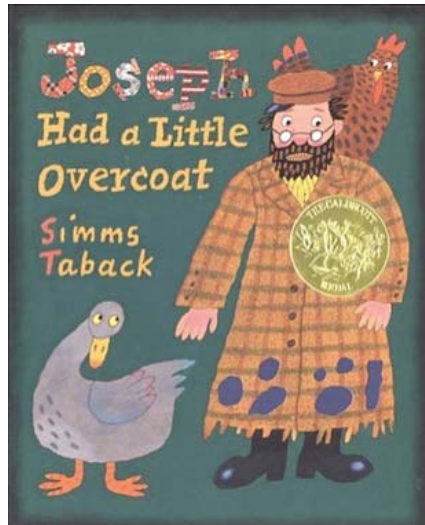


**Project Bright IDEA 2: Interest Development Early Abilities**

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



**Concept: Change**

**Topic: Conservation**

**Revised by:**

**Kim Jacobs, Mary Carrington, Laura Walden, Heather Pelletier  
August 2009**

**Grade Level: First**

**North Carolina Department of Public Instruction  
Exceptional Children Division**

**Academically or Intellectually Gifted Program**

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

Template Revised April 29, 2009  
Unit Revised August 2009

## NC Standard Course of Study

- This interdisciplinary unit is designed to teach clustering of the content standards that promote students' deeper understandings of conceptual, procedural, and metacognitive knowledge within sophisticated, complex, and developmentally appropriate multicultural literature rather than the coverage of standards being taught in isolation. Therefore, students are able to make connections, to think critically and to problem solve in authentic environments across disciplines and grade levels.
- Teachers are encouraged to extrapolate content standards based on their instructional, curriculum, and assessment focus to differentiate and meet the needs of their students within this interdisciplinary unit.
- **Bolded content objectives are assessed in the performance-based task rotations.**

### **Kindergarten Literacy**

**1.01** Develop book and print awareness:

**2.01** **Demonstrate sense of story (e.g., beginning, middle, end, characters, details and setting).**

**2.04** **Formulate questions that a text might answer before beginning to read (e.g., what will happen in this story, who might this be, where do you think this happens)**

**2.09** **Identify the sequence of events in a story.**

**3.01** **Connect information and events in text to experience.**

**3.02** **Discuss concepts and information in a text to clarify and extend knowledge.**

**3.03** **Associate target words with prior knowledge and explore an author's choice of words.**

**3.04** **Use speaking and listening skills and media to connect experiences and text: listening to and re-visiting stories. discussing, illustrating, and dramatizing stories. discovering relationships.**

**4.01** **Use new vocabulary in own speech and writing.**

**4.02** **Use words that name and words that tell action in a variety of simple texts (e.g., oral retelling, written stories, lists, journal entries of personal experiences).**

**4.03** **Use words that describe color, size, and location in a variety of texts: e.g., oral retelling, written stories, lists, journal entries of personal experiences.**

**4.04** **Maintain conversation and discussions:**

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

### **First Grade Literacy**

**2.02** **Demonstrate familiarity with a variety of texts (storybooks, short chapter books, newspapers, telephone books, and everyday print such as signs and labels, poems, word plays using alliteration and rhyme, skits and short plays).**

**2.03** **Read and comprehend both fiction and nonfiction text appropriate for grade one using: prior knowledge. Summary, questions, graphic organizers.**

**2.04** **Use preparation strategies to anticipate vocabulary of a text and to connect prior knowledge and experiences to a new text.**

**2.05** **Predict and explain what will happen next in stories.**

**2.06** **Self-monitor comprehension by using one or two strategies (questions, retelling, summarizing).**

**2.07** **Respond and elaborate in answering what, when, where, and how questions.**

**2.08** **Discuss and explain response to how, why, and what if questions in sharing narrative and expository texts.**

**2.09** **Read and understand simple written instructions..**

- 3.01 Elaborate on how information and events connect to life experiences.**
- 3.02 Recognize and relate similar vocabulary use and concepts across experiences with texts.**
- 3.03 Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts.**
- 3.04 Share personal experiences and responses to experiences with text: publishing non-print texts, discussing interpretations, recording personal responses.**
- 4.04 Extend skills in using oral and written language: clarifying purposes for engaging in communication, using clear and precise language to paraphrase messages, engaging in more extended oral discussions, producing written products, completing graphic organizers.**
- 4.05 Write and/or participate in writing by using an author's model of language and extending the model (e.g., writing different ending for a story, composing an innovation of a poem).**
- 4.06 Compose a variety of products (e.g., stories, journal entries, letters, response logs, simple poems, oral retellings) using a writing process.**
- 5. The learner will apply grammar and language conventions to communicate effectively.

### **Second Grade Literacy**

- 2.01 Read and comprehend text (fiction, nonfiction, poetry, and drama) appropriate for grade two by: determining purpose (reader's and author's), making predictions , asking questions, locating information for specific reasons/purposes, recognizing and applying text structure, comprehending and examining author's decisions and word choice, determining fact and opinion, recognizing and comprehending figurative language, making inferences and draw conclusions.**
- 2.02 Use text for a variety of functions, including literary, informational, and practical.**
- 2.04 Pose possible how, why, and what if questions to understand and/or interpret text.**
- 2.06 Recall main idea, facts and details from a text.**
- 2.07 Discuss similarities/differences in events, characters and concepts within and across texts**
- 3.01 Use personal experiences and knowledge to interpret written and oral messages.**
- 3.02 Connect/ compare information within/ across selections (fiction, nonfiction, poetry, drama) to experience and knowledge.**
- 3.03 Explain and describe new concepts and information in own words (e.g., plot, setting, major events, characters, author's message, connections, topic, key vocabulary, key concepts, text features).**
- 3.04 Increase oral and written vocabulary by listening, discussing, and composing texts when responding to literature that is read and heard. (e.g., read aloud by teacher, literature circles, interest groups, book clubs)**
- 4.01 Begin to use formal language and/or literary language in place of oral language patterns, as appropriate.**
- 5. The learner will apply grammar and language conventions to communicate effectively.
- 4.04 Use oral communication to identify, organize, and analyze information.**
- 4.05 Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.**
- 4.06 Plan and make judgments about what to include in written products (e.g., narratives of personal experiences, creative stories, skits based on familiar stories and/or experiences).**
- 4.08 Write structured informative presentations and narratives when given help with organization.**
- 4.09 Use media and technology to enhance the presentation of information to an audience for a specific purpose.**

### **Kindergarten Social Studies**

- 1.01 Describe how individuals are unique and valued.
- 1.02 Identify different groups to which individuals belong.
- 1.03 Examine diverse family structures around the world.**
- 1.04 Recognize that families and groups have similarities and differences.
- 1.05 Compare and contrast customs of families in communities around the world.**
- 2.01 Exhibit citizenship traits such as integrity, responsibility, and trustworthiness in the classroom, school, and other social environments.
- 3.01 Observe and describe how individuals and families grow and change.**
- 3.02 Evaluate how the lives of individuals and families of the past are different from what they are today.
- 4.01 Explore how families express their cultures through celebrations, rituals, and traditions.
- 4.02 Identify religious and secular symbols associated with famous people, holidays, and special days of diverse cultures.
- 4.03 State reasons for observing special, religious, and secular holidays of diverse cultures.
- 6.01 Distinguish between wants and needs.
- 6.02 Examine the concept of scarcity and how it influences the economy.**
- 6.03 Identify examples of how families and communities work together to meet their basic needs and wants.
- 6.04 Give examples of how money is used within the communities, such as spending and savings.
- 6.05 Explore goods and services provided in communities.
- 7.01 Identify different types of media and forms of communication.**
- 7.02 Explore modes of transportation at home and around the world.

### **First Grade Social Studies**

- 1.02 Identify various groups to which individuals and families belong.
- 1.04 Explore the benefits of diversity in the United States.
- 3.01 Describe personal and family changes, past and present.
- 3.02 Describe past and present changes within the local community.
- 3.03 Compare and contrast past and present changes within the local community and communities around the world.**
- 4.01 Recognize and describe religious and secular symbols/celebrations associated with special days of diverse cultures.
- 4.02 Explore and cite reasons for observing special days that recognize celebrated individuals of diverse cultures.
- 4.03 Recognize and describe the historical events associated with national holidays.
- 5.05 Demonstrate responsibility for the care and management of the environment within the school and community.**
- 6.01 Examine wants and needs and identify choices people make to satisfy wants and needs with limited resources.**
- 6.02 Describe how people of different cultures work to earn income in order to satisfy wants and needs.
- 6.06 Identify the uses of money by individuals which include saving and spending.
- 6.07 Recognize that all families produce and consume goods and services.
- 7.01 Compare and contrast the use of media and forms of communication at home and in other social environments.
- 7.02 Describe how communication and transportation link communities.
- 7.03 Use the computer and other technological tools to gather, organize, and display data.**

## **Second Grade Social Studies**

- 1.01 Identify and describe attributes of responsible citizenship.
- 1.02 Demonstrate responsible citizenship in the school, community, and other social environments.
- 1.03 Analyze and evaluate the effects of 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.
- 3.01 Compare similarities and differences between oneself and others.
- 3.02 Describe similarities and differences among families in different communities.
- 3.03 **Compare similarities and differences among cultures in various communities.**
- 3.04 Identify multiple roles performed by individuals in their families and communities.
- 4.02 **Analyze environmental issues, past and present, and determine their impact on different cultures.**
- 6.01 **Identify natural resources and cite ways people conserve and replenish natural resources.**
- 6.02 **Cite ways people modify the physical environment to meet their needs and explain the consequences.**
- 7.01 Distinguish between producers and consumers and identify ways people are both producers and consumers.
- 7.02 Distinguish between goods produced and services provided in communities.
- 7.03 Describe different types of employment and ways people earn an income.
- 7.04 Identify the sources and use of revenue in the community.
- 7.05 **Analyze the changing uses of a community's economic resources and predict future changes.**
- 8.01 Identify uses of technology in communities.
- 8.02 Explain how technology has affected the world in which we live.
- 8.03 **Interpret data on charts and graphs and make predictions.**

## **Kindergarten Math**

- 1.01 Develop number sense for whole numbers through 30.
  - a. **Connect model, number word (orally), and number, using a variety of representations.**
  - b. **Count objects in a set.**
  - c. Read and write numerals.
- 1.03 Solve problems and share solutions to problems in small groups.
- 2.01 **Compare attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture).**
- 3.02 Compare geometric shapes (identify likenesses and differences).
- 4.01 **Collect and organize data as a group activity.**
- 4.02 Display and describe data with concrete and pictorial graphs as a group activity.
- 5.01 Sort and classify objects by one attribute.
- 5.02 Create and extend patterns with actions, words, and objects.

## **First Grade Math**

- 1.01 Develop number sense for whole numbers through 99.
  - a. **Connect the model, number word, and number using a variety of representations.**
  - b. **Use efficient strategies to count the number of objects in a set.**
  - c. Read and write numbers.
- 1.02 Use groupings of 2's, 5's, and 10's with models and pictures to count collections of objects.
- 2.01 For given objects:

- a. Select an attribute (length, capacity, mass) to measure (use non-standard units).
  - b. Develop strategies to estimate size.
  - c. Compare, using appropriate language, with respect to the attribute selected.
- 3.01** Identify, build, draw and name parallelograms, squares, trapezoids, and hexagons.
- 3.03** Compare and contrast geometric figures.
- 3.04** **Solve problems involving spatial visualization.**
- 4.01** **Collect, organize, describe and display data using line plots and tallies.**
- 5.01** **Sort and classify objects by two attributes.**
- 5.02** **Use Venn diagrams to illustrate similarities and differences in two sets.**
- 5.03** Create and extend patterns, identify the pattern unit, and translate into other forms.

### **Second Grade Math**

- 1.01** Develop number sense for whole numbers through 999
- a. **Connect model, number word, and number using a variety of representations.**
  - b. Read and write numbers.
  - e. Estimate
- 1.03** **Create, model, and solve problems that involve addition, subtraction...**
- 1.04** Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies.
- a. Strategies for adding and subtracting numbers.
  - b. Estimation of sums and differences in appropriate situations.
- 1.05** Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens and hundreds
- 2.01** Estimate and measure using appropriate units.
- a. Length (meters, centimeters, feet, inches, yards).
- 3.01** Combine simple figures to create a given shape.
- 4.01** **Collect, organize, describe and display data using Venn diagrams (three sets) and pictographs where symbols represent multiple units (2's, 5's, and 10's).**
- 5.01** Identify, describe, translate, and extend repeating and growing patterns.
- 5.02** Write addition and subtraction number sentences to represent a problem; use symbols to represent unknown quantities.

### **Kindergarten Science**

**Goal 1:** The learner will make observations and build an understanding of similarities and differences in animals.

**Goal 3:** The learner will make observations and build an understanding of the properties of common objects.

**Goal 4:** The learner will use appropriate tools and measurements to increase their ability to describe their world.

### **First Grade Science**

**Goal 3:** The learner will make observations and conduct investigations to build an understanding of the properties and relationship of objects.

### **Second Grade Science**

**Goal 3:** The learner will observe and conduct investigations to build an understanding of changes in properties.

**Goal 4:** The learner will conduct investigations and use appropriate technology to build an understanding of the concepts of sound.

**Unit Title:**  
**The Conservation Challenge!**  
**Joseph Had a Little Overcoat**

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**Quotation**

**"I think that our cooperative conservation approaches get people to sit down and grapple with problem solving."**  
**Gale Norton**

**"You can always make something out of nothing."**  
**Simms Taback**

**Universal Conceptual Lens:**  
**Change**

**Telling the Story:**

Conservation is an essential 21<sup>st</sup> century global issue that is critical for students to begin cognitively exploring at an early age. In this unit, students are challenged to problem-solve collaboratively and reach solutions for improving conservation practices in their homes, schools, communities and beyond.

In Joseph Had a Little Overcoat, the anchor multi-cultural text, Simms Taback tells the tale of Joseph, a resourceful man with a worn-out overcoat. Joseph practices conservation and changes his overcoat into a jacket. He then reuses the jacket until it wears out. The delightful story illustrates the changes Joseph designs with the patterned cloth until only one button remains.

Students will appreciate and practice conservation measures as they engage in high-level tasks and discover that change can be positive or negative and generates additional change, and exploration may result in changes that will positively impact conservation and our environment.



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## Big Ideas Manifested

**Topic –Conservation**  
**Text – Joseph Had a Little Overcoat**  
**Author –Simms Taback**  
**Publisher/Date- Viking, 1999**

Concepts (fit definition here)	Themes
<b>Change</b> <b>Exploration</b> Adaptation Patterns	<b>Conservation</b> <b>Resourcefulness</b> Recycling Re-using Economics Responsibility
Issues or Debates	Problems or Challenges
<b>Conserving vs. Discarding</b> Antiques vs. Garbage Saving vs. Spending Single vs. Married Pet vs. Farm Animal Email vs. “Slow” mail Garden grown vs. store bought	<b>How can we conserve and recycle to protect our environment?</b> What do you do with worn-out clothing or materials? How can you make something out of nothing? Population growth increases waste.
Processes	Theories
<b>How to make something useful out of old items.</b> <b>Creative clothing design</b> <b>The Recycling Process</b> The Writing Process	Re-using old or worn materials will help preserve our environment. It is resourceful to make something out of used items. Our resources are limited.
Paradoxes	Assumptions or Perspectives
<b>You can make something out of nothing.</b> The ease of a throw-away society is harming our world. “One man’s trash is another man’s treasure” “Out with the old, in with the new” “A stitch in time saves nine” “A penny saved is a penny earned.” “Out of sight; out of mind”	<b>Most people want to re-use items to conserve and protect our earth.</b> Many people discard unwanted items and buy new. Old things lose value. Conservation will help preserve our natural earth/resources. “Everything in moderation.” “A little dab will do you.” “Absence makes the heart grow fonder.”



## Big Ideas Defined

Concepts	Themes
<ul style="list-style-type: none"> <li>• An organizing idea or mental construct</li> <li>• A broad abstract idea or guiding principal</li> <li>• A design or plan</li> <li>• Can be something imagined</li> </ul>	<ul style="list-style-type: none"> <li>• A unifying idea or quality that is distinct and recurring</li> <li>• The subject of discussion or a course of study</li> </ul>
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> <li>• A topic discussed in detail</li> <li>• A topic of general concern</li> <li>• A formal exchange of opinion</li> <li>• An organized public discussion or argument</li> </ul>	<ul style="list-style-type: none"> <li>• A difficult matter, situation or person</li> <li>• A question that needs to be solved, justified or explained</li> <li>• Demands on the intellect</li> <li>• A test of one's abilities</li> </ul>
Processes	Theories
<ul style="list-style-type: none"> <li>• Preparation for something through a series of steps or actions</li> <li>• A series of natural events that produce change</li> <li>• An established procedure aimed at somebody or something</li> </ul>	<ul style="list-style-type: none"> <li>• An abstract thought or contemplation</li> <li>• An idea or belief about something arrived at through speculation or conjecture</li> <li>• A body of rules, principles and techniques that apply to a particular subject, but distinct from actual practice</li> </ul>
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> <li>• A contradictory or absurd statement, situation or proposition, but may at a deeper level, actually be true</li> <li>• An oxymoron</li> </ul> <p>“To lead the people, walk behind them.” _____ Lao-tzu</p>	<ul style="list-style-type: none"> <li>• Something believed to be true, without proof—or can be a starting point of a logical proof</li> <li>• An evaluation of a situation or facts from one person's point of view</li> </ul>

<b>Unit Title:</b>  <b><u>The Conservation Challenge</u></b> <b><u>Joseph Had a Little Overcoat</u></b>	<b>Universal Conceptual Lens:</b>  <b>Change</b>
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**Overarching Generalizations:**

- Change generates additional change.
- Change is inevitable.
- Change is necessary for growth.
- Change may be positive or negative.

**Essential Questions:**

How might conservation generate positive change?

How might exploration and adaptation create change in our environment?

What changes could we make in our society to promote conservation?

**Anchor Multicultural Literature Selection(s):**

**Joseph Had a Little Overcoat, Simms Taback, 1999**

**Supporting Media/Resources: (see extended resource list in Appendix)**

Recycle Everyday, Nancy Elizabeth Wallace, 2003

The Hard-Times Jar, Ethel Footman Smothers, 2003

A Chair For My Mother, Vera Williams, 1984

[www.recyclezone.org](http://www.recyclezone.org)

[www.illuminations.nctm.org](http://www.illuminations.nctm.org)

[www.abcteach.com/directory/clip\\_art/clothes](http://www.abcteach.com/directory/clip_art/clothes)

<http://www.klezmerband.us/takealisten.aspx>

<http://www.hebrewsongs.com/yiddish.htm>

**Look and Listen for...**

**21<sup>st</sup> Century/ Gifted Intelligent Behaviors:**

Thinking Flexibly, Creating, Imagining, and Innovating

**Overarching Gifted Intelligent Behaviors (GIBs):**

Metacognition, Questioning and Posing Problems, Finding Humor, Taking Responsible Risks, Thinking Flexibly, Thinking and Communicating with Clarity and Precision

**Literature and GIB focus:**

Creating, Imagining, and Innovating, Thinking Flexibly, Finding Humor, Persistence, Metacognition

**GIB's within Student Learning Tasks:**

Creating, Imagining, and Innovating, Thinking Flexibly, Thinking Interdependently, Posing Problems and Asking Questions, Metacognition, Finding Humor, Persistence, Taking Responsible Risks

**Developmental Thinking Skills Focus:** \_\*\_ Describe \_\*\_ Similarities & Differences  
\_\* Sequence \_\_\_ Classify \_\_\_ Analogies

**After explicitly teaching the developmental skills, these skills should be clustered in larger cognitive processes and infused throughout the unit.**

**See example in Appendix: Cognitive Scaffolding -Extension of Thinking Skills**

**Other:**

**Big Idea Focus (see p.3 and p.4):**

Change

**Other Universal Concepts:**

Patterns, Exploration and Adaptation

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

Exploration may result in change or adaptation to meet needs.

Conservation may create changes in patterns.

**Directions for Teachers:**

- **Display and discuss universal generalizations.**
- **Discuss topics and vocabulary needed to gain a deeper understanding of the generalizations.**

**Suggested Big Ideas for Discussion (see p. 3 and p. 4):**

- **Change**
- **Exploration**
- **Adaptation**
- **Patterns**

**Essential Vocabulary for Discussion and Deep Understanding:**

<b>Gifted Intelligent Behaviors</b>	<b>Literature</b>	<b>Generalizations</b>	<b>Topic/Content</b>
Innovation Persistence Metacognition Questioning Thinking Flexibly	Overcoat Fair Vest Chorus Nephew Suspenders Worn Handkerchief Fasten	Adaptation Conservation Exploration Positive Negative	Conservation Recycling Resourcefulness Clothing Design Economics Communication Family Traditions Culture

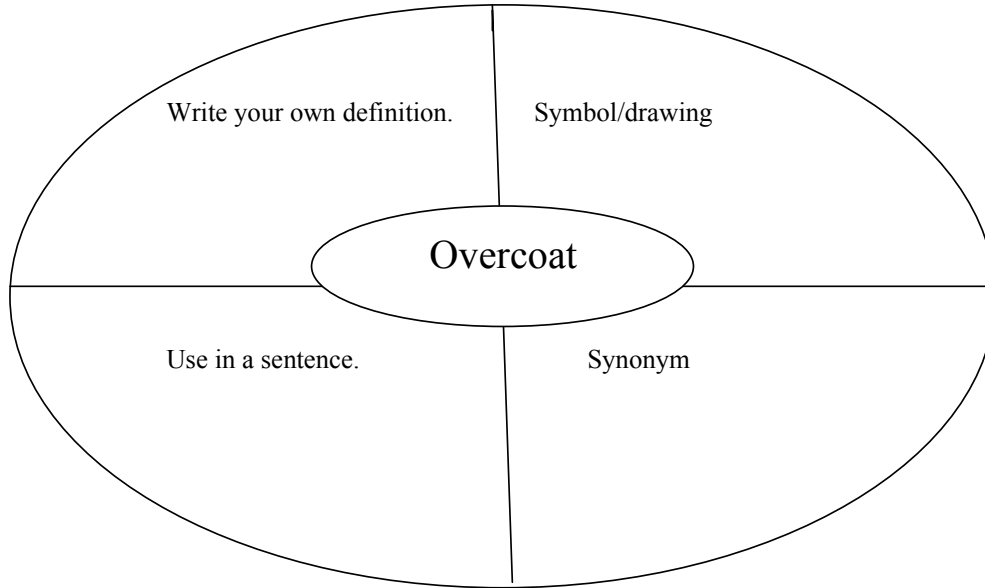
**A Six-Step Process for Teaching Academic Vocabulary Terms:**

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.

Marzano, R. (2000). *Designing a new taxonomy of educational objectives*. Corwin Press.  
 Marzano, R. (2004). *Building background knowledge*. Association for Supervision & Curriculum Development.

**Sample: Vocabulary Wheel:**

Provide paper with a circle divided into spokes. The center of the wheel has a space where the student writes the word. Spoke one: restate the meaning in your own words. Spoke two: constructing a picture or graphic representing the term. Spoke three: use the word in a sentence. Spoke four: write a synonym for the word. After completing the wheel, work collaboratively with a partner to share their wheels and discuss the terms with one another.



**Vocabulary Extensions:**

**Overcoat Game**

Create a large coat with “library pockets” labeled with definitions. Have students match the vocabulary words with correct definitions while placing the words in the pockets. Have the students use the matched word in a complete sentence. How did creating the vocabulary wheels enable you to match the words?

**Command Strategy: Vocabulary Mix and Match**

Students are given index cards with words or definitions. The teacher announces the command, “Conservation”. Students begin moving about the room, trading their face-down cards with students they pass. When the teacher uses the command word, students freeze and turn their card face up. They have to find their partner (definition or word) to match. The matches are shared with the class. The teacher commands again and students mix and match two or three times.

## Six Facets of Understanding

Generalizations from universal concept:

- Change generates additional change.
- Change is inevitable.
- Change is necessary for growth.
- Change may be positive or negative.

Essential questions

- How might conservation generate positive change?
- How might exploration and adaptation create change in our environment?
- What changes could we make in our society to promote conservation?

### Introduce one or more of the following topics:

<p><b>Facet 1 – EXPLANATION</b></p> <p>Students use “Life Long Learning” strategy (see appendix) to generate ideas, describe, and categorize different ways to use a piece of cloth (ie: cleaning rag, gift wrap, doll blanket, napkin, and pillow stuffing).</p> <p>How might exploration and adaptation create change in our environment?</p>
<p><b>Facet 2- INTERPRETATION</b></p> <p>Use old scraps (newspapers, magazines, scraps of construction paper/craft supplies) to design and construct hats. Parade creations and judge hats based on student made criteria (ie: most unique, largest, smallest, etc.)</p> <p>What changes could we make in our society to promote conservation?</p>
<p><b>Facet 3 – APPLICATION</b></p> <p>Students use “Circle of Knowledge” strategy (see appendix) to generate ideas of how recycling plastic helps our environment. Create a three dimensional visual aid from a two liter bottle by attaching ideas to or in the bottle (ie: create new products, reduce waste in land fields, keeps water supply pure).</p> <p>How might conservation generate positive change?</p>
<p><b>Facet 4 – PERSPECTIVE</b></p> <p>Students use “compare and contrast” strategy (see appendix) to describe, discriminate, and discuss clothing from the past and present. Then share their perspective of how clothing has changed over time.</p> <p>How might exploration and adaptation create change in our environment?</p>
<p><b>Facet 5 – EMPATHY</b></p> <p>Students predict what it would be like to swim in a polluted ocean. Then “role-play” (see appendix) the scenario in their classroom (while music plays) to represent what it would be like for animals living in a polluted area.</p> <p>How might conservation generate positive change?</p>
<p><b>Facet 6 – SELF-KNOWLEDGE</b></p> <p>Use the “Boogie Woogie” strategy to brainstorm, share ideas generated, and add to understanding of what we could do with our gently used clothing to promote conservation(see appendix).</p> <p>How might conservation generate positive change?</p>

# Literature Selection: Joseph Had a Little Overcoat

Culminating Performance-Based Assessment (Type Task-Rotations)

K-2

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

<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p><b>You Are the Author!</b></p> <p>Simms Taback has asked you to produce a sequel to <u>Joseph Had a Little Overcoat</u>. Create and illustrate your version of the story using the repeated pattern, ie. <u>(Your Name)</u> had a little <u>(piece of clothing)</u>. How did you exemplify conservation as you changed your piece of clothing? How did the repeated patterns of the story help you structure your story? How did you apply your GIBs to complete your original version of the story? How did your exploration and adaptation of the clothing create change? How did your changes promote conservation?</p> <p>Multiple Intelligences: V*_L_S*_M_B_P_I*_N_*</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p><b>Newspaper Editorial</b> <b>Think, Pair, Share</b></p> <p>Work with a partner to plan and write an editorial for your local newspaper about recycling and conservation in your community. Emphasize how the benefits of recycling and conservation can create positive changes to protect the environment. Collaborate with your partner to use the internet and research your town’s recycling services. Include information about recycling centers and services that are available in your community. How can recycling and conservation create changes in your community? What are the positive aspects of conservation for your community? How did you and your partner use Metacognition to plan your editorial? Multiple Intelligences: V*_L_S*_M_B_P*_I_N*_*</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p><b>Debate the Issue</b></p> <p>Evaluate the pros and cons of conservation. Students are dividing into two teams. Collaborate with your team using The Life-Long Learning Model (see Appendix) to brainstorm a list of ideas supporting your position. Choose two members from each team to debate the issue. The remainder of the class will analyze the debate based on the use of GIBs and ask questions based on the debater’s evidence.</p> <p>To what extent is conservation necessary for protecting our environment? How could you convince society to conserve? How did you use Thinking Flexibly to brainstorm your ideas? Multiple Intelligences: V*_L_S*_M_B_P*_I_N*_*</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p><b>Class Conservation Project</b> <b>Design a persuasive poster</b></p> <p>Students bring in a used coat (or other article of clothing) to donate to a local charity. After reading the book, <u>Recycle Everyday</u>, students produce posters encouraging others to make donations, and determine locations for displaying the posters to generate the most impact on the community. Student’s design their posters according to their location choice.</p> <p>How did the posters created by Minna and her friends impact change in the community? (<u>Recycle Everyday</u>) How did you feel about the changes you made in your community? How did you use Creating Imagining and Innovating to design your persuasive poster? Multiple Intelligences: V*_L_S*_M_B_P*_I_N*_*</p>



**Real World Connections with Products: (Skills, Knowledge, Global Connections):**

Book Sequel, Debate, Newspaper Editorial, Persuasive Poster

- create, analyze, illustrate, evaluate, debate, plan, apply, research, design

**Real World Applications: (Careers, Inventions, Innovations)**

- Newspaper Editor, Author, Illustrator, Debater, Researcher, Environmentalist, Artist, Conservationist

**Real World Terms: (Vocabulary, Technical Vocabulary)**

- Debate, Editorial, Community, Recycling, Conservation, Collaborate, Brainstorming, Donating, Sequel, Use

**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 is inevitable.
- Change is necessary for growth.
- Change may be positive or negative.

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

- Exploration may result in change or adaptation to meet needs.
- Conservation may create changes in patterns.

**Essential Question:**

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

- As a conservationist, what intelligent behaviors could you exhibit in creating positive change in our world?
- How could you use Thinking Flexibly and Creating, Imagining and Innovating to develop plans for conserving our environment?

**Materials Needed for Task Rotation(s) Menu:**

Mastery → Patterned Book, Markers, Colored Pencils

Understanding → Poster of Life-Long Learning Model steps, paper

Interpersonal → Computers with internet access, Editorial example, paper

Self-Expressive → Recycle Everyday, Nancy Elizabeth Wallace, 2003, Poster paper, Paint, Pencils,

## **MetaCognitive Discussion** **Related to the Prior Learning Experiences (Essential Questions)**

**(Whole Group and/or Seminar)**

### **Conceptual Perspectives:**

As you reflect on the pros and cons of conservation and recycling, how might your thoughts change as you hear more information?

What are some of the benefits a community could derive from donations of slightly used materials and persuasive posters displayed in the community?

What outcomes of editorials could promote positive change in a community recycling program?

### **Gifted Intelligent Behaviors:**

How could you Think Flexibly when brainstorming ideas?

How could you use Creating, Imagining and Innovating to write and illustrate a sequel to the story and/or create a persuasive poster?

What are some of the GIBs you could use to plan a debate and/or organize an editorial?

How could you and a partner use Metacognition to plan an editorial?

### **Literary Perspectives:**

How did Joseph demonstrate Persistence, and Creating, Imagining and Innovating as he designed his adaptations of the overcoat?

As you consider the sequence of changes in the story, explain how Joseph used Metacognition to plan his adaptations, and what evidence can you provide?

### **Student/Teacher Reflections: Socratic Seminar and Reflective Journal Entry:**

- When reflecting on Community Projects, how might it make you feel about recycling and conservation?
- How might you influence friends and family members to practice conservation?
- What impact could conservation have in our world?
- What is a one-word summary of your experiences with conservation?

## Rubric Culminating Performance-Based Assessment K-2

<p><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p><b>Content Mastery:</b> Does the student’s work provide new insight into the content of the task? Does the student’s work demonstrate mastery of the conservation process and adaptations which produce positive change?</p> <p><b>Competence:</b> Does the student demonstrate proficiency in the selection and application of strategies and skills appropriate to planning and writing their original sequel to the story?</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b></p> <p><b>Character:</b> Is the student courageous and willing to take risks in creating an editorial to encourage positive change in the community?</p> <p><b>Cooperation:</b> Did the student share ideas with their partner and check to see if they understood their task of writing arguments to encourage recycling?</p>
<p><b>Central Dimensions</b></p> <p><b>Choice:</b> The student analyzes the advantages, disadvantages, and potential effects of each choice.</p> <p><b>Craftsmanship:</b> The student’s work reflects an understanding of the appropriate genre and style with regard to purpose and audience.</p> <p><b>Completion:</b> The student completes all the requirements of the task in a timely manner.</p>	
<p style="text-align: center;">4   3   2   1</p> <p><b>Understanding Learner(C)</b> <b>Intuitive-Thinking</b></p> <p><b>Complex Problem Solving:</b> Is the student able to reflect on the strengths and weaknesses of the debate team’s arguments and use of the GIBs?</p> <p><b>Critical Thinking:</b> Is the student able to collect, organize and analyze data in order to prepare for their team’s position?</p>	<p style="text-align: center;">4   3   2   1</p> <p><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p><b>Creativity:</b> Did the student create original work that expresses his or her individual style and unique point of view encouraging recycling?</p> <p><b>Communication:</b> Does the student demonstrate an understanding of the need for clear, effective and sensitive communication in order to persuade the community to donate clothing?</p>
4   3   2   1	4   3   2   1

4 – Exceeds Expectations    3 – Meets Expectations    2 – Minimal Understanding    1 – Needs Support

**Math Student Culminating Assessment  
Task Rotation Learning Experience  
K-2**

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

<p align="center"><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>Students use Life-Long Learning Model (see appendix) to <u>collect</u> data from class members. Each student uses 4 sticky notes to <u>record</u> their name and the 3 different ways to <u>represent</u> the number of buttons they are wearing. Notes are collected and <u>organized</u> on a class poster. Students <u>reorganize</u> the collected data by <u>constructing</u> a line plot.</p> <p>As you <u>evaluate</u> clothing needs throughout the year, how could the data used in the line plot change throughout the year? What patterns occur with the number of buttons? <u>Explain your conclusions.</u></p> <p>As you organized your data, <u>analyze</u> what strategies helped you to think flexibly?</p> <p align="center">Multiple Intelligences: V _ L * S _ M _ B * P * I _ N _</p>	<p align="center"><b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b></p> <p>Using Reciprocal Learning (see appendix), student <u>constructs</u> sorting rules needed to sort a collection of buttons in a Venn diagram. Student begins to place buttons on the Venn one-by-one while a partner <u>monitors</u> each move and <u>hypothesizes</u> the rule by asking questions. The objective is to <u>determine</u> the rule in the least number of moves. The observer <u>tests</u> his/her hypothesis by finding a button that meets the criteria and correctly placing it in the Venn. Once a rule is established for each set on the Venn, students <u>describe</u> the sets using number sentences. Then partners switch roles.</p> <p>When detecting the rule to use in sorting buttons, how did your thinking and questioning strategy change throughout the task?</p> <p>As you <u>categorized</u> the buttons, what gifted intelligent behaviors did you use to deepen your understanding and better communicate with your partner?</p> <p align="center">Multiple Intelligences: V * L * S _ M _ B _ P * I _ N _</p>
<p align="center"><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>After reading <u>The Hard-Times Jar</u> by Ethel Footman Smothers and/or <u>A Chair For My Mother</u> by Vera Williams, students will roll money dice to <u>determine</u> how much they are allowed to “withdraw” from the class “bank” to spend on a “shopping trip”. Students <u>plan</u> spending strategies and role play (see appendix) making purchases from a group of items previously set out and priced by the teacher. Students <u>determine</u> which coins <u>represent</u> the price of an item and select the least number of coins needed to make the purchase. Is there enough money left over to purchase a second item?</p> <p>How could your spending strategy impact purchases or change decisions on how to spend money?</p> <p>In analyzing purchases, what risks could be involved in the transaction? How could those risks be minimized?</p> <p align="center">Multiple Intelligences: V _ L * S _ M _ B * P _ I _ N _</p>	<p align="center"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>Using “Ask the Front Lines” (see appendix), contact a clothing expert and <u>observe</u> a real sewing pattern. After understanding that clothing is pieced together, students will <u>design</u> a pattern for an article of clothing by piecing together pattern blocks. Trace/outline the pattern. Finish the design by coloring the pattern as they wish. (Assess visual spatial skills). <u>Create</u> a title for your design. (Ex: My 8 Trapezoid Jeans)</p> <p>How many pattern blocks were used to create your clothing pattern? How can you <u>restructure</u> and <u>conserve</u> the pattern blocks within the design by using the least number of blocks?</p> <p>When designing a clothing pattern, how might a seamstress think flexibly to conserve resources?</p> <p align="center">Multiple Intelligences: V * L * S * M _ B _ P _ I _ N _</p>

**Real World Connections with Products: (Skills, Knowledge, Global Connections)**

Using the least amount of coins when making purchases  
Saving, making a budget, and using coupons to conserve resources  
Distinguishing needs from wants. Prioritizing necessary purchases

- Counting, adding, subtracting, sorting, matching, comparing, organizing, decision making

**Real World Applications: (Careers, Inventions, Innovations)**

Consumer, customer, advertiser, seller, salesman, cashier, producer, cash register, banker, account

**Real World Terms: (Vocabulary, Technical Vocabulary)**

sale, price, coupon, budget, debt, cash, credit, check, change, product, purchase, customer, consumer, savings, advertisement, currency, coins, dollars, spending

**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 may result in additional change(s).

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

Exploration may bring change or adaptations to meet needs.  
Conservation may create changes in patterns.

**Essential Question**

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

- As a consumer, what gifted intelligent behaviors could you use in making money decisions?
- How might a financial situation change your thinking about money and a decision to save or spend?

**Materials Needed for Task Rotation(s) Menu:**

Mastery → sticky notes, poster board or chart paper, student paper, pencil, ruler

Interpersonal → assortment of buttons, Venn diagrams

Understanding → The Hard-Times Jar by Ethel Footman Smothers and/or A Chair For My Mother by Vera Williams, coin manipulatives, calculator, priced items to purchase, cash register (optional)

Self-Expressive → expert contact, real sewing pattern, pattern blocks, crayons/markers, plain paper

## **MetaCognitive Discussion**

### **Related to the Prior Learning Experiences (Essential Questions)**

#### **(Whole Group and/or Seminar)**

- As a consumer, what gifted intelligent behaviors could you use in making money decisions?
- How might your financial situation change your thinking about money and your decision to save or spend?

#### **Conceptual Perspectives:**

In reflecting on clothing needs throughout the year, how could the data used in the line plot change from season to season? Which season would generate more/less buttons? Explain your conclusions.

When determining rules used in sorting items, how could your thinking strategy change throughout the task?

How might available money impact our purchases or change our decision to spend money?

How could you conserve the pattern blocks within a design by using the least number of blocks?

#### **Gifted Intelligent Behaviors:**

As you organized data, what strategies helped you to think flexibly?

As you sort the items, what gifted intelligent behaviors could you use to deepen your understanding and better communicate with a partner?

In considering a purchase, what risks could be involved in the transaction? How could those risks be minimized?

When designing a clothing pattern, how might a seamstress think flexibly to conserve resources?

#### **Literary Perspectives:**

- Why would Joseph choose to conserve his resources?
- What items would Joseph include in his budget?
- In organizing his home, how did Joseph use sorting strategies?

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

Choose a non-profit charity to support (SPCA, homeless shelter...). Plan a school-wide coin drive asking students to change their spending habits and to conserve their money, enabling them to give to the needy.

**Rubric**  
**Culminating Performance-Based Assessment (Type Task-Rotation )**  
**K-2**

<p><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p><b>Content Mastery:</b> Does the student’s work demonstrate an understanding of the important generalizations, concepts, and facts specific to the task or situation?</p> <p><b>Competence:</b> Does the student demonstrate proficiency in the selection and application of strategies and skills appropriate to a task or situation?</p>	<p style="text-align: right;"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p><b>Character:</b> Does the student exert a high level of effort and persistence towards the completion of challenging work?</p> <p><b>Cooperation:</b> Does the student listen to others, and ask questions for clarification and check for understanding?</p>
<p><b>Central Dimensions</b></p> <p><b>Choice:</b> Can the student explain the reason for his/her decision logically and clearly?</p> <p><b>Craftsmanship:</b> Does the student’s work detect gaps, flaws, and contradictions in his her own work and devise strategies to address them.</p> <p><b>Completion:</b> Is the student able to assess what needs to be done to complete a task?</p>	
<p>4   3   2   1</p>	<p>4   3   2   1</p>
<p><b>Understanding Learner</b> Intuitive-Thinking</p> <p><b>Complex Problem Solving:</b> Does the student generate hypotheses, generalizations, and conclusions?</p> <p><b>Critical Thinking:</b> Does the student communicate both the problem-solving process and his or her results effectively?</p>	<p style="text-align: right;"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p><b>Creativity:</b> Does the student create original work that expresses his or her individual style and unique point of view within the parameters of the task?</p> <p><b>Communication:</b> Does the student’s communication comply with appropriate and standard language usage?</p>
<p>4   3   2   1</p>	<p>4   3   2   1</p>

4 – Exceeds Expectations    3 – Meets Expectations    2 – Minimal Understanding    1 – Needs Support

# Literature Selection: Joseph Had a Little Overcoat

## Introduction Performance-Based Task

K-2

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

<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p><b>Collaborative Story Sequencing</b> Reread the story. Students execute the Etch-A –Sketch strategy (see Appendix) to record symbols representing the key ideas and important details of the story’s sequence. The teacher will first demonstrate using a SMART Board example. Students work collaboratively with a partner to sequence the story using a flow map and pre-cut pieces of the adapted clothing. Students add background/setting, details and characters to each block of the flow map. Students will retell the story using their completed flow maps to another group. How did completing the flow map give more meaning to the story? As you reflect on your group sequencing, how did you use Thinking Interdependently? In what ways does your flow map represent change? Multiple Intelligences: V* _ L _ * S* _ M _ B _ P _ * I _ N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p><b>Reflective Journal Entry/ Letter</b> Construct a reflective journal entry empathizing with Joseph concerning a favorite piece of clothing you do not want to give up –OR – Write a letter to Joseph telling him about your favorite clothing item. Be creative and include 1) rationale for choosing this item, 2) information concerning adapting the item, and 3) your emotional connection with conservation of this piece of clothing. In what ways did this activity promote conservation? How would you explain your feelings about transforming this piece of clothing into something useful? How did you use Thinking Flexibly and Creating, Imagining, and Innovating to adapt your favorite item? Multiple Intelligences: V* _ L _ S _ M _ B _ P _ I _ * N _ *</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p><b>The Rubbish Challenge</b> Students play the interactive game, The Rubbish Challenge at the Recyclezone website. <a href="http://www.recyclezone.org.uk/home_fz.aspx">http://www.recyclezone.org.uk/home_fz.aspx</a> The game will first be introduced on the SMART Board to deepen understanding of sorting recycling items. Students select two items from the class collection of recyclable items. They will brainstorm uses for both items. Next, they will use a Venn diagram to compare and contrast uses for the two items. The class will then implement the Torrance Decision Making Model (see appendix) to analyze and evaluate the diagrams and use criteria to conclude which item is the most useful. How did exploring the website game give you practice in conservation? How did taking a responsible risk help you evaluate and present your findings to the class?</p> <p>Multiple Intelligences: V * L S * M B P * I* N *</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p><b>Song and Dance</b> The students will sing the song in the back of the book, “I Had a Little Overcoat” <b>and/or</b> listen to <i>Tumbalalaika</i> which is the song that Joseph sings in the chorus. Students will interpret the song by creating dance movements and applying rhythm instruments to verses of the song. Students will also take turns role-playing the sequence of change of clothing adaptations using props.  As you reflect on your class performance, how did changes occur as you added the dance moves, instruments and props? How did using GIBs help you change and improve the performance? Why did the author choose to include this song in the text? What can you infer from the holiday/cultural symbols in the text? <a href="http://www.klezmerband.us/takealisten.aspx">http://www.klezmerband.us/takealisten.aspx</a> <a href="http://www.hebrewsongs.com/yiddish.htm">http://www.hebrewsongs.com/yiddish.htm</a></p> <p>Multiple Intelligences: V* _ L _ S _ M* _ B _ * P* _ I _ N _</p>



**Real World Connections with Products: (Skills, Knowledge, Global Connections)**

Letter, Journal Entry, Flow Map, Musical Performance

use, record, sequence, retell, create, adapt, brainstorm, compare and contrast, analyze

**Real World Applications: (Careers, Inventions, Innovations)**

Conservationist, Musician, Dancer, Illustrator, Computer Programmer, Journalist, Author, Model, Choreographer, Singer

**Real World Terms: (Vocabulary, Technical Vocabulary)**

defend, illustrate, empathize, transform, and role-play, flow map, journal, rhythm, criteria, adaptation

**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 is inevitable.
- Change is necessary for growth.
- Change may be positive or negative.

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

- Exploration may result in change or adaptation to meet needs.
- Conservation may create changes in patterns.

**Essential Question**

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

- As a conservationist, what intelligent behaviors could you exhibit in creating positive change in our world?
- How might you use Thinking Flexibly and Creating, Imagining and Innovating to develop plans for conserving our environment?

Materials Needed for Task Rotation(s) Menu:

Mastery → Flow maps, Markers, Paper, SMART Board, Pre-cut clothing items

Understanding → Recyclable items, Computers with Internet access, Paper, Markers

Interpersonal → Paper, Editorial example,

Self-Expressive → Musical rhythm instruments, Props, Copies of Song, internet (optional)

## **MetaCognitive Discussion** **Related to the Prior Learning Experiences (Essential Questions)**

### **(Whole Group and/or Seminar)**

#### **Conceptual Perspectives:**

- How could change result in conservation?
- How could change generate additional change?
- How might change be either positive or negative?
- As you reflect on our class performance, how did the song change as you added the dance moves, instruments and props?

#### **Gifted Intelligent Behaviors:**

- As you reflect on your group sequencing, how could you use Thinking Interdependently?
- How could you take a responsible risk in presenting your findings to the class?
- How might using GIBs help you change and improve a performance?
- How could you use Thinking Flexibly and Creating, Imagining, Innovating to adapt a favorite item?

#### **Literary Perspectives:**

- In what ways could your favorite piece of clothing change as you adapt it like Joseph did?
- How might the author's letter to the reader increase your empathy for Joseph?
- How might the cut-outs of patterned cloth in the story help you organize your flow map as you sequenced the story?
- As you reflect on Joseph's adaptations in the story, how could this influence your desire to practice conservation?

**Student/Teacher Reflections:** After using the Torrance Decision Making Model (Understanding Task Rotation), the class will create illustrations and write observational sentences describing the recyclable item judged as most useful. Writings and illustrations will be shared with the class and may be used for the Content Writing Assessment.

## Rubric


### Culminating Performance-Based Assessment (Type Task Rotation )

<p><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p><b>Content Mastery:</b> Does the student’s work demonstrate an understanding of the important generalizations, concepts and facts specific to sequencing <u>Joseph had a little overcoat?</u></p> <p><b>Competence:</b> Did the student demonstrate proficiency in the application of strategies and skills appropriate to mapping the sequential order of the story?</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p><b>Character:</b> Did the student take pride in his/her reflective journal entry and thoughtfully answer the guiding questions? Did the student demonstrate sensitivity and empathy with the main character?</p> <p><b>Cooperation:</b> Did the student show respect for the thoughts and feelings of their classmates as journal entries were shared?</p>
<p><b>Central Dimensions</b></p> <p><b>Choice:</b> Does the student identify the priorities to be addressed and formulate appropriate criteria on which to base the decisions about conservation?</p> <p><b>Craftsmanship:</b> Did the student create high-quality products that reflect care and a concern for quality?</p> <p><b>Completion:</b> Is the student able to monitor his/her progress and respond appropriately to feedback?</p>	
<p>4   3   2   1</p>	<p>4   3   2   1</p>
<p><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p><b>Complex Problem Solving:</b> Is the student able to apply one or more appropriate problem solving techniques to analyze the recyclable items based on criteria?</p> <p><b>Critical Thinking:</b> Did the student employ analytic and interpretive strategies, such as compare and contrast and decision-making to complete the task?</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p><b>Creativity:</b> Is the student’s song/dance/role-play interesting and appealing to the audience (class or guests) as a result of its inventiveness and aesthetic sense?</p> <p><b>Communication:</b> Did the student demonstrate the flexibility needed to explore different forms of self-expression through the performance?</p>
<p>4   3   2   1</p>	<p>4   3   2   1</p>

4 – Exceeds Expectations   3 – Meets Expectations   2 – Minimal Understanding   1 – Needs Support

**Math**  
**Introduction Performance-Based Task**  
**K-2**

**generalization(s) through essential questions.**

<p style="text-align: center;"><b>Mastery Learner (A)</b>  <b>Sensing- Thinking</b></p> <p>After direct instruction on subsitizing and practicing with dot cards, students connect number to models and explain their thinking in adding the numbers together to make the whole. Students <u>guess</u> the number of animals on a page in the anchor text after a quick glance and <u>check</u> their answers together.</p> <p>Using the page of Joseph and his little scarf, <u>design</u> a chart of Joseph and the 10 animals that <u>represent</u> the number of legs and eyes for each character in at least 2 different ways (number, number word, tally, place value blocks, coins, ten frames...). <u>Organize</u> data in columns and rows. <u>Determine</u> and use various strategies to total each column.</p> <p>As you <u>reflect</u> on last year, how has your ability changed and grown in order to represent numbers in various forms? As you organized your data, what strategies helped you to think flexibly? How did subsitizing help you?</p> <p style="text-align: center;">Multiple Intelligences:  V _ L _ * _ S _ M _ B _ P _ I _ N _ *</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b>  <b>Sensing-Thinking</b></p> <p>Trace each foot (with shoe on). Choose from a variety of nonstandard /standard units (cubes, buttons, tape measure...) to identify the length and width. <u>Express</u> findings in a complete sentence. Write a number sentence to show findings. Join with a partner to <u>combine</u> findings.  “My feet plus your feet equal _____”  _____ + _____ = _____</p> <p>How does representing a number using a number sentence show conservation?</p> <p><u>Test</u> whether you and 3 friends would be able to stand on a scarf that is a meter in length?  Write number sentence to show the outcome.  You may need to use the symbols &gt; &lt; ≠  How might you <u>predict</u> what factors could change the outcome (position/length of feet, etc.)?</p> <p>As you strive to communicate with clarity and precision, what questions might you ask to gather the data you need to solve this problem?</p> <p style="text-align: center;">Multiple Intelligences:  V * L * S M B * P * I N</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b>  <b>Intuitive-Thinking</b></p> <p>Implement the Proceduralizing strategy (see appendix) to organize necessary steps in making all possible combinations of snack items. (fruit, pretzels, cheese, juice) Students <u>construct</u> a wardrobe by showing all the clothing combinations made from a limited number of clothing items (such as shorts, jeans, t-shirt, and sweatshirt).</p> <p><a href="http://abcteach.com/directory/clip_art/clothes/">http://abcteach.com/directory/clip_art/clothes/</a>  (clothing patterns for teacher to reproduce)</p>  <p>“Bobby Bear” – online task  <a href="http://illuminations.nctm.org/activitydetail.aspx?id=3">http://illuminations.nctm.org/activitydetail.aspx?id=3</a>  As you reflect on your thinking, what process/strategy did you use to solve this problem? (memory, sequence, rotating, random guess...)</p> <p>How do the total combinations change when additional items are added? Make a <u>hypothesis</u>. Then <u>create</u> a 2-column chart (# of items / # of combinations) to expose the changing pattern. Be sure to test your hypothesis to verify the pattern rule.</p> <p style="text-align: center;">Multiple Intelligences:  V _ L _ * _ S _ * _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b>  <b>Intuitive-Feeling</b></p> <p><u>Predict/estimate</u> how many square inch tiles would fit on a 3x5 index card. Record your estimation on the back of the card.</p> <p><u>Design</u> a patterned quilt that exactly fits on the card. Trace and create a pattern for each tile.</p> <p>How does your estimation compare to the actual number of tiles used in your quilt?</p> <p>How could the number of tiles and/or pattern change if you reproduced a quilt for each member of your family?</p> <p><u>Construct</u> a chart showing how many total tiles are needed for your family. Be sure to include yourself.</p> <p>As you think about your counting strategy for this problem, how could skip counting help you calculate the total number of tiles?</p> <p style="text-align: center;">Multiple Intelligences:  V L * S * M B P I N</p>

**Real World Connections with Products: (Skills, Knowledge, Global Connections)**

Making daily choices of clothing combinations

Being resourceful to make multiple combinations with a limited number of clothing items

- sorting, matching, comparing, contrasting, organizing, decision making, designing

**Real World Applications: (Careers, Inventions, Innovations)**

fashion designer, model, seamstress, salesperson, photographer, celebrity, politician, artist

**Real World Terms: (Vocabulary, Technical Vocabulary)**

fashion, wardrobe, texture, fabric, pattern, plaid, solid, striped, polka-dot, floral, print, portfolio,

**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/Exploration

**Overarching Generalizations:**  
Change may result in additional change(s).

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

Exploration may bring change or adaptations to meet needs.

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

- As a fashion designer, what gifted intelligent behaviors could you use to design a portfolio showcasing multiple outfits using a limited number of clothing articles?
- How might culture or time period change the decision as to what to include in a portfolio?

**Materials Needed for Task Rotation(s) Menu:**

Mastery → page from text, ruler, paper, calculator, pencil

Interpersonal → measuring manipulative units determined by teacher, one scarf per group, pencil, paper

Understanding → computer with online access or paper cut-outs of clothing items, people patterns

Self-Expressive → square inch tiles, 3x5 index cards, pencils, crayons,



**MetaCognitive Discussion**  
**Related to the Prior Learning Experiences (Essential Questions):**

**(Whole Group and/or Seminar)**

- As a fashion designer, what gifted intelligent behaviors could you use to design a portfolio showcasing multiple outfits using a limited number of clothing articles?
- How might culture or time period change the decision as to what to include in a portfolio?

**Conceptual Perspectives:**

- How might change result in conservation?
- How could change generate additional change?
- How might change be either positive or negative?
- Why is change necessary for growth?
- What patterns may be repeated when experiencing change? (Discuss change in the story and relate to other changes that students may have experienced. How may similar patterns be repeated in different settings?)

**Gifted Intelligent Behaviors:**

- As you reflect on your thinking, what processes and/or strategies did you use to solve problems?
- As you strive to communicate with clarity and precision, what questions might you ask to gather data needed to solve problems?
- As you organize data, what strategies helped you to think flexibly?

**Literary Perspectives:**

- Why would Joseph choose to conserve his resources?
- How are you alike and/or different than Joseph?
- Why does the author include another language in the text?
- Why could math be called a universal language?
- How could the patterns in the illustrations best be described using our knowledge of attributes?

**Student/Teacher Reflections:**

Write a journal entry with an example showing how math vocabulary communicates conservation ideas.

Example: "When 3 people fit in a seat on the bus, more people can ride on that bus."

# Rubric

## Introduction Performance-Based Tasks (Type Task Rotation ) K-2

<p><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p><b>Content Mastery:</b> Does the student’s work demonstrate an understanding of the important generalizations, concepts, and facts specific to the task or situation?</p> <p><b>Competence:</b> Does the student demonstrate proficiency in the selection and application of strategies and skills appropriate to a task or situation?</p> <p>4 3 2 1</p>	<p><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p><b>Character:</b> Does the student exert a high level of effort and persistence towards the completion of challenging work?</p> <p><b>Cooperation:</b> Does the student identify difficulties facing the group and help to overcome them?</p> <p>4 3 2 1</p>
<p><b>Central Dimensions</b></p> <p><b>Choice:</b> Can the student explain the reason for his/her decision logically and clearly?</p> <p><b>Craftsmanship:</b> Does the student’s work detect gaps, flaws, and contradictions in his her own work and devise strategies to address them.</p> <p><b>Completion:</b> Is the student able to assess what needs to be done to complete a task?</p>	
<p><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p><b>Complex Problem Solving:</b> Does the student apply rules of logic and evidence to analyze, interpret, and develop a position?</p> <p><b>Critical Thinking:</b> Is the student able to apply one or more appropriate problem-solving techniques to the task?</p> <p>4 3 2 1</p>	<p><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p><b>Creativity:</b> Does the student create original work that expresses his or her individual style and unique point of view within the parameters of the task?</p> <p><b>Communication:</b> Does the student effectively communicate using situationally-appropriate methods and media (physical representation)?</p> <p>4 3 2 1</p>

4 – Exceeds Expectations    3 – Meets Expectations    2 – Minimal Understanding    1 – Needs Support



**Tiered Performance-Based Tasks  
K-2**

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

**Concept: Change**

**Topic: Conservation**

**Generalization(s):** Change may be positive or negative. Change is inevitable.

Change generates additional change. Change is necessary for growth.

**Essential Question(s):**

- As a conservationist, what intelligent behaviors could you exhibit in creating positive change in our world?
- How might you use Thinking Flexibly and Creating, Imagining and Innovating to develop plans for conserving our environment?

**Task Rotation Menu**

Level	Mastery	Understanding	Self-Expressive	Interpersonal
<b>1</b> (standard)	<b>Acrostic Poem:</b> Compose an Acrostic Poem with the word Conservation (include vocabulary, facts, and concepts about conservation).	<b>T-Chart:</b> Design a T-Chart using magazine pictures and categorize items into things that can be conserved and things that can not be conserved. Include an original illustration of an item for both categories.	<b>Class Mural:</b> Work collaboratively to construct a class mural depicting conservation in many forms. Display the mural in the hallway to influence others to conserve.	<b>Letter:</b> Plan and compose a letter to your best friend explaining the need to conserve. Tell him or her all you have learned about the importance of conserving.
<b>2</b> (bridge between standard & top 3 to 5 %)	<b>Reversed Flow Chart:</b> Display a recycled final product (ex: garden hose made from recycled tires) and produce a reversed flow chart illustrating the steps the product went through during the transformation.	<b>Conserve a Toy:</b> Generate ideas for conserving an old toy that you do not use anymore. Record ideas on a multi-flow map, illustrating cause and effect or if/then scenarios. Ex: If you give the old toy to a charity, then another child will be able to enjoy it.	<b>Construct Simile:</b> Conservation is like _____, because _____, and illustrate using chosen art materials.  Ex: Conservation is like playing sports because you work hard to improve and get many benefits.	<b>Internet Game:</b> Work with a partner and use the interactive computer game online: <a href="http://www.y8.com/games/Huru_Humi_Schoolyard_Recycling">www.y8.com/games/Huru_Humi_Schoolyard_Recycling</a> - Students work with a partner to select the appropriate bins for the cafeteria trash. After playing, students create drawings and descriptions for an example of each category.
<b>3</b> (for top 3 to 5 %)	<b>SCAMPER solutions for Conservation:</b> Students work in a small group and use the SCAMPER technique to plan new possibilities that may lead to conservation of discarded items. Students present their solutions to the class.	<b>Carousel Brainstorming</b> Divide the class into four groups. Provide four posters with scenarios about conservation practices: conserving fuel, water, energy, and paper. Each team is given a marker color and placed at one of the posters to start. Groups have 3 minutes at each poster to generate solutions for that type of conservation. The teacher gives a predetermined command word every 3 minutes and the groups “carousel” to the next station. After rotating through all stations, results are tallied and presented	<b>Class PowerPoint Show: Delphi Strategy</b> Students distribute questionnaires to teachers and staff concerning paper use in the school. Based on data collected, students collaborate with a partner to create a slide illustrating a solution for solving the problem. The final product will be played on the morning video announcements.	<b>Conservation Goal Setting:</b> Select one way you can practice conservation for a week. Set a goal for how much you will conserve. Record your conserving activities each day. At the end of the week, tally your results and compare to your original goal. Reflect on your successes/difficulties for the week and discover the changes you have made in helping the environment.

**Real World Connections with Products: (Skills, Knowledge, Global Connections**

Flow Chart, T-Chart, Multi-Flow Map, Class Mural, Simile, Questionnaire, PowerPoint Show, Letter, Goal Record

create, deduct, use, generate, categorize/sort, brainstorm, gather data, write, explain, describe, determine, record, reflect, collaborate

**Real World Applications: (Careers, Inventions, Innovations)**

Author, Conservationist, Artist, Graphics Designer, Charity Volunteer, Data Collector

**Real World Terms: (Vocabulary, Technical Vocabulary)**

acrostic poem, reversed flow chart, SCAMPER, solutions, T-chart, sort, multi-flow map, cause and effect, charity, PowerPoint show, simile, mural, questionnaire, data, goal-setting,

**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 is inevitable.
- Change is necessary for growth.
- Change may be positive or negative.

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

- Exploration may result in change or adaptation to meet needs.
- Conservation may create changes in patterns.

**Essential Question**

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

- As a conservationist, what intelligent behaviors could you exhibit in creating positive change in our world?
- How might you use Thinking Flexibly and Creating, Imagining and Innovating to develop plans for conserving our environment?

## **MetaCognitive Discussion**

### **Related to the Prior Learning Experiences (Essential Questions):**

**(Whole Group and/or Seminar)**

#### **Conceptual Perspectives:**

- How could I create change in conservation in my home, school and community?
- How might I explore solutions for change in conservation practices?
- In what ways could adaptation lead to change?
- How might change be positive or negative?
- As we consider our community projects and products, how might we change patterns of conservation?

#### **Gifted Intelligent Behaviors:**

- How could my team use Flexible Thinking and Thinking Interdependently to brainstorm new solutions for conservation?
- As reflecting on the SCAMPER technique, how might my group use Creating, Imagining and Innovating to generate new possibilities?
- Which GIBS may help explore change in conservation practices?
- After reviewing my task experiences, which GIBs do I need to strengthen?

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

To culminate this comprehensive unit on conservation, students and teachers should plan and implement a recycling system in their schools (or improve and expand the system already in place). It is unconscionable that many of our schools do not recycle, reuse or reduce at all.

Use internet resources and collaborate with administrators and community leaders to install recycle bins in cafeterias, hallways, the teacher's lounge, and playground. Serve as coordinators to infuse this essential practice with your 21<sup>st</sup> century students as you meet the "Conservation Challenge".



## Additional Support Materials:

### Favorite Read-Aloud(s):

Corduroy by Don Freeman

<http://www.youtube.com/watch?v=0hEHdFMexpc>

The Patchwork Quilt by Valerie Flourney

The Keeping Quilt by Patricia Polacco

Recycle by Gail Gibbons

The Button Box by Margarete Reid

The Everything Kids' Money Book by Diane Mayr



### Finger Plays, Nursery Rhymes and Songs:

“This Old Man” <http://kids.niehs.nih.gov/lyrics/oldman.htm>

“The More We Get Together” <http://kids.niehs.nih.gov/lyrics/moreweget.htm>

#### Here's a Cup of Tea

Here's a cup, and here's a cup  
(make circles with thumbs and index fingers on each hand and extend arms)  
And here's a pot of tea.  
(make fist with one hand, extend thumb for spout)  
Pour a cup, and pour a cup  
(tip fist to pour)  
And have a drink with me.  
(make drinking motions)

#### One for the Money

One for the Money,  
(point to each finger)  
two for the show,  
three to get ready,  
and four to go.

#### Little Mousie

Here's a little mousie,  
Peeking through a hole,  
(Poke index finger of one hand through fist of the other hand)  
Peek to the left,  
(Wiggle finger to the left)  
Peek to the right,  
(Wiggle finger to the right)  
Pull your head back in,  
(Pull finger into fist)  
There's a cat in sight!

#### Little Mouse

Quickly, quickly, very quickly  
(circle palm quickly)  
Runs the little mouse  
Quickly, quickly, very quickly  
Round about the house  
(walk up arm and tickle and hug)

## Poems:

Smart By: Shel Silverstein  
My dad have me one dollar bill  
"Cause I'm his smartest son,  
And I swapped it for two shiny quarters  
"Cause two is more than one!

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

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

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

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

### Money Poem

[http://www.tooter4kids.com/classroom/math\\_poems.htm](http://www.tooter4kids.com/classroom/math_poems.htm)

Penny, penny, easy spent,  
Copper brown and worth one cent.

Nickel, nickel, thick and fat,  
You're worth 5. I know that.

Dime, dime, little and thin,  
I remember—you're worth 10.

Quarter, quarter, big and bold,  
You're worth 25, I am told.

Half a dollar, half a dollar,  
Giant size.  
50 cents to buy some fries.

Dollar, dollar, green and long,  
With 100 cents you can't go wrong

## Video Clips:

[http://www.nick.com/minisites/biggreen/index.jhtml?adfree=true&\\_requestid=1040903#](http://www.nick.com/minisites/biggreen/index.jhtml?adfree=true&_requestid=1040903#)

<http://aggie-horticulture.tamu.edu/sustainable/slidesets/kidscompost/kid1.html>

<http://www.youtube.com/watch?v=0Am9JPfuNsw>

<http://www.youtube.com/watch?v=LUXYjtHX8wA>

## Other Websites:

How to Make Sock Puppets <http://www.legendsandlore.com/sockpuppets.html>

## Paintings & Prints:

Quilting Patterns <http://www.ideas-for-quilting.com/freequiltblockpatterns.html>

Yiddish Alphabet <http://www.jewfaq.org/graphics/yiddish.gif>

Recycling Symbol

American Flag from recycled materials <http://www.nrc-recycle.org/Data/Sites/1/Flag.jpg>

“Patchwork Quilt” by Carolyn Watson

<http://www.allposters.com/gallery.asp?startat=/getposter.asp&APNum=32909&CID=5C1DBCBC>

[E0AEF4940A315447B50159503&PPID=1&search=quilt&f=t&FindID=0&P=1&PP=9&sortby=PD&cname=&SearchID=](http://www.art.com/products/p12621368-sa-i1352610/joseph-wright-of-derby-a-girl-reading-a-letter-with-an-old-man-reading-over-her-shoulder-circa-1767-70.htm?sorig=cat&sorigid=0&dimvals=0&ui=f475dc0b844e4e60b32a7e331f8e5c2f)

“A Girl Reading a Letter, with an Old Man Reading over Her Shoulder”, circa 1767-70  
<http://www.art.com/products/p12621368-sa-i1352610/joseph-wright-of-derby-a-girl-reading-a-letter-with-an-old-man-reading-over-her-shoulder-circa-1767-70.htm?sorig=cat&sorigid=0&dimvals=0&ui=f475dc0b844e4e60b32a7e331f8e5c2f>

### **Learning from Trash – Detective Activity**

Save your trash for a week; preferably dry trash. Or have a neighbor or parent save theirs. Have your students go through the trash and see what they can figure out about the person from the trash. If using your trash or anyone that your class knows, try to eliminate trash with names on it, or cover names up. Students will have fun seeing how much can be learned of a person from her trash.

## 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**



## Appendix

### Online Resources for Teaching Strategies:

Circle of Knowledge strategy:

[http://www3.moe.edu.sg/edumall/tl/it\\_integration/engaging\\_it\\_practices/libstrategies-cooperative\(c\).htm](http://www3.moe.edu.sg/edumall/tl/it_integration/engaging_it_practices/libstrategies-cooperative(c).htm)

Circle teaching strategy:

<http://www.learner.org/workshops/tml/workshop1/teaching.htm>

Collaboration teaching strategy:

<http://teaching.berkeley.edu/bgd/collaborative.html>

Command teaching strategy:

[http://www.educ.uvic.ca/Faculty/thopper/Pe352/2003/Darrian%20Rob%20&%20Marcy%20Squash/new\\_page\\_9.htm](http://www.educ.uvic.ca/Faculty/thopper/Pe352/2003/Darrian%20Rob%20&%20Marcy%20Squash/new_page_9.htm)

Compare and Contrast teaching strategy:

<http://www.kidbibs.com/learningtips/lt26.htm>

Divergent Thinking teaching strategy:

<http://faculty.washington.edu/ezent/imdt.htm>

<http://www.learningandteaching.info/learning/converge.htm>

[http://www.educ.uvic.ca/Faculty/thopper/Pe352/2003/Darrian%20Rob%20&%20Marcy%20Squash/new\\_page\\_9.htm](http://www.educ.uvic.ca/Faculty/thopper/Pe352/2003/Darrian%20Rob%20&%20Marcy%20Squash/new_page_9.htm)

Pair Share strategy:

[http://www.eazhull.org.uk/nlc/think\\_pair\\_share.htm](http://www.eazhull.org.uk/nlc/think_pair_share.htm)

Procedural teaching strategy:

[http://wik.ed.uiuc.edu/index.php/Procedural\\_knowledge](http://wik.ed.uiuc.edu/index.php/Procedural_knowledge)

[http://books.google.com/books?id=y3FcwXwfjeMC&pg=PA51&lpg=PA51&dq=procedural+knowledge+and+teaching+strategy&source=bl&ots=2YFVzUjLKP&sig=35xOarBN9Js-\\_oB6xgEMZtisaNg&hl=en&ei=85k6SsXxK42yMYWvna8F&sa=X&oi=book\\_result&ct=result&resnum=4](http://books.google.com/books?id=y3FcwXwfjeMC&pg=PA51&lpg=PA51&dq=procedural+knowledge+and+teaching+strategy&source=bl&ots=2YFVzUjLKP&sig=35xOarBN9Js-_oB6xgEMZtisaNg&hl=en&ei=85k6SsXxK42yMYWvna8F&sa=X&oi=book_result&ct=result&resnum=4)

Reciprocal Learning strategy:

<http://www.greece.k12.ny.us/instruction/ela/6-12/reading/Reading%20Strategies/reciprocal%20teaching.htm>

[http://www.educ.uvic.ca/Faculty/thopper/Pe352/2003/Darrian%20Rob%20&%20Marcy%20Squash/new\\_page\\_9.htm](http://www.educ.uvic.ca/Faculty/thopper/Pe352/2003/Darrian%20Rob%20&%20Marcy%20Squash/new_page_9.htm)

Role-playing strategy:

<http://serc.carleton.edu/introgeo/roleplaying/howto.html>

SCAMPER teaching strategy:

<http://detblogger.blogspot.com/2008/12/scamper-technique-for-tthinking.html>

<http://wwwfp.education.tas.gov.au/English/scamper.htm>

Socratic Seminar teaching strategy:

<http://www.greece.k12.ny.us/instruction/ela/SocraticSeminars/facilitatingthoughtfuldialogue.htm>

### **Additional Resources for Teaching Strategies:**

Boogie Woogie teaching strategy:

Hargett, M.P. (2009). *Engaging students in 21<sup>st</sup> century learning: Instructional practices to improve student achievement*. Monroe, NC.

Cognitive Scaffolding: Extension of Thinking Skills

Hargett, M. P. (2009) *Cognitive Scaffolding, Horizontal/Vertical Extensions, Bridge Spans*.

Monroe, NC.

Parks, Sandra. (2008) *Building Thinking Skills Primary: Teacher's Manual*, p. 120-145

“Thinking About Animals” chapter 7, p.167-190 student book.

1. Teacher explicitly teaches describing as a developmental thinking skill as outlined in chapter seven. A child learns to first observe, second to describe (give attributes, details or characteristics) and third to recognize the characteristics of the object.
2. Students choose and describe an animal from the text, Joseph Had a Little Overcoat.
3. Teacher records student responses on the Description Diagram, (transparency master 9, p. 233).
4. After describing several animals from the story, students choose two animals to compare and contrast similarities and differences, which is the second developmental process a child develops.
5. Teacher records student responses on the Compare or Contrast Diagram, (transparency master 10, p.234).
6. After demonstrating deep understanding of the taught thinking skills, describing and comparing and contrasting, students proceed to the performance based task rotations (see Math Introduction Performance Based Task- Mastery Learner).

Etch A Sketch teaching strategy:

1. Teacher presents brief overview of text or information to be learned. Teacher makes sure to speak slowly and use emotion.
2. While teacher is presenting, students draw 3-5 sketches to represent their understanding of the concept(s).
3. Students then meet with each other to guess the meaning of drawings, summarize big ideas, and important details.
4. At end of presentation, students synthesize ideas in writing or other visual format.

Silver, H., Strong, R., and Perini, M. (2007). *The strategic Teacher*. Alexandria, VA: Association for Supervision and Curriculum Development.

Delphi Technique:

Hargett, M. P. (2009). *Engaging students in 21<sup>st</sup> century learning: Instructional practices to improve student achievement*. Monroe, NC.

Decision Making Model:

Hargett, M.P. (2009). *Engaging students in 21<sup>st</sup> century learning: Instructional practices to improve student achievement*. Monroe, NC.

SCAMPER:

Hargett, M.P. (2009). *Engaging students in 21<sup>st</sup> century learning: Instructional practices to improve student achievement*. Monroe, NC.

## **Online Games and Templates:**

“Bobby Bear” – clothing combinations

<http://illuminations.nctm.org/activitydetail.aspx?id=3>

Clothing patterns for teacher to reproduce:

[http://abcteach.com/directory/clip\\_art/clothes/](http://abcteach.com/directory/clip_art/clothes/)

Recycling sorting game:

[www.y8.com/games/Huru\\_Humi\\_Schoolyard\\_Recycling](http://www.y8.com/games/Huru_Humi_Schoolyard_Recycling) -

The Rubbish Challenge:

[http://www.recyclezone.org.uk/home\\_fz.aspx](http://www.recyclezone.org.uk/home_fz.aspx)

**Read:**

**Culminating Performance-Based Tasks/Assessments**

Designed for the top 3 to 5 %; Use for level 3 of the Tiered Task Rotation Menu  
K-2

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

Each style learning experience needs to include:

- Type of Knowledge
- Levels of Cognition
- Differentiated Instructional Strategies
- GIB
- Conceptual Lens

<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>Conceptual Question:</p> <p>GIB Question:</p> <p>Thinking Skills: D ___ S&amp;D ___ S ___ C ___ A ___</p> <p>Multiple Intelligences: V _ L _ S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p>Conceptual Question:</p> <p>GIB Question:</p> <p>Thinking Skills: D ___ S&amp;D ___ S ___ C ___ A ___</p> <p>Multiple Intelligences: V _ L _ S _ M _ B _ P _ I _ N _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p>Conceptual Question:</p> <p>GIB Question:</p> <p>Thinking Skills: D ___ S&amp;D ___ S ___ C ___ A ___</p> <p>Multiple Intelligences: V _ L _ S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>Conceptual Question:</p> <p>GIB Question:</p> <p>Thinking Skills: D ___ S&amp;D ___ S ___ C ___ A ___</p> <p>Multiple Intelligences: V _ L _ S _ M _ B _ P _ I _ N _</p>

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