence to solve a conflict?

How will listening with understanding and empathy help you solve a conflict?

How does being aware of one's own thoughts and feelings help you in being more open to change?

Literary Perspective: Literary Perspectives:

How is the conflict in the story related to an event that has happened in our classroom?

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>After reading this story, list two positive outcomes of the conflict and two negative outcomes of the conflict. Prepare a presentation to show your classmates how the two outcomes brought about change.</p> <p>What gifted intelligent behaviors did you use to identify the outcomes?</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, think about what you know about bullying. Each partner chooses a character. Role play the given situation on the cards with your partner. Evaluate what your character learned from this conflict. Switch roles and then evaluate what the other character learned from the conflict.</p> <p>What gifted intelligent behaviors did you and your partner use to evaluate the situation?</p> <p align="center">V* L__S__M__B* P* I* N__</p>
<p align="center">Understanding Learner (C) Intuitive-Thinking</p> <p>Using the story compare and contrast the relationship of the two main characters at the beginning of the story and at the end of the story. Show the similarities and differences on a Venn diagram.</p> <p>What gifted intelligent behaviors did you use to create your Venn diagram?</p> <p align="center">V*_L*_S*_M__B__P*_I__N__</p>	<p align="center">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Think about a time in your life when you were faced with a difficult decision. Draw pictures with dialogue bubbles to show this situation and how you came to your solution. What were the positive and/or negative outcomes? What did you learn from your decision? Predict how you would handle a similar situation in the future.</p> <p>What gifted intelligent behaviors did use to make your decision?</p> <p align="center">V*_L__S*_M__B__P*_I*_N__</p>

- SS 1.01 Identify and describe attributes of responsible citizenship.**
- 1.02 Demonstrate responsible citizenship in the school, community, and other social environments.**
- 1.04 Identify responsible courses of action in given situations and assess the consequences of irresponsible behavior.**

Real World Connections With Products: analyzing, organizing, critiquing, planning, generating, evaluating, executing, comparing, recalling, attributing

Real World Applications: Mathematician, statistician, teachers, actor, comic-strip artist, public speaker, artist

Real World Terms: outcomes, presentation, role-play, evaluate, compare, contrast, relationship, similarities, Venn-Diagram, decision, dialogue, solution, situation

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.

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

Concept Focus: Conflict

Overarching Generalizations: Conflict may allow for synthesis and change. Conflict teaches. Conflict can be positive or negative, Conflict can bring about change.

**More Complex Generalizations (Two or more concepts):
Conflict is apart of life and can bring about positive or negative relationships**

Essential Question

How does listening with understanding and empathy teach us about the positive and negative relationships that we encounter through conflict in our lives?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Poster board, picture of a conflict, situation cards, Venn-Diagram template, markers, crayons, pencils
-

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How can a conflict be positive and negative?

How can conflict teach?

How can conflict bring about change?

Gifted intelligent Behaviors:

How do you need to use persistence to solve a conflict?

How will listening with understanding and empathy help you solve a conflict?

How does being aware of one's own thoughts and feelings help you in being more open to change?

Literary Perspective: Literary Perspectives:

How is the conflict in the story related to an event that has happened in our classroom?

Student/Teacher Reflections

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

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

<p style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>Everyone in your class was asked to bring in a photograph of them as a baby to display on a bulletin board. As each person brought in their picture, the teacher discovered that there was a problem fitting them together on the bulletin board. They are all rectangles but of different sizes. You decide to help your teacher by using your knowledge and experience with 2 dimensional figures to fit these pictures together so that nobody’s picture gets left out or covered up. Use the pieces of construction paper to represent the pictures and piece them together on the pretend bulletin board so that it is fair to everyone.</p> <p>What gifted intelligent behaviors did you need to use to solve this problem?</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>Imagine you are eating dinner at a friend’s house with two of your friends. Each person has had an equal amount of food. Each person is still a little bit hungry, and there is only one piece of pizza left. This is creating a bit of unintended conflict. Discuss with your partner how you would divide this last piece of pizza so that all three friends will be satisfied. Draw your solution on a piece of paper.</p> <p>What gifted intelligent behaviors did the friends have to use so that they would all be satisfied?</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>Julia and Johnny have each divided some shapes into parts. They both think that their solutions are equal parts, but they have different answers. Julia’s solution is on the yellow paper and Johnny’s solution is on the blue paper. Compare and contrast Julia and Johnny’s solutions. In your math journal, explain which answers on Julia’s paper are equal parts and which answers on Johnny’s paper are equal parts. Were there any that were not equal parts? Explain.</p> <p>What gifted intelligent behaviors did you need to use to resolve the differences in their answers?</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>You have 312 marbles, and you are worried that you might lose some or someone may accidentally take your marbles. You want to put them in containers so that you can see what you have and count them quickly. You decide that it is best to group them so that you can use skip counting instead of counting them one at a time. Use unifix cubes to represent your marbles and draw your containers on a piece of construction paper. Decide how you will group your marbles, and design containers for your marbles to show how they are grouped.</p> <p>What gifted intelligent behaviors did you have to use to organize your marbles?</p> <p style="text-align: center;">V L * S * M B * P I * N</p>

- 1.03 Create, model, and solve problems that involve addition, subtraction, equal grouping and division into halves, thirds, and fourths (record in fraction form)
- 1.05 Create and solve problems using strategies such as modeling composing and decomposing quantities, using doubles, and making tens and hundreds

3.01 Combine simple figures to create a given shape.

Real World Connections With Products: organizing, checking, planning, creating, comparing, executing, differentiating, summarizing, explaining, critiquing, designing, creating, constructing

Real World Applications: photographer, designer, meteorologist, publisher, chef, teacher, professional organizer, artist

Real World Terms: photograph, display, bulletin-board, present, knowledge, dimensional, figures, pretend, creating, role-play, unintended, solution, equal parts, compare, contrast, represent, 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: Conflict

Overarching Generalizations: Conflict may allow for synthesis and change. Conflict teaches. Conflict can be positive or negative, Conflict can bring about change.

More Complex Generalizations (Two or more concepts):

Conflict is apart of life and can bring about positive or negative relationships

Essential Question

How does listening with understanding and empathy teach us about the positive and negative relationships that we encounter through conflict in our lives?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Photographs, construction paper, scissors, pizza template, staples, yellow paper (for solution), blue paper (for solution), subject notebook journal, unifix cubes, markers, pencils
-

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How can a conflict be positive and negative?

How can conflict teach?

How can conflict bring about change?

Gifted intelligent Behaviors:

How do you need to use persistence to solve a conflict?

How will listening with understanding and empathy help you solve a conflict?

How does being aware of one's own thoughts and feelings help you in being more open to change?

Literary Perspective: Literary Perspectives:

How is the conflict in the story related to an event that has happened in our classroom?

Student/Teacher Reflections:

Additional Support Materials:

Favorite Read-Alouds: Charlotte's Web, The Chocolate Touch, The BFG

Finger Plays, Nursery Rhymes and Songs:

Video Clips: Toy Story, Mulan, Finding Nemo

Paintings & Prints:

APPENDIX

A

Additional Instructional Concept-Based Activities

Project Bright IDEA 2: Interest Development Early Abilities

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



**Concept:
Conflict
Topic:
Relationships
K-2**

Wendy Parker & Terri Harbin

**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 -Relationships

Literature Selection –The Bully Blockers Club

Author –Teresa Bateman

Concepts	Themes
Conflict	Conflict may allow for synthesis and change.
Issues or Debates	Problems or Challenges
Bullying	Building a positive community
Processes	Theories
Problem-Solving	Bullies often target children who are alone or different
Paradoxes	Assumptions or Perspectives
All for one and one for all	Bullies feel secure in themselves

Concept: Conflict

Topic: Relationships

Suggested Literature Selection(s): The Bully Blockers Club

Look and Listen for...

Gifted intelligent Behaviors

Story Focus Thinking About Your Thinking, Questioning and Posing Problems, Persisting, Creating, Imagining and Innovating, Taking Responsible Risks, Thinking Flexibly, Thinking and Communicating with Clarity and Precision, Remaining Open to Continuous Learning, Listening and Understanding with Empathy, Applying Past Knowledge with New Situations

Student Activities Thinking About Your Thinking, Questioning and Posing Problems, Persisting, Creating, Imagining and Innovating, Taking Responsible Risks, Thinking Flexibly, Thinking and Communicating with Clarity and Precision, Remaining Open to Continuous Learning, Listening and Understanding with Empathy, Applying Past Knowledge with New Situations

Thinking Skills Focus: Analogies with shapes (pg. 107)

Topic Focus: Relationships

Concept Focus: Conflict

Overarching Generalizations:

- Conflict may allow for synthesis and change.
- Conflict can be positive or negative.
- Conflict teaches.
- Conflict can bring about change.

More Complex Generalizations (Two or more concepts):

- Conflict is a part of life and can bring about positive or negative relationships.

Directions for Teachers:

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

Suggested Topics for Discussion:

Suggested Vocabulary Words for Discussion:

Tolerance	communicate	community
Environment	management	threatened
Awareness	conflict resolution	bullying
Advice	supervisor	brilliant
attitude		

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:

Hooks:

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

Six Facets of Understanding

Facet 1 – EXPLANATION
Read this comic strip story and think about the conflict. How did this come about? Explain why this is a conflict.
Facet 2 – INTERPRETATION
Think back on a time when you had a conflict with your family or friends. Tell the story of this conflict by drawing a picture and writing a few sentences.
Facet 3 – APPLICATION
Design a comic strip that shows a conflict between two people. What do you think the people learned from this conflict?
Facet 4 – PERSPECTIVE
What would be some positive and negative outcomes of conflict (either at home or at school)? What are some possible reactions? (give students an example)
Facet 5 – EMPATHY
How might you and your classmate reach an understanding about a certain conflict that you might have experienced.
Facet 6 – SELF-KNOWLEDGE
How do I know when I'm doing something that might start a conflict?

Read: The Bully Blockers Club

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>After reading the story, <u>The Bully Blockers Club</u>, evaluate the positive and negative outcomes of the conflict. Design a tree map showing at least two positive outcomes of the conflict and two negative outcomes of the conflict. How did these positive and negative outcomes bring about change?</p> <p>What gifted intelligent behaviors did you use to identify the outcomes?</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 letter to a friend analyzing a certain conflict that you may have had. Decide what positive and negative outcomes there were from that conflict. Include these outcomes in your letter.</p> <p>What gifted intelligent behaviors did you incorporate in your letter?</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>Using the story <u>The Bully Blockers Club</u>, compare and contrast the relationship of the two main characters at the beginning of the story and at the end of the story. Illustrate the changes in a double bubble map.</p> <p>What gifted intelligent behaviors did you use to create your double bubble map?</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>Design an ending to the story where Lotty and Grant become good friends. Create illustrations with dialogue bubbles to show this new ending. What effects does this friendship have on the students?</p> <p>What gifted intelligent behaviors did Lotty and Grant need to use to become good friends?</p> <p style="text-align: center; margin-top: 20px;">V * L S * M B P I * N</p>

Real World Connections with Products: List-decide, evaluate, organize, categorize
Double Bubble Map-construct ,draw, evaluate, categorize, organize, planning, designing, producing
Dialogue with bubbles-creating, designing, deciding, evaluating, judging
Letter-create, decide, critiquing, organizing

Real World Applications: collectors, household managers, event planners, artists, comic-strip artist, insurance underwriters, authors, publishers, editors, reporters, mathematician

Real World Terms: font, format, boldface, italics, type, abbreviation, compare, title, category, sorting, grouping, plan, intersection, overlap, circle, data, dialogue, punctuation, grammar, friendship, relationship, greeting, body, closing

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

Concept Focus: Conflict

Overarching Generalizations: Conflict may allow for synthesis and change. Conflict teaches. Conflict can be positive or negative, Conflict can bring about change.

More Complex Generalizations (Two or more concepts):

Conflict is apart of life and can bring about positive or negative relationships

Essential Question

How does listening with understanding and empathy teach us about the positive and negative relationships that we encounter through conflict in our lives?

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- The Bully Blockers Club book, lined-paper, crayons, colored pencils, construction paper, pencils, markers

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How can a conflict be positive and negative?

How can conflict teach?

How can conflict bring about change?

Gifted intelligent Behaviors:

How do you need to use persistence to solve a conflict?

How will listening with understanding and empathy help you solve a conflict?

How does being aware of one's own thoughts and feelings help you in being more open to change?

Literary Perspectives:

How is the conflict in the story related to an event that has happened in our classroom?

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>Given a set of pattern blocks and a shape template, the students will make the given shape in different ways. The students should trace their solutions on the template. Within your group, how many different ways did this same problem get solved? Analyze which solution you think most efficiently solves the problem. Explain how this solution is most efficient.</p> <p>What gifted intelligent behaviors did you need to use to solve this problem?</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>Students work in groups of four and are given a candy bar to divide equally among the members in the group. Students individually decide how to divide the candy bar so that everyone gets a fair share. Each student will describe his/her solution to the group. Students in the group will consider each solution and analyze which solution fairly solves the problem. After considering each solution, students will decide on the fair solutions, creating a model of the fair solutions.</p> <p>What gifted intelligent behaviors did you and your friends have to use so that you would all be satisfied?</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>Sammy and Sally have each solved a problem differently. They both think that their solutions are correct, but they have different answers. Sally’s solution is on the yellow paper and Sammy’s solution is on the blue paper. Compare and contrast Sammy’s and Sally’s solutions in your math journal.</p> <p>What gifted intelligent behaviors did you need to use to resolve the differences in their answers?</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>Set up a classroom store. Given a certain amount of money to shop with, the students will assume the role of consumer and generate possible combinations of things that they could buy with that money. The students will produce 2 solutions illustrating the items they could buy in their math journal.</p> <p>What gifted intelligent behaviors did the students need to use to generate possible combinations?</p> <p style="text-align: center; margin-top: 20px;">V _ * _ L _ * _ S _ * _ M _ B _ * _ P _ I _ * _ N _ _</p>

- 1.03 Create, model, and solve problems that involve addition, subtraction, equal grouping and division into halves, thirds, and fourths (record in fraction form)
- 1.05 Create and solve problems using strategies such as modeling composing and decomposing quantities, using doubles, and making tens and hundreds
- 3.01 Combine simple figures to create a given shape.

**Real World Connections with Products: Design-structure, planning, monitoring, comparing,
Drawing-dividing, judging, planning, evaluating
Journal Response-comparing, classifying, organizing, critiquing
Drawing of purchased items-predicting, parsing, organizing, using, checking, planning**

Real World Applications: Architect, Mathematician, Astronaut, artist

Real World Terms: compare, contrast, equally, template, patterns, fractions, divide, separate, solution, describe, draw, generate, create

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

Concept Focus: Conflict

Overarching Generalizations: Conflict may allow for synthesis and change. Conflict teaches. Conflict can be positive or negative, Conflict can bring about change.

More Complex Generalizations (Two or more concepts):

Conflict is apart of life and can bring about positive or negative relationships

Essential Question

How does listening with understanding and empathy teach us about the positive and negative relationships that we encounter through conflict in our lives?

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- Pattern blocks, subject notebooks for journals, pencils, template, candy bar (or picture),
- Items for store (labels for items), play money

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How can a conflict be positive and negative?

How can conflict teach?

How can conflict bring about change?

Gifted intelligent Behaviors:

How do you need to use persistence to solve a conflict?

How will listening with understanding and empathy help you solve a conflict?

How does being aware of one's own thoughts and feelings help you in being more open to change?

Literary Perspective:

Student/Teacher Reflections

Concept: Conflict

Topic: Relationships

Generalization(s): Conflict may allow for synthesis and change.

Conflict teaches.

Conflict can be positive or negative.

Conflict brings about change.

Essential Question(s): How does listening with understanding and empathy teach us about the positive and negative relationships that we encounter through conflict in our lives?

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Think about the picture. Using words and pictures, describe the conflict in the picture.	Write one or more questions about the conflict going on in the picture.	Create a word web with the word "Conflict" in the middle. Write words that you think about conflict.	Think about a time you had to choose between two games that you enjoy playing. List the things you like and dislike about each game.
2	Using the sentence strips provided sequence the dialogue from start to finish.	Given a picture of conflict the student explains the possible cause(s) and effect(s) that are happening in the picture.	Create a WANTED poster of positive qualities that a friend should have in order to resolve conflicts.	Listen to a piece of music. Think about how the parts of the music sounded different. Reflect on how different parts of music made you feel while you were listening.
3	Given a blackline master of a timeline or template students will construct a timeline showing major events that have occurred in their life. This timeline should include choices, decisions, and any learning experiences they may have encountered.	Given newspaper clippings students will research a recent conflict in the community. Make a display showing the two sides of the conflict.	Think back to a recent conflict in our school, students will invent a solution to that conflict.	With a partner create an advertisement taking a stand on whether or not we should recycle paper in our school.

Real World Connections With Products: recognizing, explaining, classifying, categorizing, identifying, organizing, structuring, analyzing, critiquing, creating, evaluating, constructing,

Real World Applications: Authors, publishers, editors, historians, scientist, musicians, teachers

Real World Terms: timeline, display, cause, effect, recycle, community, newspaper, position paper, WANTED poster, reflect

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

Concept Focus: Conflict

Overarching Generalizations: Conflict may allow for synthesis and change. Conflict teaches. Conflict can be positive or negative, Conflict can bring about change.

**More Complex Generalizations (Two or more concepts):
Conflict is apart of life and can bring about positive or negative relationships**

Essential Question

How does listening with understanding and empathy teach us about the positive and negative relationships that we encounter through conflict in our lives?

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- Pictures of conflict, journals, word-web template, sentence strips, construction paper, markers, pencils, listening center, music, black-line master of timeline, newspaper clippings
-

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How can a conflict be positive and negative?

How can conflict teach?

How can conflict bring about change?

Gifted intelligent Behaviors:

How do you need to use persistence to solve a conflict?

How will listening with understanding and empathy help you solve a conflict?
How does being aware of one's own thoughts and feelings help you in being more open to change?

Literary Perspective: Literary Perspectives:

How is the conflict in the story related to an event that has happened in our classroom?

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 style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>After reading this story, analyze the ways conflict is handled in your class. Consider all sides of typical class conflict, and produce a step by step procedure for solving conflict in your class. Design a presentation to show your classmates how your step by step procedure would bring about positive change in your classroom.</p>	<p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <p>With a partner, think about what you know about bullying. Each partner chooses a character. Assume the role of a character in the given situation on the cards with your partner. Evaluate what your character learned from this conflict. Switch roles and then evaluate what</p>
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<p>What gifted intelligent behaviors did you use to create your step by step procedure?</p> <p style="text-align: center;">V* L _ S _ M _ B _ P* I* N _</p>	<p>the other character learned from the conflict.</p> <p>What gifted intelligent behaviors did you and your partner use to evaluate the situation?</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>Your teacher notices that two students in your classroom will not speak to each other. They obviously avoid each other, and do not want to be in the same group for anything. This is a mystery to your teacher, and she wants to solve it. Tell a story of what these two students could be upset about. Propose a solution for your teacher to help the students solve this conflict.</p> <p>What gifted intelligent behaviors did you use to tell your story and propose a solution?</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>Think about a time in your life when you were faced with a difficult decision. Produce an illustration with dialogue bubbles to show this situation and how you came to your solution. What were the positive and/or negative outcomes? What did you learn from your decision? Consider all aspects of the decision and reflect on how you would handle a similar situation in the future.</p> <p>What gifted intelligent behaviors did you use to make your decision?</p> <p style="text-align: center;">V _ * L _ S _ M _ B _ P _ * I _ N _</p>

- SS 1.01 Identify and describe attributes of responsible citizenship.**
- 1.02 Demonstrate responsible citizenship in the school, community, and other social environments.**
- 1.04 Identify responsible courses of action in given situations and assess the consequences of irresponsible behavior.**

Real World Connections With Products: analyzing, organizing, critiquing, planning, generating, evaluating, executing, comparing, recalling, attributing

Real World Applications: Mathematician, statistician, teachers, actor, comic-strip artist, public speaker, artist

Real World Terms: outcomes, presentation, role-play, evaluate, compare, contrast, relationship, similarities, Venn-Diagram, decision, dialogue, solution, situation

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.

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

Concept Focus: Conflict

Overarching Generalizations: Conflict may allow for synthesis and change. Conflict teaches. Conflict can be positive or negative, Conflict can bring about change.

**More Complex Generalizations (Two or more concepts):
Conflict is apart of life and can bring about positive or negative relationships**

Essential Question

How does listening with understanding and empathy teach us about the positive and negative relationships that we encounter through conflict in our lives?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Poster board, picture of a conflict, situation cards, markers, crayons, pencils
-

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How can a conflict be positive and negative?

How can conflict teach?

How can conflict bring about change?

Gifted intelligent Behaviors:

How do you need to use persistence to solve a conflict?

How will listening with understanding and empathy help you solve a conflict?

How does being aware of one's own thoughts and feelings help you in being more open to change?

Literary Perspective: Literary Perspectives:

How is the conflict in the story related to an event that has happened in our classroom?

Student/Teacher Reflections

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

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

<p style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>Everyone in your class was asked to bring in a photograph of them as a baby to display on a bulletin board. As each person brought in their picture, the teacher discovered that there was a problem fitting them together on the bulletin board. They are all rectangles but of different sizes. Help your teacher by using your knowledge and experience with 2 dimensional figures to determine how to arrange the pictures so that nobody's picture gets left out or covered up. Use the pieces of construction paper to create a bulletin board representation using the pictures. Piece them together on the model bulletin board so that all pictures are clearly visible.</p> <p>What gifted intelligent behaviors did you need to use to solve this problem?</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>Imagine you are eating dinner at a friend's house with two of your friends. Each person has had an equal amount of food. Each person is still a little bit hungry, and there re two pieces of pizza left. This is creating a bit of unintended conflict. Discuss with your partner how you would divide these last pieces of pizza so that each of you has equal portions. Illustrate at least two solutions. Compare and contrast your solutions using an open compare and contrast form. Explain how each solution provides for equal portions. Select the solution you think most efficiently solves the problem.</p> <p>What gifted intelligent behaviors did the friends have to use so that they would all be satisfied?</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>Julia and Johnny have each divided some shapes into parts. They both think that their solutions are equal parts, but they have different answers. Julia's solution is on the yellow paper and Johnny's solution is on the blue paper. Compare and contrast Julia and Johnny's solutions. In your math journal, explain which answers on Julia's paper are equal parts and which answers on Johnny's paper are equal parts. Were there any that were not equal parts? Explain.</p> <p>What gifted intelligent behaviors did you need to use to resolve the differences in their answers?</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>You have 312 marbles, and you are worried that you might lose some or someone may accidentally take your marbles. You want to put them in containers so that you can see what you have and count them quickly. You decide that it is best to group them so that you can use skip counting instead of counting them one at a time. Use unifix cubes to represent your marbles and draw your containers on a piece of construction paper. Decide how you will group your marbles, and design containers for your marbles to show how they are grouped.</p> <p>What gifted intelligent behaviors did you have to use to organize your marbles?</p> <p style="text-align: center;">V _ L _ * _ S _ * _ M _ B _ * _ P _ I _ * _ N _</p>

1.03 Create, model, and solve problems that involve addition, subtraction, equal grouping and division into halves, thirds, and fourths (record in fraction form)

- 1.05 Create and solve problems using strategies such as modeling composing and decomposing quantities, using doubles, and making tens and hundreds
- 3.01 Combine simple figures to create a given shape.

Real World Connections With Products: organizing, checking, planning, creating, comparing, executing, differentiating, summarizing, explaining, critiquing, designing, creating, constructing

Real World Applications: photographer, designer, meteorologist, publisher, chef, teacher, professional organizer, artist

Real World Terms: photograph, display, bulletin-board, present, knowledge, dimensional, figures, pretend, creating, role-play, unintended, solution, equal parts, compare, contrast, represent, 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: Conflict

Overarching Generalizations: Conflict may allow for synthesis and change. Conflict teaches. Conflict can be positive or negative, Conflict can bring about change.

More Complex Generalizations (Two or more concepts):

Conflict is apart of life and can bring about positive or negative relationships

Essential Question

How does listening with understanding and empathy teach us about the positive and negative relationships that we encounter through conflict in our lives?

Materials Needed for Task Rotation and/or Task Rotation Menu

- Photographs, construction paper, scissors, pizza template, staples, yellow paper (for solution), blue paper (for solution), subject notebook journal, unifix cubes, markers, pencils
-

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

How can a conflict be positive and negative?

How can conflict teach?

How can conflict bring about change?

Gifted intelligent Behaviors:

How do you need to use persistence to solve a conflict?

How will listening with understanding and empathy help you solve a conflict?

How does being aware of one's own thoughts and feelings help you in being more open to change?

Literary Perspective: Literary Perspectives:

How is the conflict in the story related to an event that has happened in our classroom?

Student/Teacher Reflections:

Additional Support Materials:

Favorite Read-Alouds: Charlotte's Web, The Chocolate Touch, The BFG

Finger Plays, Nursery Rhymes and Songs:

Video Clips: Toy Story, Mulan, Finding Nemo

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' Gifted intelligent Behaviors? Please discuss how each Gifted intelligent Behavior manifested it self.

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

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

5. What were “ah ha’s?” for the students? For teachers?

“Additional Comments

APPENDIX

A

Additional Instructional Concept-Based Activities

Project Bright IDEA 2: Interest Development Early Abilities

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



Concept: Relationships

Topic: Communities

**Laura Moore Brunswick County Schools
Sabrina Smith Wake County Schools
K-2**

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

The American Association For Gifted Children at Duke University

Big Ideas Manifested

Topic – Communities/ Neighborhoods

Literature Selection – Be My Neighbor

Author – Maya Ajmera & John D. Ivanko

Concepts	Themes
<ul style="list-style-type: none"> *Relationships 	<ul style="list-style-type: none"> *Relationships within a system are interdependent and symbiotic *Relationships can be simple or complex. *Relationships have parts that work to complete a task.
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> *Cultural diversity *Language barrier *Is one culture better than another? *Respect within the community 	<ul style="list-style-type: none"> *Poverty *Weather effects *Population growth *Education
Processes	Theories
<ul style="list-style-type: none"> *Community involvement *Developing relationships 	<ul style="list-style-type: none"> *People have more similarities and differences.
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> *Alone is a crowded city *Neighbors in another country 	<ul style="list-style-type: none"> *Differences should be respected. *It takes a village to raise a child.

Concept: Relationships

Topic: Communities

Suggested Literature Selection(s):

Look and Listen for...

Intelligent Behaviors

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

Student Activities

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

Thinking Skills Focus: Building better thinking skills

First grade- Chapter five and six (Describing people and things. Similarities and differences)

Topic Focus: Communities

Concept Focus: Relationships

Overarching Generalizations:

All relationships are purposeful.

Relationships are required.

Everything is related in some way.

Relationships can be simple or complex.

More Complex Generalizations (Two or more concepts):

Relationships within systems have parts that work together to complete a task.

Directions for Teachers:

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

Suggested Topics for Discussion:

What is a relationship?

What is your responsibility in the community?

How can you form positive relationships in your community?

Suggested Vocabulary Words for Discussion:

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

A Six-Step Process for Teaching Academic Vocabulary Terms:

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

Robert Marzano

Vocabulary Extension Hooks:

Word Match

Match vocabulary word cards with their definitions.

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

Six Facets of Understanding

Facet 1 – EXPLANATION
What are some parts of a community? Brainstorm with a chart
Facet 2 - INTERPRETATION
How is a neighborhood like a community? Use a “Y” chart to compare and contrast.
Facet 3 - APPLICATION
How might our community help us to develop relationships? Discussion
Facet 4 - PERSPECTIVE
How might your community look to a person from another country? Write a letter to someone about your new community with a postcard.
Facet 5 – EMPATHY
How might someone else from another country feel about our community? Role play with a partner
Facet 6 – SELF-KNOWLEDGE
How are your views about your future shaped by the community in which you live? Write your ideas in your journal.

**Read:
Task Rotation Learning Activities**

K-2

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

<p style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>Sort community picture or word cards.</p> <p>As you were sorting, what relationships did you discover based on the groups you made?</p> <p>What will you be aware of in your own thinking as you make this list and think about these relationships?</p> <p>How did you use the gifted intelligent behavior of questioning to sort your pictures and words?</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>Interview a community helper or leader to find out who they work closely with and what they do.</p> <p style="padding-left: 40px;">What are the relationships that are involved in that occupation?</p> <p>What are the gifted intelligent behaviors you use while interviewing this person?</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>Look at a list of community helpers. Choose one you feel is most important for the community. Give reasons for your choice.</p> <p>What relationships are important for the community helper to have within the community?</p> <p>What goes on in your head when you use the intelligent gifted behavior of metacognition?</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>Suppose you were the mayor of your town. How would you help your community?</p> <p>What relationships would you need to develop in order to do your job as mayor?</p> <p>How did you use the gifted intelligent behavior of finding humor while you performed your job as mayor?</p> <p style="text-align: center;">V L S M B P I * N</p>

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Real World Connections With Products:

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

Real World Applications:

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

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

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

Concept Focus:

Relationships

Overarching Generalizations:

All relationships are purposeful.

Relationships are required.

Everything is related in some way.

Relationships can be simple or complex.

More Complex Generalizations (Two or more concepts):

Relationships within systems have parts that work together to complete a task.

Essential Question

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

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- Index cards, picture cards
- Chart paper

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

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

Intelligent Behaviors:

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

Literary Perspectives:

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

Student/Teacher Reflections

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

Math Task Rotation Learning Activities

K-2

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

<p style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>Using toothpicks and clay, construct a three dimensional shape of your choice.</p> <p>Describe the relationship between the clay and toothpicks. How did one work with the other?</p> <p>How did you see the intelligent behavior of taking responsible risks when constructing your shape?</p> <p style="text-align: center; font-weight: normal;">V _ L * S * M _ B _ P _ I _ N _</p>	<p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <p>Sort shapes on a venn diagram for your partner and have that partner guess the rule.</p> <p>How did you and your partner work together to foster a positive relationship to complete the task?</p> <p>What intelligent behavior did you use while working with your partner?</p> <p style="text-align: center; font-weight: normal;">V * _ L * S * M _ B _ P _ I _ N _</p>
<p style="text-align: center;">Understanding Learner (C) Intuitive-Thinking</p> <p>Formulate two questions to ask the class about shapes.</p> <p>How do your questions relate to one another?</p> <p>What intelligent behavior did you use while generating the questions?</p> <p style="text-align: center; font-weight: normal;">V * _ L * S _ M _ B _ P _ I _ N</p>	<p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Design a collage using magazines to show the shapes that exist in a community.</p> <p>Is there a relationship between the shapes you chose to use in your collage?</p> <p>What intelligent behavior did you use while creating the collage?</p> <p style="text-align: center; font-weight: normal;">V * _ L * S * M _ B _ P _ I _ N</p>

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Real World Connections With Products:

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

Real World Applications:

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

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

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

Concept Focus:

Relationships

Overarching Generalizations:

All relationships are purposeful.

Relationships are required.

Everything is related in some way.

Relationships can be simple or complex.

More Complex Generalizations (Two or more concepts):

Relationships within systems have parts that work together to complete a task.

Essential Question(s):

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

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- Attribute shapes, toothpicks
- clay, magazines

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Are relationships inevitable?

Are all relationships permanent, or are some temporary?

Is everything involved in a relationship?

Are all things affected by their relationship with their environment?

Do relationships require time to develop?

Does it take time to develop relationships?

Intelligent Behaviors:

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

Literary Perspective:

Which home, school, or place of worship from the story can you relate to the most?

What are the similarities and differences between two of the neighborhoods in the story?

What type of conflict do you see yourself having with one of the neighborhoods in the story?

Student/Teacher Reflections

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

Concept: Relationships

Topic: Communities

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

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

Task Rotation Menu

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

Real World Connections With Products:

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

Real World Applications:

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

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

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

Concept Focus:

Relationships

Overarching Generalizations:

All relationships are purposeful.

Relationships are required.

Everything is related in some way.

Relationships can be simple or complex.

More Complex Generalizations (Two or more concepts):

Relationships within systems have parts that work together to complete a task.

Essential Question:

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

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- journal, chart paper

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Are relationships inevitable?

Are all relationships permanent, or are some temporary?

Is everything involved in a relationship?

Are all things affected by their relationship with their environment?

Do relationships require time to develop?

Does it take time to develop relationships?

Intelligent Behaviors:

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

Literary Perspective:

Which home, school, or place of worship from the story can you relate to the most?

What are the similarities and differences between two of the neighborhoods in the story?

What type of conflict do you see yourself having with one of the neighborhoods in the story?

Student/Teacher Reflections:

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

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

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

<p style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>Design a travel brochure for your community including the important people, places, and things in the community.</p> <p>As you design your brochure, what relationship did you see between the people, places, and</p>	<p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <p>Put words relating to the story to the existing tune of “It’s a Beautiful Day in The Neighborhood.”</p> <p>How is your relationship different with the neighborhood than it is with the whole community?</p>
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<p>things in your community?</p> <p>V * L S * M B P I N _</p>	<p>V _ L _ S _ M _ * B _ P _ I _ * N _</p>
<p>Understanding Learner (C) Intuitive-Thinking</p> <p>Look at a list of community helpers. Choose the one you feel is the most important in the community and explain why.</p> <p>What intelligent behaviors should this person have or use?</p> <p>V _ * L _ S _ M _ B _ P _ I _ * N _</p>	<p>Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Suppose that you were the mayor of your town. How would you help your community?</p> <p>What types of relationships will you need to form in your community to do your job as mayor?</p> <p>V _ L _ S _ * M _ B _ P _ I _ * N _</p>

Real World Connections With Products:

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

Real World Applications:

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

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

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

Concept Focus:

Relationships

Overarching Generalizations:

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

More Complex Generalizations (Two or more concepts):

Relationships within systems have parts that work together to complete a task.

Essential Question:

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

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- chart paper, journal
- picture cards, index cards

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:

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

Intelligent Behaviors:

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

Literary Perspective:

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

Student/Teacher Reflections

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

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>Using models of three dimensional shapes, describe the characteristics of a rectangular prism, cube, and triangular prism, telling about the number of sides and vertices.</p> <p>As you describe each shape, think about how each shape relates to one another. Tell how you think they relate to one another.</p> <p>What intelligent behaviors did you use to describe the shapes?</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, estimate the number of blocks for the length and width of the three dimensional models of the buildings in a community.</p> <p>How did you and your partner work together to estimate?</p> <p>What intelligent behaviors did you use to estimate?</p> <p align="center">V * L * S * M B P I * N _</p>
<p align="center">Understanding Learner (C) Intuitive-Thinking</p> <p>Using two attribute blocks, compare them by referring to their size, number of sides, shape, and color.</p> <p>As you analyze the shapes, what relationships do you observe between the shapes?</p> <p>How did you use the gifted intelligent behavior of thinking and communicating with clarity and precision to compare the shapes?</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 building in your community using various materials.</p> <p>As you create your building, think about how the materials work together and have a purpose. Are several needed to complete the task, or is only one needed. Explain your answer.</p> <p>What intelligent behavior did you use to create?</p> <p align="center">V _ L _ S _ M B _ P I N _</p>

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

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

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

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

Concept Focus:

Relationships

Overarching Generalizations:

All relationships are purposeful.

Relationships are required.

Everything is related in some way.

Relationships can be simple or complex.

More Complex Generalizations (Two or more concepts):

Relationships within systems have parts that work together to complete a task.

Essential Question:

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

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

Materials Needed for Task Rotation and/or Task Rotation Menu

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

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Are relationships inevitable?

Are all relationships permanent, or are some temporary?

Is everything involved in a relationship?

Are all things affected by their relationship with their environment?

Do relationships require time to develop?

Does it take time to develop relationships?

Intelligent Behaviors:

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

Literary Perspective:

Which home, school, or place of worship from the story can you relate to the most?

What are the similarities and differences between two of the neighborhoods in the story?

What type of conflict do you see yourself having with one of the neighborhoods in the story?

Student/Teacher Reflections:

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

Additional Support Materials:**Teacher Resources:**

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

Read Alouds;

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

Video Clip:

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

Teacher Reflections

Literary Selection

Date

School

Grade

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

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

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

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

5. What were “ah ha’s?” for the students? For teachers?

“Additional Comments

APPENDIX

A

Additional Instructional Concept-Based Activities

Project Bright IDEA 2: Interest Development Early Abilities

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



Concept: Change

Topic: Communities

K-2

Julie Coates (Duplin) and Marta Whitehouse (Wake)

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

The American Association For Gifted Children at Duke University

Big Ideas Manifested

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

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

Big Ideas Manifested

Topic - Literature Selection – Author -
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Concepts	Themes
Issues or Debates	Problems or Challenges
Processes	Theories
Paradoxes	Assumptions or Perspectives

Big Ideas Manifested

Topic - Literature Selection – Author -
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Concepts	Themes
Issues or Debates	Problems or Challenges
Processes	Theories
Paradoxes	Assumptions or Perspectives

Concept: Change

Topic: Communities

Suggested Literature Selection(s): Circle Unbroken

Look and Listen for...

Gifted intelligent Behaviors

Story Focus: Persistence

Thinking flexibly

Applying past knowledge to new situations

Student Activities: Applying past knowledge to new situations

Remaining open to continuous learning

Listening with understanding and empathy

Thinking Skills Focus: Sequences – Copying a pattern

Topic Focus: Communities

Concept Focus: Change

Overarching Generalizations: Change generates additional change.

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

Directions for Teachers:

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

Suggested Topics for Discussion: Slavery, survival, traditions (old and new), separation

Suggested Vocabulary Words for Discussion:

Community	Resistance	Village	Origin
Cultural Tradition	Pattern	History	Trade

A Six-Step Process for Teaching Academic Vocabulary Terms:

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

Robert Marzano

Vocabulary Extension:

Create a portfolio of written descriptions of various vocabulary words.

Create a movement or sequence of movements to explain various vocabulary words.

Make a collage of various vocabulary words.

Hooks:

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

Six Facets of Understanding

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

Read: Circle Unbroken

Task Rotation Learning Activities

K-2

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

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

Language Arts

Goal 1 – The learner will develop and apply enabling strategies and skills to read and write.

Goal – 2 – The learner will develop and apply and skills to comprehend text that is read, heard, and viewed.

Goal – 3 – The learner will make connections through the use of oral language, written language, media, and technology.

Goal – 4 – The learner will apply strategies and skills to create oral, written, and visual texts.

Goal – 5 – The learner will apply grammar and language conventions to communicate effectively.

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

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

Real World Terms:
Manage, research, record, evaluate

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

Concept Focus: Change

Overarching Generalizations: Change generates additional change.

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

Essential Question

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

What predictions about change can I make using the text?

Materials Needed for Task Rotation and/or Task Rotation Menu

- paper
- pencil
- copy of book: Circle Unbroken
- journal
- internet access

Julie Coates and Marta Whitehouse

Revised 6/22/06

MetaCognitive Discussion (Essential Questions):

How do I use prior knowledge and experiences to help understand change?

(Whole Group)

Conceptual Perspectives:

What is change?

How does change generate additional change?

Why is change inevitable?

Gifted intelligent Behaviors:

Persistence

Thinking Flexibly

Applying past knowledge to new situations

Literary Perspectives:

Did the changes that the characters in the story caused create positive or negative effects?

How have grass baskets changed over time?

What would it be like to walk in the shoes of one of the characters in the story?

Student/Teacher Reflections:

Math Task Rotation Learning Activities

K-2

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

<p style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>Can we identify patterns? Define the patterns which are presented. Use a variety of labels to name the patterns given. Construct four patterns using geometric shapes to be defined by a classmate.</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>What geometric shapes and patterns do you see around you? Create a collage to show the various shapes which you find in your community. Label each shape and tell how it is used. When your collage is complete, hang it on the bulletin for the class to see.</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>How many ways can you combine the geometric figures provided to make this shape? Using the geometric shapes which have been provided, create the given shape in a variety of ways. Trace and color the shapes which you used.</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>Demonstrate your ability to build a pattern by using various shapes and colors of the construction paper shapes which have been provided. Create at least four different patterns of colors and shapes. Glue them to the poster paper which has been provided. What gifted intelligent behaviors did you use in completing this task?</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>

Math

Goal 5 – The learner will recognize and represent patterns and simple mathematical relationships.

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

Goal 3 – The learner will perform simple transformations.

3.01 – Combine simple figures to create a given shape.

Julie Coates and Marta Whitehouse

Revised 6/22/06

Real World Connections With Products:

Construct, create, design, identify, define, demonstrate

Real World Applications:

Architect, archeologist, city planner, politician, author

Real World Terms:

Create, construct, label, demonstrate, combine

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

Concept Focus: Change

Overarching Generalizations: Change generates additional changes.

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

Essential Question(s):

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

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

Materials Needed for Task Rotation and/or Task Rotation Menu

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

MetaCognitive Discussion (Essential Questions):

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

(Whole Group)

Conceptual Perspectives:

What is change?

How does change generate additional change?

Why is change inevitable?

Gifted intelligent Behaviors:

Persistence

Thinking Flexibly

Applying past knowledge to new situations

Literary Perspective:

Did the changes that the characters in the story caused create positive or negative effects?

How have grass baskets changed over time?

What would it be like to walk in the shoes of one of the characters in the story?

Student/Teacher Reflections

Concept: Change

Topic: Communities

Generalization(s): Change brings additional change

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

Task Rotation Menu

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

Julie Coates and Marta Whitehouse

Revised 6/22/06

Real World Connections With Products:

Organize, describe, create, sequence, predict, debate, imagine, construct, compose

Real World Applications:

Architect, archeologist, city planner, politician, author, teacher, student

Real World Terms:

Create, construct, label, demonstrate, combine

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

Concept Focus: Change

Overarching Generalizations: Change generates additional changes.

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

Essential Question(s):

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

How can change affect a community?

Materials Needed for Task Rotation and/or Task Rotation Menu

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

Julie Coates and Marta Whitehouse

Revised 6/22/06

MetaCognitive Discussion (Essential Questions):

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

(Whole Group)

Conceptual Perspectives:

What is change?

How does change generate additional change?

Why is change inevitable?

Gifted intelligent Behaviors:

Persistence

Thinking Flexibly

Applying past knowledge to new situations

Literary Perspective:

Did the changes that the characters in the story caused create positive or negative effects?

How have grass baskets changed over time?

What would it be like to walk in the shoes of one of the characters in the story?

Student/Teacher Reflections

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

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

<p style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>What is change? Describe the changes which have taken place in the growth of a flower, bird, or frog. Draw pictures to show the various changes.</p> <p style="text-align: center;">V _ L _ S _ x _ M _ B _ P _ x _ I _ x _ N _ x _</p>	<p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <p>Are you able to recognize the changes which have taken place in your life? Create a timeline showing the changes that have taken place in your life. Begin with your birth to present day. You may include pictures.</p> <p style="text-align: center;">V _ L _ S _ x _ M _ B _ P _ x _ I _ x _ N _</p>
<p style="text-align: center;">Understanding Learner (C) Intuitive-Thinking</p> <p>How does development of a community change the original area and the surrounding area? Plan a new community of your own. Create maps to show how the area had been previously used and what changes took place.</p> <p style="text-align: center;">V _ L _ x _ S _ x _ M _ B _ P _ I _ N _ x _</p>	<p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>How has change affected your community? Write in your journal whether you think change in your community has had a positive or a negative outcome on the people living there.</p> <p style="text-align: center;">V _ x _ L _ x _ S _ M _ B _ P _ I _ x _ N _ x _</p>

Language Arts

Goal 1 – The learner will develop and apply enabling strategies and skills to read and write.

Goal – 2 – The learner will develop and apply and skills to comprehend text that is read, heard, and viewed.

Goal – 3 – The learner will make connections through the use of oral language, written language, media, and technology.

Goal – 4 – The learner will apply strategies and skills to create oral, written, and visual texts.

Goal – 5 – The learner will apply grammar and language conventions to communicate effectively.

Julie Coates and Marta Whitehouse

Revised 6/22/06

Real World Connections With Product:

Describe, create, plan, write

Real World Applications:

City planner, architect, archeologist, politician, author, teacher

Real World Terms:

Manage, research, record, evaluate

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

Concept Focus: Change

Overarching Generalizations: Change generates additional change.

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

Essential Question:

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

How is change visible in all communities?

Materials Needed for Task Rotation and/or Task Rotation Menu

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

Julie Coates and Marta Whitehouse

Revised 6/22/06

MetaCognitive Discussion (Essential Questions):

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

(Whole Group)

Conceptual Perspectives:

What is change?

How does change generate additional change?

Why is change inevitable?

Gifted intelligent Behaviors:

Persistence

Thinking Flexibly

Applying past knowledge to new situations

Literary Perspective:

Did the changes that the characters in the story caused create positive or negative effects?

How have grass baskets changed over time?

What would it be like to walk in the shoes of one of the characters in the story?

Student/Teacher Reflections

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

Math

Goal 5 – The learner will recognize and represent patterns and simple mathematical relationships.

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

Goal 3 – The learner will perform simple transformations.

3.01 – Combine simple figures to create a given shape.

Julie Coates and Marta Whitehouse

Revised 6/22/06

Real World Connections With Products:

Construct, perform, create, formulate, analyze, explain, compare

Real World Applications:

City planner, architect, archeologist, politician, author, teacher

Real World Terms:

Manage, research, record, evaluate

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

Concept Focus: Change

Overarching Generalizations: Change generates additional change.

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

Essential Question:

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

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

Materials Needed for Task Rotation and/or Task Rotation Menu

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

Julie Coates and Marta Whitehouse

Revised 6/22/06

MetaCognitive Discussion (Essential Questions):

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

(Whole Group)

Conceptual Perspectives:

What is change?

How does change generate additional change?

Why is change inevitable?

Gifted intelligent Behaviors:

Persistence

Thinking Flexibly

Applying past knowledge to new situations

Literary Perspective:

Did the changes that the characters in the story caused create positive or negative effects?

How have grass baskets changed over time?

What would it be like to walk in the shoes of one of the characters in the story?

Student/Teacher Reflections

Julie Coates and Marta Whitehouse
Revised 6/22/06

Additional Support Materials:

Favorite Read-Alouds:

Finger Plays, Nursery Rhymes and Songs:

Video Clips:

Paintings & Prints:

Teacher Reflections

Literary Selection: Circle Unbroken

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

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

Students were able to follow along with minimal assistance.

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

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

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

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

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

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

5. What were “ah ha’s?” for the students? For teachers?

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

“Additional Comments

APPENDIX

A

Additional Instructional Concept-Based Activities

Project Bright IDEA 2: Interest Development Early Abilities

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



Concept: Relationships

Topic: Communities

K-2

**Heather Pelletier – Harris Creek, Wake County
Selina Wilkes – B.F. Grady, Duplin County
Revised by Heather Pelletier & Anne Marie Lynch
Harris Creek, Wake County**

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

The American Association For Gifted Children at Duke University

Big Ideas Manifested

Topic - Communities

Literature Selection – Be My Neighbor

Author - Maya Ajmera & John D. Ivanko

Concepts	Themes
<ul style="list-style-type: none"> • Relationships • Conflict • Diversity 	<ul style="list-style-type: none"> • All things are related, have purpose and change over time • Conflict may be natural or human-made; intentional or unintentional
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> • Abundance vs. Scarcity • Supply & Demand • Cultural Diversity • Survival of the fittest • Fairness & equality 	<ul style="list-style-type: none"> • Survival of oneself and family • Needs vs. wants • Weather • Opportunity/Choices/Spending \$
Processes	Theories
<ul style="list-style-type: none"> • Conflict resolution • Decision making • Education • Map making (continents) • Community Interdependence (producer/consumer/goods/services) 	<ul style="list-style-type: none"> • Third world countries lack education • Civilized communities can provide for everyone
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> • Economically stable communities can better provide for their people than underdeveloped communities • Alone in a crowded city • Neighbors in another country 	<ul style="list-style-type: none"> • The grass is greener on the other side • Money buys happiness • A house is a home • Everyone is neighborly • Everyone is a valued member of a community.

Big Ideas Manifested

Topic - Communities

Literature Selection – Home

Author - Jeannie Baker

Concepts	Themes
<ul style="list-style-type: none"> • Relationship • Conflicts • Change • Power 	<ul style="list-style-type: none"> • All things are related, have purpose and change over time • Conflict may be natural or human-made; intentional or unintentional • Change generates additional change, can be positive/negative, is inevitable and necessary for growth • Power is the ability to influence
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> • Independence vs. community • Open vs. shut • Safety vs. Risk • Nature vs. Nurture 	<ul style="list-style-type: none"> • Opportunity/Choices/Spending \$ • Courage to change
Processes	Theories
<ul style="list-style-type: none"> • Growth • Aging • Reconciliation • Community planning/Map Making (city) • Community Interdependence • Supplying Basic Needs with Natural Resources 	<ul style="list-style-type: none"> • We are the product of our environment • Actions bring consequences which can be negative or positive. • Change is good
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> • Fences make good neighbors • A safe risk 	<ul style="list-style-type: none"> • My family always supports me. • A community always works together • Change takes time

Concept: Relationships

Topic: Communities

Suggested Literature Selection(s): Be My Neighbor
Home

Look and Listen for...

Intelligent Behaviors

Story Focus: Thinking Flexibly, Questioning and Posing Problems, Thinking and Communicating with Clarity and Precision, Finding Humor, Taking Responsible Risks, Creating, Imagining, Innovating, and Thinking interdependently

Student Activities: Thinking Flexibly, Metacognition, Questioning and Posing Problems, Thinking and Communicating with Clarity and Precision, Finding Humor, Taking Responsible Risks, Creating, imagining, Innovating, and Thinking interdependently.

Thinking Skills Focus: Describing Similarities and Differences

Figural Classifications – Describing & Forming Groups

Figural Classifications with Overlapping Groups & Classes

Topic Focus: Communities

Concept Focus: Relationships

Overarching Generalizations:

1. Relationships are inevitable.
2. Relationships require time to develop.
3. Everything is involved in a relationship.

More Complex Generalizations (Two or more concepts):

1. Relationships change over time; some are temporary, some are permanent.
2. All things affect and are affected by their relationships with their environment.

Directions for Teachers:

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

Suggested Topics for Discussion:

community/family roles, wants and needs, diversity of cultures, growth and change

Suggested Vocabulary Words for Discussion:

advertisement	custom	historical	producer
barrier	distance	individual	recreation
behavior	diversity	intersection	relationship
business	division	laws	religion
cathedral	divorce	leader	remote
characteristic	education	market	respect
citizen	elderly	marriage	responsibility
city	environment	medicine	rules
climate	family	mosque	synagogue
classification	friendship	needs	town
common	government	neighbor	tradition
community	graffiti	neighborhood	traffic
consumer	grouping	overlapping	transportation
cooperation	growth	pattern	vandalism
country	habit	population	wants
culture	handicap	position	worship

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:

Word of the Day – define together, post, listen for usage, make a tally for every time used

Mix-N-Match – match word to its definition, to its picture, to category, to synonym...

Hooks:

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

Six Facets of Understanding

Facet 1 – EXPLANATION
<p>After designing a community map, place word/picture cards in areas where they might belong. Justify your decisions using complete sentences. (Example: teacher-school, sister-house, baby-daycare, secretary-office building...) Optional→create a 3-D model community with 3-D citizens (use small boxes, construction paper, model magic...) What are examples of relationships within a given community?</p>
Facet 2 – INTERPRETATION
<p>Look at various pictures of people and animals. Sort and group pictures by similarities. Choose a group of pictures and tell a story about them. Listen to a partner's story and combine the stories into one story.</p> <p>What is a community? What is the meaning of relationship?</p>
Facet 3 – APPLICATION
<p>Create an animal puppet such as a bat. Role-play scenarios in which the animal is both helpful and a pest within the community.</p> <p>In what ways do animals impact relationships within a community? (examples: bats, mice, deer, raccoons, termites, birds, dogs...)</p>
Facet 4 – PERSPECTIVE
<p>Compare & contrast the relationships that an elderly person has within a community to the relationships that a young child has within a community.</p> <p>How would a community look to an elderly citizen? How would a community be viewed differently from a child's perspective?</p>
Facet 5 – EMPATHY
<p>Illustrate and label possible feelings that a friend might have when moving to a new community using a simple flip-book.</p> <p>What would it be like to move to another community that didn't speak your language? What are some ways to make a new friend?</p>
Facet 6 – SELF-KNOWLEDGE
<p>Reflect on the different individuals and/or groups that make up your community. Write a journal entry describing how these individuals make a difference in your life.</p> <p>Who makes up your community? How do these individuals and/or groups interact?</p>

**Read: Be My Neighbor & Home
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>Create a timeline showing possible changes that occur during the growth process of a living thing.</p> <p>In thinking about how things change and grow in a community, what impact does this growth have on the relationships between community members?</p> <p>What gifted intelligent behaviors would help solve the problem of overcrowding in a community?</p> <p align="center">V _ L _ * _ S _ M _ B _ P _ I _ N _ *</p>	<p align="center">Interpersonal Learner (B) Sensing-Thinking</p> <p>Pretend that you are celebrating a joyous occasion, listen to the music provided and dance with your partner to show your feelings during this celebration.</p> <p>In thinking about celebrations that you share with your friends and family, in what ways do you use music during celebrations? How might music impact the emotions felt during such celebrations? In what ways would music selection differ during certain holidays?</p> <p>What gifted intelligent behaviors would a party planner need in choosing music for a celebration?</p> <p align="center">V _ L _ S _ M _ * _ B _ * _ P _ * _ I _ N _</p>
<p align="center">Understanding Learner (C) Intuitive-Thinking</p> <p>Compare intersections with a traffic light to an intersection with a round about. Debate both ideas within your group. Provide evidence for your position.</p> <p>In considering traffic patterns within a growing community, what road designs, and traffic signs/lights would foster a smooth traffic flow?</p> <p>What gifted intelligent behaviors do drivers use everyday while traveling around the community?</p> <p align="center">V _ * _ L _ * _ S _ * _ M _ B _ P _ * _ I _ N _</p>	<p align="center">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Reflect on your relationship with your neighbors. Create a greeting card for a neighbor to express appreciation or encouragement.</p> <p>In Home, how did the relationship with the young girl and her neighbor bring about a positive change?</p> <p>As you think of conflicts that may arise in your relationships with your neighbors, what gifted intelligent behaviors are lacking in neighbor disputes?</p> <p align="center">V _ * _ L _ S _ M _ B _ P _ * _ I _ * _ N _</p>

Real World Connections with Products:

map, book, chart, song, dance, structure, road, instruments, party decorations, plants, personal photos showing growth, DMV traffic sign poster/handbook, greeting cards

Real World Applications:

historian, scientist, doctor, musician, dancer, psychologist, counselor, surveyor, traffic cop, school crossing guard, construction worker, customer service representative, politician, party planner

Real World Terms:

compare, reflect, pretend, debate, create, prove, celebrate

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- Chart paper
- Markers, crayons, pencils
- Music (music player, instruments,)
- Construction paper
- Pictures of intersections (traffic light, round about)
- Optional items → personal photos or BI picture cards to show human growth, DMV handbook, assorted greeting cards,

MetaCognitive Discussion (Essential Questions): (Whole Group)

Conceptual Perspectives:

In thinking about how things change and grow in a community, what impact does this growth have on the relationships between community members?

In thinking about celebrations that you share with your friends and family, in what ways do you use music during celebrations? How might music impact the emotions felt during such celebrations? In what ways would music selection differ during certain holidays?

In considering traffic patterns within a growing community, what road designs, and traffic signs/lights would foster a smooth traffic flow?

In [Home](#), how did the relationship with the young girl and her neighbor bring about a positive change?

Intelligent Behaviors:

What gifted intelligent behaviors would help solve the problem of overcrowding in a community?

What gifted intelligent behaviors would a party planner need in choosing music for a celebration?

What gifted intelligent behaviors do drivers use everyday while traveling around the community?

As you think of conflicts that may arise in your relationships with your neighbors, what gifted intelligent behaviors are lacking in neighbor disputes?

Literary Perspectives:

What is a community?

What is the meaning of relationship?

What are examples of relationships within a given community?

What changes are occurring in the relationships?

What possible conflicts can occur within a relationship?

Who makes up your community? How do these individuals and/or groups interact?

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>After discussing the lines of symmetry seen in the windows and structures illustrated within the featured books, use markers, toothpicks, wikki sticks, string, geoboards... to construct possible lines of symmetry within given shapes.</p> <p>In designing a community, what value should be placed on balance and symmetry?</p> <p>What gifted intelligent behaviors should an architect exhibit when designing a community or structure?</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>Using hidden shapes inside a mystery bag, one player feels a hidden shape and gives clues to other players so that they predict which shape is being described. Whoever guesses correctly then describes a new shape in the bag, giving the shape clues for the next turn.</p> <p>What might be some possible descriptions that will help you clearly communicate to others and foster understanding within the team relationship?</p> <p>What gifted intelligent behaviors enhance clear communication with others?</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>Find a Sudoku puzzle that your teacher has provided. Fill in each of the 9 squares by observing the relationship between the digits 1-9. Each row, column, and square needs the digits 1-9 without repetition of any number. (Smaller puzzles with 4-6 squares are easier for younger children.)</p> <p>As you work through the possible solutions, what led you to believe your answers were correct in this puzzle? What are some possible strategies that would show evidence of correctness?</p> <p>What gifted intelligent behaviors would help you complete a Sudoku puzzle with faster speed?</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>After creating various pattern block pictures, choose one picture and exchange the blocks to create the same picture in a different way using alternative blocks.</p> <p>In creating geometric shapes, what relationships do you see between the shape you are making and other geometric shapes? (Example: 2 trapezoids will make 1 hexagon, 3 triangles will make 1 parallelogram...)</p> <p>Which gifted intelligent behaviors did you not use while completing this task?</p> <p style="text-align: center;">V _ L _ * S _ * M _ B _ P _ I _ N _</p>

Real World Connections With Products:

Structure, art, floor plans, tricks, inventions,

Real World Applications:

construction worker, architect, city manager, archeologist, magician, inventor, artist, math teacher

Real World Terms:

discuss, illustrate, design, describe, exchange, predict, observe, create, choose

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- markers, pencils, crayons...
- toothpicks, wikki sticks, or string
- mystery bag
- pattern blocks
- Sudoku puzzles

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

In designing a community, what value should be placed on balance and symmetry?

What might be some possible descriptions that will help you clearly communicate to others and foster understanding within the team relationship?

As you work through the possible solutions, what led you to believe your answers were correct in this puzzle? What are some possible strategies that would show evidence of correctness?

In creating geometric shapes, what relationships do you see between the shape you are making and other geometric shapes? (Example: 2 trapezoids will make 1 hexagon, 3 triangles will make 1 parallelogram...)

Intelligent Behaviors:

What gifted intelligent behaviors should an architect exhibit when designing a community or structure?

What gifted intelligent behaviors enhance clear communication with others?

What gifted intelligent behaviors would help you complete a Sudoku puzzle with faster speed?

Which gifted intelligent behaviors did you not use while completing this task?

Literary Perspective:

What is a community?

What is the meaning of relationship?

What are examples of relationships within a given community?

What changes are occurring in the relationships?

What possible conflicts can occur within a relationship?

Who makes up your community? How do these individuals and/or groups interact?

Student/Teacher Reflections

Concept: Relationships

Topic: Communities

Generalization(s):

Relationships are inevitable.

Relationships require time to develop.

Everything is involved in a relationship.

Essential Questions:

What relationships are seen in a community? How are these relationships affected by other relationships and environmental changes?

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Observe the many windows in the featured books. Put a yellow sticky on the windows that show equal parts.	Sort and group buttons in a Venn Diagram showing similarities & differences.	Use a family tree web to display the relationships in your family.	Make an "All About Me" poster to share with classmates.
2	Organize given pictures to show the relationship between who, where, and what. (ex. pencil, student, school)	Choose an item from various community settings. Formulate analogies between them. (Ex. orange is to apple(market) as crayon is to pencil(school).	Examine a picture within the featured books that show relationship. Predict feelings experienced by the interaction. Draw a picture of a time when you felt the same way.	When the music plays, move in a path around the classroom so that you do not create a traffic jam or cause the flow to slow or stop.
3	Record your observations of a plant that is deprived of water. Summarize your findings of the relationship between water and survival.	Develop a plan to earn money to purchase gifts for your family during the holiday season. Prioritize your spending goals.	Create a clothing catalog for a world traveler meeting the clothing needs for various climates around the world.	Choose a family conflict to role-play with your group. Write a possible conversation between family members. (example situations: divorce, sharing clothes, tv remote, broken rule...)

Real World Connections with Products:

assembly line, crop, garden, clothing, song, book, legal document, record, chart, tickets

Real World Applications:

factory worker, farmer, horticulturalist, landscaper, designer, social worker, musician, librarian, cashier, banker, accountant, meteorologist, travel agent, counselor

Real World Terms:

pretend, observe, group, display, formulate, chose, illustrate, sort, organize, record, examine, prioritize, develop

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- Yellow post-its
- Buttons
- Family web
- Poster board
- Venn Diagram
- Pictures of community items (people, places, and things)
- Music (music player)
- Paper
- Pencils, markers, crayons
- Plant

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

As you compare the relationships within your family to those of your classmates, what similarities and differences do you observe?

In thinking about relationships within your environment, what might cause these relationships to begin, change or end?

Intelligent Behaviors:

Which gifted intelligent behaviors are critical in communicating, creating, summarizing, making predictions, and organizing ideas?

Literary Perspective:

What is a community?

What is the meaning of relationship?

What are examples of relationships within a given community?

What changes are occurring in the relationships?

What possible conflicts can occur within a relationship?

Who makes up your community? How do these individuals and/or groups interact?

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 style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>Construct a newspaper article explaining how relationships within the community bring about positive change.</p> <p>What are some possible changes that could occur through positive relationships?</p> <p>What gifted intelligent behaviors will you role model for others to help bring about positive change?</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>Call a friend to make decisions about an upcoming celebration. Complete a web answering the questions (Who, What, When, Where, Why and How).</p> <p>When considering the people, places, and cultures within your community, what do you envision as possible outcomes for your celebration?</p> <p>Which gifted intelligent behaviors did you observe in your partner?</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 proposal to your community leaders of potential solutions that would enhance the harmony between all citizens.</p> <p>How do citizens and their relationships with their environment affect everyday living and behavioral choices?</p> <p>What gifted intelligent behaviors would good community leaders demonstrate in their decisions?</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>Design a future community. Describe how your future community relates to your community now.</p> <p>How might your future community have a positive impact on community relationships?</p> <p>While you were designing your community, what gifted intelligent behaviors did you use?</p> <p style="text-align: center;">V * L * S * M B P I N</p>

Real World Connections With Products:

laws, articles, newspaper, magazine, invitations, advertisements, floor plans,

Real World Applications:

journalist, party planner, government leaders, architect, lawyer

Real World Terms:

construct, explain, decide, communicate, propose, design, describe, present, inform

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper
- Pencils, markers, crayons
- Pretend phone
- (Optional) construction materials for future community: milk cartons, boxes, toilet paper tubes, clay, pipe cleaners...

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:

What are some possible changes that could occur through positive relationships?

When considering the people, places, and cultures within your community, what do you envision as possible outcomes for your celebration?

How do citizens and their relationships with their environment affect everyday living and behavioral choices?

How might your future community have a positive impact on community relationships?

Intelligent Behaviors:

What gifted intelligent behaviors will you role model for others to help bring about positive change?

Which gifted intelligent behaviors did you observe in your partner?

What gifted intelligent behaviors would good community leaders demonstrate in their decisions?

While you were designing your community, what gifted intelligent behaviors did you use?

Literary Perspective:

What is a community?

What is the meaning of relationship?

What are examples of relationships within a given community?

What changes are occurring in the relationships?

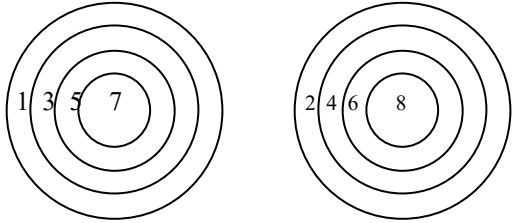
What possible conflicts can occur within a relationship?

Who makes up your community? How do these individuals and/or groups interact?

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>After reading the nursery rhyme, “There was an old lady who lived in a shoe...” help the elderly lady provide for all 20 children by developing a strategy to equally distribute items among the children. Show your work using numbers, pictures, or words.</p> <p>How many chairs are needed at the table? How many slices of bread will make 20 sandwiches? How many cartoons if each has 10 juice boxes? How many soup cans if each can feeds 4 children? How many pies if each feeds 5 children?</p> <p>What questions might you ask to gather the data you need to solve this problem?</p> <p>What gifted intelligent behaviors would help the elderly lady create a happy home for all these children?</p> <p align="center">V _ L * S _ M _ B _ P _ I _ N _</p>	<p align="center">Interpersonal Learner (B) Sensing-Feeling</p> <p>Play a dart game with a partner. One partner uses the “Even Steven” dartboard and the other partner uses the “Odd Otto” dartboard. On a given turn, each partner throws 2 darts, adds the score, and records the sum for each turn in a table. Continue playing for 5 rounds. Compare/contrast the outcomes from the 2 dartboards. (See pp. 127-134 of <i>Extending the Challenge in Mathematics</i>.)</p>  <p>When thinking about odd and even numbers, what outcomes might you predict for this game?</p> <p>When playing this game, what challenges did your partnership encounter?</p> <p>Which gifted intelligent behaviors did you observe in your partner while playing this game?</p> <p align="center">V * L * S _ M _ B * P * I _ N _</p>
<p align="center">Understanding Learner (C) Intuitive-Thinking</p> <p>After multiple exposures to Venn Diagrams having 2 loops, compare/contrast a given group of nature items, decide upon different rules for loops A, B, & C, and label each loop. (Items may include: pine cone, leaves, stick, rock, shell, gumball, seed, feather, pine needle, bark, grass, flower, moss...) A partner tries to determine your rules by placing items in the loops. Each time an item is placed in a loop, you tell them if they are correct. (See p. 125 of <i>Extending the Challenge in Mathematics</i>.)</p> <p>What past experiences helped you determine the rules for your sorts? Of all the gifted intelligent behaviors that we have studied, which do you see more often in yourself while solving problems?</p> <p align="center">V _ L _ S * M _ B _ P _ I _ N *</p>	<p align="center">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>After observing flags from around the world, design a symmetrical flag that best represents the relationships within our classroom community.</p> <p>When thinking about relationships within our classroom community, what are some possible feelings that you may want to communicate on your flag?</p> <p>Which gifted intelligent behaviors did you use in the plan and design of your flag?</p> <p align="center">V _ L _ S * M _ B _ P _ I * N _</p>

Real World Connections with Products:

book, novel, article, game, clothes, invention, **model**

Real World Applications:

author, athlete, scientist, designer, **community helpers, architect, historian,**

Real World Terms:

provide, develop, distribute, record, compare, contrast, determine, design, label, observe, represent, **build**

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- Nature Items (pine cone, leaves, stick, rock, shell, gumball, seed, feather, pine needle, bark, grass, flower, moss)
- Venn Diagram
- Nursery Rhyme “There was an old lady who lived in a shoe...”
- Flag pictures from around the world
- Dartboards and darts (**magnetic works best**)

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

What questions might you ask to gather the data you need to solve this problem?

When thinking about odd and even numbers, what outcomes might you predict for this game?

When playing this game, what challenges did your partnership encounter?

What past experiences helped you determine the rules for your sorts?

When thinking about relationships within our classroom community, what are some possible feelings that you may want to communicate on your flag?

Intelligent Behaviors:

What gifted intelligent behaviors would help the elderly lady create a happy home for all these children?

Which gifted intelligent behaviors did you observe in your partner while playing this game?

Of all the gifted intelligent behaviors that we have studied, which do you see more often in yourself while solving problems?

Which gifted intelligent behaviors did you use in the plan and design of your flag?

Literary Perspective:

What is a community?

What is the meaning of relationship?

What are examples of relationships within a given community?

What changes are occurring in the relationships?

What possible conflicts can occur within a relationship?

Who makes up your community? How do these individuals and/or groups interact?

Student/Teacher Reflections:

Additional Support Materials:

Favorite Read-Alouds:

Me on the Map by: Joan Sweeney

The House on Maple Street

Miss Rumphius

Oh the Places You'll Go

From Seed to Plant

I'll Love You Forever

Frog and Toad (series)

Corduroy

It Looked Like Spilt Milk (symmetry)

Mapping Penny's World by: Loreen Leedy

Art Around the World-Time For Kids Readers

National Parks-Time For Kids Readers

A Zoo Map-Time For Kids Readers

The Sahara Desert-Time For Kids Readers

Finger Plays, Nursery Rhymes and Songs:

Humpty Dumpty

Little Jack Horner

Little Miss Muffet

The Itsy Bitsy Spider

Video Clips:

Richard Scary's Busytown

www.unitedstreaming.com – Understanding Maps: Keys to Everywhere

www.googleearth.com

Paintings & Prints:

Teacher Reflections

Literary Selection

Date

School

Grade

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

"Additional Comments

APPENDIX

A

Additional Instructional Concept-Based Activities

Project Bright IDEA 2: Interest Development Early Abilities

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



Concept: Relationships

Topic: Communities

K-2

**Heather Pelletier – Harris Creek, Wake County
Selina Wilkes – B.F. Grady, Duplin County
Revised by Heather Pelletier & Anne Marie Lynch
Harris Creek, Wake County**

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

The American Association For Gifted Children at Duke University

Big Ideas Manifested

Topic - Communities

Literature Selection – Be My Neighbor

Author - Maya Ajmera & John D. Ivanko

Concepts	Themes
<ul style="list-style-type: none"> • Relationships • Conflict • Diversity 	<ul style="list-style-type: none"> • All things are related, have purpose and change over time • Conflict may be natural or human-made; intentional or unintentional
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> • Abundance vs. Scarcity • Supply & Demand • Cultural Diversity • Survival of the fittest • Fairness & equality 	<ul style="list-style-type: none"> • Survival of oneself and family • Needs vs. wants • Weather • Opportunity/Choices/Spending \$
Processes	Theories
<ul style="list-style-type: none"> • Conflict resolution • Decision making • Education • Map making (continents) • Community Interdependence (producer/consumer/goods/services) 	<ul style="list-style-type: none"> • Third world countries lack education • Civilized communities can provide for everyone
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> • Economically stable communities can better provide for their people than underdeveloped communities • Alone in a crowded city • Neighbors in another country 	<ul style="list-style-type: none"> • The grass is greener on the other side • Money buys happiness • A house is a home • Everyone is neighborly • Everyone is a valued member of a community.

Big Ideas Manifested

Topic - Communities

Literature Selection – Home

Author - Jeannie Baker

Concepts	Themes
<ul style="list-style-type: none"> • Relationship • Conflicts • Change • Power 	<ul style="list-style-type: none"> • All things are related, have purpose and change over time • Conflict may be natural or human-made; intentional or unintentional • Change generates additional change, can be positive/negative, is inevitable and necessary for growth • Power is the ability to influence
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> • Independence vs. community • Open vs. shut • Safety vs. Risk • Nature vs. Nurture 	<ul style="list-style-type: none"> • Opportunity/Choices/Spending \$ • Courage to change
Processes	Theories
<ul style="list-style-type: none"> • Growth • Aging • Reconciliation • Community planning/Map Making (city) • Community Interdependence • Supplying Basic Needs with Natural Resources 	<ul style="list-style-type: none"> • We are the product of our environment • Actions bring consequences which can be negative or positive. • Change is good
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> • Fences make good neighbors • A safe risk 	<ul style="list-style-type: none"> • My family always supports me. • A community always works together • Change takes time

Concept: Relationships

Topic: Communities

Suggested Literature Selection(s): Be My Neighbor Home

Look and Listen for...

Intelligent Behaviors

Story Focus: Thinking Flexibly, Questioning and Posing Problems, Thinking and Communicating with Clarity and Precision, Finding Humor, Taking Responsible Risks, Creating, Imagining, Innovating, and Thinking interdependently

Student Activities: Thinking Flexibly, Metacognition, Questioning and Posing Problems, Thinking and Communicating with Clarity and Precision, Finding Humor, Taking Responsible Risks, Creating, imagining, Innovating, and Thinking interdependently.

Thinking Skills Focus: Describing Similarities and Differences

Figural Classifications – Describing & Forming Groups

Figural Classifications with Overlapping Groups & Classes

Topic Focus: Communities

Concept Focus: Relationships

Overarching Generalizations:

1. Relationships are inevitable.
2. Relationships require time to develop.
3. Everything is involved in a relationship.

More Complex Generalizations (Two or more concepts):

1. Relationships change over time; some are temporary, some are permanent.
2. All things affect and are affected by their relationships with their environment.

Directions for Teachers:

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

Suggested Topics for Discussion:

community/family roles, wants and needs, diversity of cultures, growth and change

Suggested Vocabulary Words for Discussion:

advertisement

barrier

behavior

business

cathedral

characteristic

citizen

city

climate

classification

common

community

consumer

cooperation

country

culture

custom	grouping	mosque	remote
distance	growth	needs	respect
diversity	habit	neighbor	responsibility
division	handicap	neighborhood	rules
divorce	historical	overlapping	synagogue
education	individual	pattern	town
elderly	intersection	population	tradition
environment	laws	position	traffic
family	leader	producer	transportation
friendship	market	recreation	vandalism
government	marriage	relationship	wants
graffiti	medicine	religion	worship

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:

Word of the Day – define together, post, listen for usage, make a tally for every time used

Mix-N-Match – match word to its definition, to its picture, to category, to synonym...

Hooks:

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

Six Facets of Understanding

Facet 1 – EXPLANATION

After designing a community map, place word/picture cards in areas where they might belong. Justify your decisions using complete sentences.

(Example: teacher-school, sister-house, baby-daycare, secretary-office building...)

Optional → create a 3-D model community with 3-D citizens (use small boxes, construction paper, model magic...)

What are examples of relationships within a given community?

Facet 2 – INTERPRETATION

Look at various pictures of people and animals. Sort and group pictures by similarities. Choose a group of pictures and tell a story about them. Listen to a partner's story and combine the stories into one story.

What is a community? What is the meaning of relationship?

Facet 3 – APPLICATION

Create an animal puppet such as a bat. Role-play scenarios in which the animal is both helpful and a pest within the community.

In what ways do animals impact relationships within a community?

(examples: bats, mice, deer, raccoons, termites, birds, dogs...)

Facet 4 – PERSPECTIVE

Compare & contrast the relationships that an elderly person has within a community to the relationships that a young child has within a community.

How would a community look to an elderly citizen?

How would a community be viewed differently from a child's perspective?

Facet 5 – EMPATHY

Illustrate and label possible feelings that a friend might have when moving to a new community using a simple flip-book.

What would it be like to move to another community that didn't speak your language?

What are some ways to make a new friend?

Facet 6 – SELF-KNOWLEDGE

Reflect on the different individuals and/or groups that make up your community.

Write a journal entry describing how these **individuals** make a difference in your life.

Who makes up your community? How do these individuals and/or groups interact?

Read: Be My Neighbor & Home

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>Create a timeline showing possible changes that occur during the growth process of a living thing.</p> <p>In thinking about how things change and grow in a community, what impact does this growth have on the relationships between community members?</p> <p>What gifted intelligent behaviors would help solve the problem of overcrowding in a community?</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>Pretend that you are celebrating a joyous occasion, listen to the music provided and dance with your partner to show your feelings during this celebration.</p> <p>In thinking about celebrations that you share with your friends and family, in what ways do you use music during celebrations? How might music impact the emotions felt during such celebrations? In what ways would music selection differ during certain holidays?</p> <p>What gifted intelligent behaviors would a party planner need in choosing music for a celebration?</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>Compare intersections with a traffic light to an intersection with a round about. Debate both ideas within your group. Provide evidence for your position.</p> <p>In considering traffic patterns within a growing community, what road designs, and traffic signs/lights would foster a smooth traffic flow?</p> <p>What gifted intelligent behaviors do drivers use everyday while traveling around the community?</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>Reflect on your relationship with your neighbors. Create a greeting card for a neighbor to express appreciation or encouragement.</p> <p>In Home, how did the relationship with the young girl and her neighbor bring about a positive change?</p> <p>As you think of conflicts that may arise in your relationships with your neighbors, what gifted intelligent behaviors are lacking in neighbor disputes?</p> <p style="text-align: center;">V _ * _ L _ S _ M _ B _ P _ * _ I _ * _ N _</p>

Real World Connections with Products:

map, book, chart, song, dance, structure, road, instruments, party decorations, plants, personal photos showing growth, DMV traffic sign poster/handbook, greeting cards

Real World Applications:

historian, scientist, doctor, musician, dancer, psychologist, counselor, surveyor, traffic cop, school crossing guard, construction worker, customer service representative, politician, party planner

Real World Terms:

compare, reflect, pretend, debate, create, prove, celebrate

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- Chart paper
- Markers, crayons, pencils
- Music (music player, instruments,)
- Construction paper
- Pictures of intersections (traffic light, round about)
- Optional items → personal photos or BI picture cards to show human growth, DMV handbook, assorted greeting cards,

MetaCognitive Discussion (Essential Questions): (Whole Group)

Conceptual Perspectives:

In thinking about how things change and grow in a community, what impact does this growth have on the relationships between community members?

In thinking about celebrations that you share with your friends and family, in what ways do you use music during celebrations? How might music impact the emotions felt during such celebrations? In what ways would music selection differ during certain holidays?

In considering traffic patterns within a growing community, what road designs, and traffic signs/lights would foster a smooth traffic flow?

In [Home](#), how did the relationship with the young girl and her neighbor bring about a positive change?

Intelligent Behaviors:

What gifted intelligent behaviors would help solve the problem of overcrowding in a community?

What gifted intelligent behaviors would a party planner need in choosing music for a celebration?

What gifted intelligent behaviors do drivers use everyday while traveling around the community?

As you think of conflicts that may arise in your relationships with your neighbors, what gifted intelligent behaviors are lacking in neighbor disputes?

Literary Perspectives:

What is a community?

What is the meaning of relationship?

What are examples of relationships within a given community?

What changes are occurring in the relationships?

What possible conflicts can occur within a relationship?

Who makes up your community? How do these individuals and/or groups interact?

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>After discussing the lines of symmetry seen in the windows and structures illustrated within the featured books, use markers, toothpicks, wikki sticks, string, geoboards... to construct possible lines of symmetry within given shapes.</p> <p>In designing a community, what value should be placed on balance and symmetry?</p> <p>What gifted intelligent behaviors should an architect exhibit when designing a community or structure?</p> <p style="text-align: center; font-weight: bold;">V * L * S * M B P I N _</p>	<p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <p>Using hidden shapes inside a mystery bag, one player feels a hidden shape and gives clues to other players so that they predict which shape is being described. Whoever guesses correctly then describes a new shape in the bag, giving the shape clues for the next turn.</p> <p>What might be some possible descriptions that will help you clearly communicate to others and foster understanding within the team relationship?</p> <p>What gifted intelligent behaviors enhance clear communication with others?</p> <p style="text-align: center; font-weight: bold;">V * L * S M B P * I N _</p>
<p style="text-align: center;">Understanding Learner (C) Intuitive-Thinking</p> <p>Find a Sudoku puzzle that your teacher has provided. Fill in each of the 9 squares by observing the relationship between the digits 1-9. Each row, column, and square needs the digits 1-9 without repetition of any number. (Smaller puzzles with 4-6 squares are easier for younger children.)</p> <p>As you work through the possible solutions, what led you to believe your answers were correct in this puzzle? What are some possible strategies that would show evidence of correctness?</p> <p>What gifted intelligent behaviors would help you complete a Sudoku puzzle with faster speed?</p> <p style="text-align: center; font-weight: bold;">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>After creating various pattern block pictures, choose one picture and exchange the blocks to create the same picture in a different way using alternative blocks.</p> <p>In creating geometric shapes, what relationships do you see between the shape you are making and other geometric shapes? (Example: 2 trapezoids will make 1 hexagon, 3 triangles will make 1 parallelogram...)</p> <p>Which gifted intelligent behaviors did you not use while completing this task?</p> <p style="text-align: center; font-weight: bold;">V _ L _ S _ M _ B _ P _ I _ N _</p>

Real World Connections With Products:

Structure, art, floor plans, tricks, inventions,

Real World Applications:

construction worker, architect, city manager, archeologist, magician, inventor, artist, math teacher

Real World Terms:

discuss, illustrate, design, describe, exchange, predict, observe, create, choose

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- markers, pencils, crayons...
- toothpicks, wikki sticks, or string
- mystery bag
- pattern blocks
- Sudoku puzzles

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

In designing a community, what value should be placed on balance and symmetry?

What might be some possible descriptions that will help you clearly communicate to others and foster understanding within the team relationship?

As you work through the possible solutions, what led you to believe your answers were correct in this puzzle? What are some possible strategies that would show evidence of correctness?

In creating geometric shapes, what relationships do you see between the shape you are making and other geometric shapes? (Example: 2 trapezoids will make 1 hexagon, 3 triangles will make 1 parallelogram...)

Intelligent Behaviors:

What gifted intelligent behaviors should an architect exhibit when designing a community or structure?

What gifted intelligent behaviors enhance clear communication with others?

What gifted intelligent behaviors would help you complete a Sudoku puzzle with faster speed?

Which gifted intelligent behaviors did you not use while completing this task?

Literary Perspective:

What is a community?

What is the meaning of relationship?

What are examples of relationships within a given community?

What changes are occurring in the relationships?

What possible conflicts can occur within a relationship?

Who makes up your community? How do these individuals and/or groups interact?

Student/Teacher Reflections

Concept: Relationships

Topic: Communities

Generalization(s):

Relationships are inevitable.

Relationships require time to develop.

Everything is involved in a relationship.

Essential Questions:

What relationships are seen in a community? How are these relationships affected by other relationships and environmental changes?

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Observe the many windows in the featured books. Put a yellow sticky on the windows that show equal parts.	Sort and group buttons in a Venn Diagram showing similarities & differences.	Use a family tree web to display the relationships in your family.	Make an "All About Me" poster to share with classmates.
2	Organize given pictures to show the relationship between who, where, and what. (ex. pencil, student, school)	Choose an item from various community settings. Formulate analogies between them. (Ex. orange is to apple(market) as crayon is to pencil(school).	Examine a picture within the featured books that show relationship. Predict feelings experienced by the interaction. Draw a picture of a time when you felt the same way.	When the music plays, move in a path around the classroom so that you do not create a traffic jam or cause the flow to slow or stop.
3	Record your observations of a plant that is deprived of water. Summarize your findings of the relationship between water and survival.	Develop a plan to earn money to purchase gifts for your family during the holiday season. Prioritize your spending goals.	Create a clothing catalog for a world traveler meeting the clothing needs for various climates around the world.	Choose a family conflict to role-play with your group. Write a possible conversation between family members. (example situations: divorce, sharing clothes, tv remote, broken rule...)

Real World Connections with Products:

assembly line, crop, garden, clothing, song, book, legal document, record, chart, tickets

Real World Applications:

factory worker, farmer, horticulturalist, landscaper, designer, social worker, musician, librarian, cashier, banker, accountant, meteorologist, travel agent, counselor

Real World Terms:

pretend, observe, group, display, formulate, chose, illustrate, sort, organize, record, examine, prioritize, develop

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- Yellow post-its
- Buttons
- Family web
- Poster board
- Venn Diagram
- Pictures of community items (people, places, and things)
- Music (music player)
- Paper
- Pencils, markers, crayons
- Plant

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

As you compare the relationships within your family to those of your classmates, what similarities and differences do you observe?

In thinking about relationships within your environment, what might cause these relationships to begin, change or end?

Intelligent Behaviors:

Which gifted intelligent behaviors are critical in communicating, creating, summarizing, making predictions, and organizing ideas?

Literary Perspective:

What is a community?

What is the meaning of relationship?

What are examples of relationships within a given community?

What changes are occurring in the relationships?

What possible conflicts can occur within a relationship?

Who makes up your community? How do these individuals and/or groups interact?

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 style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>Construct a newspaper article explaining how relationships within the community bring about positive change.</p> <p>What are some possible changes that could occur through positive relationships?</p> <p>What gifted intelligent behaviors will you role model for others to help bring about positive change?</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>Call a friend to make decisions about an upcoming celebration. Complete a web answering the questions (Who, What, When, Where, Why and How).</p> <p>When considering the people, places, and cultures within your community, what do you envision as possible outcomes for your celebration?</p> <p>Which gifted intelligent behaviors did you observe in your partner?</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 proposal to your community leaders of potential solutions that would enhance the harmony between all citizens.</p> <p>How do citizens and their relationships with their environment affect everyday living and behavioral choices?</p> <p>What gifted intelligent behaviors would good community leaders demonstrate in their decisions?</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>Design a future community. Describe how your future community relates to your community now.</p> <p>How might your future community have a positive impact on community relationships?</p> <p>While you were designing your community, what gifted intelligent behaviors did you use?</p> <p style="text-align: center;">V * L * S * M B P I N</p>

Real World Connections With Products:

laws, articles, newspaper, magazine, invitations, advertisements, floor plans,

Real World Applications:

journalist, party planner, government leaders, architect, lawyer

Real World Terms:

construct, explain, decide, communicate, propose, design, describe, present, inform

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper
- Pencils, markers, crayons
- Pretend phone
- (Optional) construction materials for future community: milk cartons, boxes, toilet paper tubes, clay, pipe cleaners...

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:

What are some possible changes that could occur through positive relationships?

When considering the people, places, and cultures within your community, what do you envision as possible outcomes for your celebration?

How do citizens and their relationships with their environment affect everyday living and behavioral choices?

How might your future community have a positive impact on community relationships?

Intelligent Behaviors:

What gifted intelligent behaviors will you role model for others to help bring about positive change?

Which gifted intelligent behaviors did you observe in your partner?

What gifted intelligent behaviors would good community leaders demonstrate in their decisions?

While you were designing your community, what gifted intelligent behaviors did you use?

Literary Perspective:

What is a community?

What is the meaning of relationship?

What are examples of relationships within a given community?

What changes are occurring in the relationships?

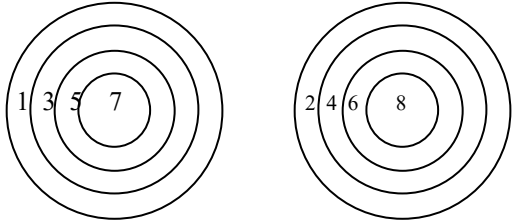
What possible conflicts can occur within a relationship?

Who makes up your community? How do these individuals and/or groups interact?

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>After reading the nursery rhyme, “There was an old lady who lived in a shoe...” help the elderly lady provide for all 20 children by developing a strategy to equally distribute items among the children. Show your work using numbers, pictures, or words.</p> <p>How many chairs are needed at the table? How many slices of bread will make 20 sandwiches? How many cartoons if each has 10 juice boxes? How many soup cans if each can feeds 4 children? How many pies if each feeds 5 children?</p> <p>What questions might you ask to gather the data you need to solve this problem?</p> <p>What gifted intelligent behaviors would help the elderly lady create a happy home for all these children?</p> <p align="center">V _ L * S _ M _ B _ P _ I _ N _</p>	<p align="center">Interpersonal Learner (B) Sensing-Feeling</p> <p>Play a dart game with a partner. One partner uses the “Even Steven” dartboard and the other partner uses the “Odd Otto” dartboard. On a given turn, each partner throws 2 darts, adds the score, and records the sum for each turn in a table. Continue playing for 5 rounds. Compare/contrast the outcomes from the 2 dartboards. (See pp. 127-134 of <i>Extending the Challenge in Mathematics</i>.)</p>  <p>When thinking about odd and even numbers, what outcomes might you predict for this game?</p> <p>When playing this game, what challenges did your partnership encounter?</p> <p>Which gifted intelligent behaviors did you observe in your partner while playing this game?</p> <p align="center">V * L * S _ M _ B * P * I _ N _</p>
<p align="center">Understanding Learner (C) Intuitive-Thinking</p> <p>After multiple exposures to Venn Diagrams having 2 loops, compare/contrast a given group of nature items, decide upon different rules for loops A, B, & C, and label each loop. (Items may include: pine cone, leaves, stick, rock, shell, gumball, seed, feather, pine needle, bark, grass, flower, moss...) A partner tries to determine your rules by placing items in the loops. Each time an item is placed in a loop, you tell them if they are correct. (See p. 125 of <i>Extending the Challenge in Mathematics</i>.)</p> <p>What past experiences helped you determine the rules for your sorts? Of all the gifted intelligent behaviors that we have studied, which do you see more often in yourself while solving problems?</p> <p align="center">V _ L _ S * M _ B _ P _ I _ N *</p>	<p align="center">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>After observing flags from around the world, design a symmetrical flag that best represents the relationships within our classroom community.</p> <p>When thinking about relationships within our classroom community, what are some possible feelings that you may want to communicate on your flag?</p> <p>Which gifted intelligent behaviors did you use in the plan and design of your flag?</p> <p align="center">V _ L _ S * M _ B _ P _ I * N _</p>

Real World Connections with Products:

book, novel, article, game, clothes, invention, **model**

Real World Applications:

author, athlete, scientist, designer, **community helpers, architect, historian,**

Real World Terms:

provide, develop, distribute, record, compare, contrast, determine, design, label, observe, represent, **build**

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- Nature Items (pine cone, leaves, stick, rock, shell, gumball, seed, feather, pine needle, bark, grass, flower, moss)
- Venn Diagram
- Nursery Rhyme “There was an old lady who lived in a shoe...”
- Flag pictures from around the world
- Dartboards and darts (**magnetic works best**)

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

What questions might you ask to gather the data you need to solve this problem?

When thinking about odd and even numbers, what outcomes might you predict for this game?

When playing this game, what challenges did your partnership encounter?

What past experiences helped you determine the rules for your sorts?

When thinking about relationships within our classroom community, what are some possible feelings that you may want to communicate on your flag?

Intelligent Behaviors:

What gifted intelligent behaviors would help the elderly lady create a happy home for all these children?

Which gifted intelligent behaviors did you observe in your partner while playing this game?

Of all the gifted intelligent behaviors that we have studied, which do you see more often in yourself while solving problems?

Which gifted intelligent behaviors did you use in the plan and design of your flag?

Literary Perspective:

What is a community?

What is the meaning of relationship?

What are examples of relationships within a given community?

What changes are occurring in the relationships?

What possible conflicts can occur within a relationship?

Who makes up your community? How do these individuals and/or groups interact?

Student/Teacher Reflections:

Additional Support Materials:

Favorite Read-Alouds:

Me on the Map by: Joan Sweeney

The House on Maple Street

Miss Rumphius

Oh the Places You'll Go

From Seed to Plant

I'll Love You Forever

Frog and Toad (series)

Corduroy

It Looked Like Spilt Milk (symmetry)

Mapping Penny's World by: Loreen Leedy

Art Around the World-Time For Kids Readers

National Parks-Time For Kids Readers

A Zoo Map-Time For Kids Readers

The Sahara Desert-Time For Kids Readers

Finger Plays, Nursery Rhymes and Songs:

Humpty Dumpty

Little Jack Horner

Little Miss Muffet

The Itsy Bitsy Spider

Video Clips:

Richard Scary's Busytown

www.unitedstreaming.com – Understanding Maps: Keys to Everywhere

www.googleearth.com

Paintings & Prints:

Teacher Reflections

Literary Selection

Date

School

Grade

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

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

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

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

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

“Additional Comments

APPENDIX

A

Additional Instructional Concept-Based Activities

Project Bright IDEA 2: Interest Development Early Abilities

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



Concept: Change

**Topic: Dental Health
Kindergarten**

**Teresa Wooten &
Wake County
Wakelon Elementary**

**Andrea Garner
Brunswick County
Lincoln Elementary**

**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 - Change

Literature Selection – George Washington’s Teeth by Deborah Chandra & Madeleine Comora

Concepts	Themes
Change	<ul style="list-style-type: none"> • Dental health • Nutrition
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> • Good dental health vs bad dental health • Young vs old • Strength vs weakness • Job vs health 	<ul style="list-style-type: none"> • Bad teeth/no teeth • Health issues • Self–esteem • adversity
Processes	Theories
<ul style="list-style-type: none"> • sequencing • historical and scientific inquiry 	<ul style="list-style-type: none"> • poor hygiene effects dental • diet affects dental health
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> • sometimes you have to lose to win • weak teeth/but strong spirit/leader 	<ul style="list-style-type: none"> • suffered in silence • tower of strength • if we brush our teeth we will have healthy teeth

Topic

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

Big Ideas Manifested

Topic -

Literature Selection –

Author -

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

Concept: Change

Topic: Dental Health

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

Look and Listen for...

Intelligent Behaviors Persisting

Story Focus: Persisting

Student Activities

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

Thinking Skills Focus: Describing people and things Building Thinking Skills (Sandra Parks)

Topic Focus: Dental Health

Concept Focus: Change

Overarching Generalizations:

Change generates additional change.

Change can be either positive/negative.

Change is necessary for growth.

Change is inevitable

More Complex Generalizations (Two or more concepts):

Conflict can bring about change.

Directions for Teachers:

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

Suggested Topics for Discussion:

Dental Health

Nutrition

President's Day

Dealing with Adversity, Courage, Perseverance

Suggested Vocabulary Words for Discussion:

Revolutionary War

Dentist

battle

Dawn

Port

Sentinel

Mush

Pickled tripe

Redcoats

Portrait

Pondered

Parlor

spring

A Six-Step Process for Teaching Academic Vocabulary Terms:

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

Robert Marzano

Vocabulary Extension:

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

Hooks:

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

Six Facets of Understanding

Facet 1 – EXPLANATION
Explain to your partner the changes that might take place if you stop brushing your teeth. What changes do you think you would notice?
Facet 2 - INTERPRETATION
Invite the Dental Hygienist to present a puppet show on dental hygiene. Students will illustrate their understanding by drawing a picture. What changes do you need to make in your daily dental hygiene?
Facet 3 - APPLICATION
Design a poster showing ways to take care of your teeth. How will your parents' lives change if they use your poster and take advantage of the opportunity to improve their dental health habits?
Facet 4 – PERSPECTIVE
Read the book <u>Arthur's Lost Tooth</u> , compare Arthur's experience to yours or someone you know. How does Arthur's experience compare to yours or someone you know? How did your feelings about losing a tooth change after you read about Arthurs' experience?
Facet 5 – EMPATHY
Imagine you were a toothbrush, how would you help your friend Tooth stay healthy? What do you believe you can do to produce positive changes for your teeth?
Facet 6 – SELF-KNOWLEDGE
Recognize examples of healthy/unhealthy teeth foods by cutting pictures from a magazine. What are some differences/similarities in the different foods? What changes do you think you might make in your diet based on your pictures?

Read: George Washington's Teeth

Task Rotation Learning Activities

K-2

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

<p style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>Draw sequence of the story.. What changes if any do you notice in George Washington with the loss of each tooth?</p> <p>What new things did I learn and how can I use them? What events changed in the story that caused George to become concerned?</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>Use magazines and cut out healthy & unhealthy foods, working with a partner. What foods did you and your partner find that George Washington would be able to eat with his false teeth? Share your findings with the group.</p> <p>What Gifted Intelligent Behaviors did you use to complete this activity?</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>Complete a chart comparing fact about George Washington and Abraham Linclon.</p> <p>How has this story changed your thinking about dental health?</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>Write a new ending for the story. What if George Washington never lost his teeth? Share your ideas with a partner.</p> <p>What would it be like to have no teeth like George Washington?</p> <p style="text-align: center;">V _ * _ L _ S _ M _ B _ P _ * _ I _ * _ N _</p>

Real World Application

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

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

Concept Focus: Change

Overarching Generalizations:

Change generates additional change.

Change can either be positive or negative.

Change is inevitable.

Change is necessary for growth.

More Complex Generalizations (Two or more concepts):

Conflict can bring about change.

Relationships change over time.

Essential Question

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

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

Materials Needed for Task Rotation and/or Task Rotation Menu

Paper

Pencils

Crayons/markers

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

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

Intelligent Behaviors:

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

Literary Perspective

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

Student/Teacher Reflections

Math Task Rotation Learning Activities

K-2

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

<p style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>Using play money, students will exchange \$1 bills for the appropriate amount of coins.</p> <p>What would be the best choice of coins?</p> <p>What gifted intelligent behaviors would assist you in performing this task?</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>Using the tune of Yankee Doodle, create a song about George Washington and his teeth. Use skip counting in your song. Record your song on a tape for the listening center.</p> <p>How do you think George would feel if he heard your song?</p> <p>What gifted intelligent behaviors did you use to create your song?</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>Given 2 designs (a horse and a cabin), make a prediction about how many coins it would take to cover each design. After completing the task, compare your actual results with your estimation.</p> <p>What changes would you make if you had to use dollar bills to cover the designs?</p> <p>What gifted intelligent behaviors did you use to make your prediction/estimation?</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>Design a White House using pattern blocks. Make a graph of the different shapes used. How many ways can you design your cabin?</p> <p>How would changing the size of your blocks make a difference in your design?</p> <p>What is the dominant gifted intelligent behavior used for this activity?</p> <p style="text-align: center;">V _ L _ * _ S _ * _ M _ B _ * _ P _ I _ N _</p>

Real World Connections With Products:

Sing, Create, Design, Predict, Build,

Real World Applications:

Singer, Song Writer, Banker, Architect, Construction Worker

Real World Terms:

Record, Estimate, Coin, Penny, Dollar Bill, Cabin

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

Concept Focus: Change

Overarching Generalizations:

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

More Complex Generalizations (Two or more concepts):

Exploration may result in new findings/ change.

Essential Question(s):

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

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

Materials Needed for Task Rotation and/or Task Rotation Menu

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

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

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

Intelligent Behaviors:

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

Literary Perspective

Student/Teacher Reflections

Concept: Change

Topic: Dental Health

Generalization(s): Change generates additional change.

Change can be either positive/negative.

Change is inevitable.

Change is necessary for growth.

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

Task Rotation Menu

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

Real World Connections With Products:

Plan, Create, Design, Predict

Real World Applications:

Party Planner, Reporter, Writer, Artist,

Real World Terms:

Want Ad, Leader, Comic Strip, Book Jacket

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

Concept Focus: Change

Overarching Generalizations:

Change generates additional change.

Change can be either positive/negative.

Change is inevitable.

Change is necessary for growth.

More Complex Generalizations (Two or more concepts):

Essential Question:

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

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- Paper and writing materials

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

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

Intelligent Behaviors:

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

Literary Perspective

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

Student/Teacher Reflections

Student Reflections and Assessments
Task Rotation Learning Experience
K-2

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

<p style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>Create and perform a puppet show to demonstrate proper dental care. What changes will you need to make in your daily dental routine to keep your teeth health?</p> <p>What intelligent behavior will you use in keeping your teeth healthy?</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>Role play story. Students draw setting for story. What suggestions could you give them to help them make changes in their diet?</p> <p>What intelligent behavior will your friend have to use if they want to keep their teeth healthy?</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>Create and show a television commercial that will convince your audience to eat healthy foods for healthy teeth. Write a slogan or jingle to help people remember your commercial.</p> <p>How would your commercial change if the age of your “audience” was older? Younger?</p> <p>What intelligent behaviors will you need to use while producing your commercial?</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>What if you didn’t have a toothbrush? Draw a picture of what would happen if you didn’t have a toothbrush.</p> <p>How would your teeth change if you did not have a toothbrush?</p> <p>What intelligent behaviors did you use while inventing your new tooth cleaning product?</p> <p style="text-align: center;">V _ L _ S _ * _ M _ B _ * _ P _ I _ N _ * _</p>

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

Real World Applications:

Artist, Inventor, Entrepreneur, Engineer, Dentist,

Real World Terms:

Commercial, Audience, toothbrush, invention,

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

Concept Focus: Change**Overarching Generalizations:**

Change generates additional change.

Change can be positive/negative.

Change is inevitable.

Change is necessary for growth.

More Complex Generalizations (Two or more concepts):

Exploration can lead to change.

Essential Question:

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

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

Materials Needed for Task Rotation and/or Task Rotation Menu

- Arts and Crafts
- Writing materials
- Paper Products

MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:

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

Intelligent Behaviors:

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

Literary Perspective

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

Student/Teacher Reflections

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

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

<p align="center">Mastery Learner (A) Sensing- Thinking</p> <p>Conduct a survey of your group. Who has lost teeth and how many? Construct a graph to present the information to the class. What other ways could you have used to organize your information?</p> <p>What gifted intelligent behaviors did you use while conducting the survey?</p> <p align="center">V * L * S M B P * I N</p>	<p align="center">Interpersonal Learner (B) Sensing-Thinking</p> <p>In a small group, students will revisit the story to find out how many teeth George lost from beginning to end.</p> <p>Why do you think he lost so many teeth?</p> <p>What intelligent behaviors did you have to use as you reread the book for answers?</p> <p align="center">V * L * S M B P * I N</p>
<p align="center">Understanding Learner (C) Intuitive-Thinking</p> <p>Use the internet to research how many teeth children normally have and how many teeth adults normally have. What conclusions could you draw based on your findings? Why might there be differences?</p> <p>What gifted intelligent behaviors did you use to do your research?</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 set of teeth for George using Legos. What changes would you make if he had a bigger mouth/ smaller mouth?</p> <p>What intelligent behaviors did you use while creating/designing the set of teeth?</p> <p align="center">V L * S M B * P I * N</p>

Real World Connections With Products:

Conduct, Construct, Revisit, Research, Design, Create

Real World Applications:

Construction worker, Engineer, researcher, Doctor,

Real World Terms:

Survey, Graph, Dentures, Internet

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

Concept Focus: Change**Overarching Generalizations:**

Changes generates additional change.

Change can be positive or negative.

Change is inevitable.

Change is necessary for growth.

More Complex Generalizations (Two or more concepts):

Exploration may result in “new findings” or changes.

Essential Question:

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

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

Materials Needed for Task Rotation and/or Task Rotation Menu

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

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

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

Intelligent Behaviors:

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

Literary Perspective

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

Student/Teacher Reflections

Additional Support Materials:

Favorite Read-Alouds:

Arthur's Loose Tooth

Children's biographies on George Washington

Trip to the Dentist

Finger Plays, Nursery Rhymes and Songs:

Song, "Brush your Teeth"

"Yankee Doodle Dandee"

Video Clips:

Paintings & Prints:

Teacher Reflections

Literary Selection

Date

School

Grade

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

"Additional Comments

APPENDIX

A

Additional Instructional Concept-Based Activities