Project Bright IDEA 2: Interest Development Early Abilities
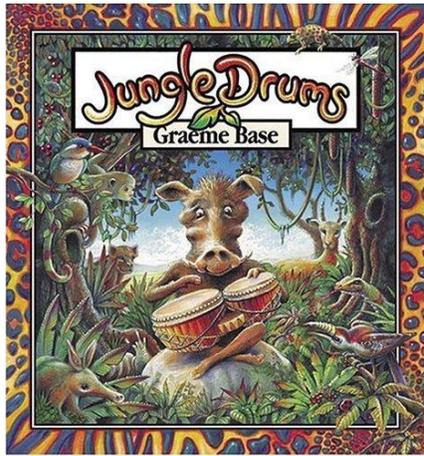
A Jacob Javits Gifted Education Program
Funded by the US Department of Education
2004-2009

Concept: Change

Topic: Relationships

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Grade Level: 2

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 Title

<u>Jungle Drums</u>
Graeme Base

Quotation

"If you don't like something change it;
if you can't change it, change the way you think about it."
Mary Engelbreit

Universal Conceptual Lens

Change

Telling the Story:

Citizenship is a character trait that students need to utilize in relationships with other individuals beginning at an early age. In this unit, students are challenged to problem-solve collaboratively and discuss how change in behavior affect their relationships with others in their homes, schools, communities and beyond.

Little Ngiri is the smallest warthog in the jungle. He lives in Africa with other bigger warthogs and other beautiful animals who live across the river. Ngiri wishes that he could be like the Other Warthogs or Other Animals. Ngiri receives a set of magic drums from Old Nyumbu the Wildebeest. Ngiri uses the drums to make wishes. As he wishes, different things start to happen to the Other Warthogs and Other Animals in the jungle. In the end, all the animals begin to understand that each animal in the jungle is beautiful just the way they are.

Interdisciplinary Essential NC Standards:

- 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.

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.
2.08 Interpret information from diagrams, charts, and maps.
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.
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.

Second Grade Mathematics:
1.01 Develop number sense for whole numbers to at least 1,000. B. Identify, describe and construct multiple representations.
6.01 Recognize and apply connections among mathematical ideas. A. Connect concepts and skills from previous years to current objectives. B. Connect concepts and skills from multiple strands to solve problems.
6.03 Use reasoning to solve problems. B. Make estimates with appropriate ranges.

6.04 Use the language and symbols of mathematics and appropriate technology to: A. solve problems; B. communicate mathematical ideas; C. demonstrate understanding of problems and solutions through oral, pictorial, and written explanations.

<u>**Second Grade Science:**</u>
4.01 Demonstrate how sound is produced by vibrating objects and vibrating columns of air.
4.02 Show how the frequency can be changed by altering the rate of the vibration.
4.03 Show how the frequency can be changed by altering the size and shape of a variety of instruments.
4.04 Show how the human ear detects sound by having a membrane that vibrates when sound reaches it.
4.05 Observe and describe how sounds are made by using a variety of instruments and other "sound makers" including the human vocal cords.

<u>**Second Grade Social Studies**</u>**:**
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.

Big Ideas Manifested

Topic - Relationships
Text – <u>Jungle Drums</u>
Author – Graeme Base
Publisher/Date- Harry N. Abrams, Inc., Publishers/2004

Concepts	Themes
Change	**Relationships** Diversity **Citizenship** Communities
Issues or Debates	**Problems or Challenges**
What is beauty? Is bigger really better?	**Adapting to Change** **Acceptance of Everyone** What is self- esteem?
Processes	**Theories**
Compare/Contrast **Sequence of Events** **Problem Solving**	There is value in everyone. Beauty comes from the inside out.
Paradoxes	**Assumptions or Perspectives**
Same but different. **The grass is always greener on the other side of the fence.**	Be careful what you wish for. Beauty is in the eye of the beholder. Change is better. **Don't judge someone until you walk a mile in their shoes.**

Big Ideas Defined

Concepts	Themes
- An organizing idea or mental construct - A broad abstract idea or guiding principal - A design or plan - Can be something imagined	- A unifying idea or quality that is distinct and recurring - The subject of discussion or a course of study
Issues or Debates	**Problems or Challenges**
- A topic discussed in detail - A topic of general concern - A formal exchange of opinion - An organized public discussion or argument	- A difficult matter, situation or person - A question that needs to be solved, justified or explained - Demands on the intellect - A test of one's abilities
Processes	**Theories**
- Preparation for something through a series of steps or actions - A series of natural events that produce change - An established procedure aimed at somebody or something	- An abstract thought or contemplation - An idea or belief about something arrived at through speculation or conjecture - A body of rules, principles and techniques that apply to a particular subject, but distinct from actual practice
Paradoxes	**Assumptions or Perspectives**
- A contradictory or absurd statement, situation or proposition, but may at a deeper level, actually be true - An oxymoron **"To lead the people, walk behind them."** _____**Lao-tzu**	- Something believed to be true, without proof—or can be a starting point of a logical proof - An evaluation of a situation or facts from one person's point of view

Unit Title:	Universal Conceptual Lens:
Jungle Drums Graeme Base	Change

Overarching Generalizations:

Change is necessary for growth.

Change can be positive or negative.

Change generates additional change.

Essential Questions:

How can you show growth through change?

How can change affect people positively?

How can change affect people negatively?

When has change made more changes happen?

Anchor Multicultural Literature Selection(s):

Honey… Honey… Lion!

By Jan Brett

Anansi and the Talking Melon

Anansi and the Moss-Covered Rock

Anansi and the Magic Stick

Anansi Goes Fishing

By Eric A. Kimmel

We All Went on Safari A Counting Journey through Tanzania

By Laurie Krebs

Supporting Media/Resources:

21st Century Computer Cart- document camera

21st Century Computer Cart- interwrite pad

Look and Listen for…

21st Century/ Gifted Intelligent Behaviors
    Creating, Imagining and Innovating
    Questioning and Posing Problems
    Thinking Flexibly

Overarching Gifted Intelligent Behaviors (GIBs)
    Thinking About Thinking
    Finding Humor
    Thinking Interdependently
    Persistence

Literature and GIB (Focus)
    Remaining Open to Continuous Learning
    Applying Past Knowledge to New Situations
    Listening and Understanding With Empathy

GIB's within Student Learning Tasks (Focus)
    Thinking About Thinking
    Thinking Flexibly
    Questioning and Posing Problems
    Creating, Imagining and Innovating
    Thinking and Communicating With Clarity and Precision
    Remaining Open to Continuous Learning
    Listening and Understanding With Empathy
    Applying Past Knowledge to New Situations

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.

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

Paradox:
The grass is always greener on the other side of the fence.

Other Universal Concepts:

Relationships

More Complex Generalizations (Two or more universal concepts):

Change impacts relationships.
Conflict impacts relationships.
Changing relationships may create conflict.

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):

The grass is always greener on the other side of the fence.
Beauty is in the eye of the beholder.
Do not judge someone until you walk a mile in their shoes.

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Teacher and students will discuss paradoxes, assumptions, and perspectives as they relate to their life experiences and to other literature that they have read.

Essential Vocabulary for Discussion and Deep Understanding:

Gifted Intelligent Behaviors	Literature	Generalizations	Topic/Content
empathy continuous past knowledge	plumage bongos plain downpour Savannah pyramid solo	necessary positive negative additional generates conflict impacts	change relationships citizenship

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, Robert. *Designing a New Taxonomy of Educational Objectives.* Corwin Press.
Marzano, Robert. *Building Background Knowledge.* Corwin Press.

Sample:
Teacher will prepare index cards with vocabulary words, definitions, pictures that represent the definition, and a sentence missing the vocabulary word. Students are given an index card face down. Students are to gather in the classroom and pass their index card to each other for a 30 second time. Students are to read their index card and find the other students that belong with their word, definition, picture or sentence. Students are to explain to the class why their index cards belong together.

| **plumage** | The layer of feathers that cover a bird and the pattern, color, and arrangement of those feathers. |

| | The peacock has brilliant _____. |

Vocabulary Extension:
1. Pictionary: After teacher states a vocabulary word, students will work in groups of four to draw a picture to represent the word (giving each student an amount of time to add to the picture). Groups are then given a new piece of paper. A student from each group will go to another group's vocabulary picture to examine and memorize their picture. That student will then explain to a member of their original group the picture from the other group. That member will draw what is told to them on the new sheet of paper. Each member of the original group will get a chance to go to the other group's vocabulary picture to add to the new picture. Groups will share the pictures that they drew to compare.

Six Facets of Understanding

Select generalization(s) and essential question(s) from universal concept:
Change is necessary for growth.
Change can be positive or negative.
Change generates additional change.

How can you show growth through change?
How can change affect people positively?
How can change affect people negatively?
When has change made more changes happen?

Introduce one or more of the following topics:

Facet 1 – EXPLANATION
Describe how you have changed since you were in first grade. How is change necessary for growth? What intelligent behaviors have helped you to grow through the grades? Students are to record responses on journal paper. Each student will share responses with a team of students. Each team will record and report responses to class. Teacher will collect journal entries to create class book or create powerpoint presentation.

Facet 2 – INTERPRETATION
After the teacher states a student behavior, the students will critique the behavior as positive or negative. What is positive change? What is negative change? What intelligent behaviors are used to demonstrate positive behavior? After teacher states a student behavior that is demonstrated in the classroom, cafeteria, playground, hallway, etc., the students will state if the behavior is positive or negative and give reasons why. Students will state intelligent behaviors needed for the positive behavior scenerios.

Facet 3 – APPLICATION
Design classroom rules that demonstrate good citizenship. What does a classroom of students demonstrating positive behavior look like? How can change generate addition change? What intelligent behaviors are used to create the classroom rules? Students will complete a think- pair- share of generating a list of rules for the classroom. Teacher will record the given rules by the students to post in the classroom through the school year.

Facet 4 – PERSPECTIVE
Students will analyze given scenarios of positive and negative models that can happen in the classroom. Is change necessary in each of these situations? Why or why not? What intelligent behaviors were displayed? Teacher will give teams of students different scenarios of positive and negative behaviors that can happen in the classroom. Examples: student giving another student a pencil to borrow, student pushing another student's pencil on the floor, etc. Teams will discuss if behavior is positive or negative. Students will discuss the action of each student in the scenario, and what intelligent behaviors were displayed by the student or students.

Facet 5 – EMPATHY
Role-play given school scenarios (on the playground, in the cafeteria, on the bus, etc.). Students will gain understanding of how others feel as they exhibit positive or negative citizenship traits. Discuss how our behavior can affect how others feel and behave.

What intelligent behaviors are needed to be displayed to replace negative behaviors?

Students are to work in pairs of three or four. Students are to role-play either a positive or negative school scenario. Example: a student is getting teased on the playground. Classmates are to discuss the scenario that was role-played, and decide if the behaviors displayed were positive or negative. Students are to discuss the intelligent behaviors that were displayed, and which intelligent behaviors are needed to change any negative behaviors to become positive behaviors. Students are to discuss the intelligent behavior of empathy for a student or students in each scenario.

Facet 6 – SELF-KNOWLEDGE

Reflect on the type of citizen you have been so far during your school career. Set goals that will bring about change to ensure a successful school year. What intelligent behaviors are needed to meet goals?

Students are to respond in personal journals. Students are to list goals in their data folder. When students feel that they accomplished their goal, they may draw a smiley face and write the date next to their goal.

Anchor Literature Selection: <u>Jungle Drums</u> by Graeme Base

Culminating Performance-Based Assessment K-2
All conceptual learning experiences must include discussing and/or relating to the selected generalization(s) through essential questions.

Mastery Learner (A) **Sensing- Thinking**	**Interpersonal Learner (B)** **Sensing-Thinking**
Draw and create captions for pictures demonstrating the sequence of the events of <u>Jungle Drums</u>. Pictures and captions should reflect the changes that took place in the animals on both sides of the river. Documents will be scanned to create a powerpoint presentation. How does the sequence of the story reflect change in the story? What changes took place that generated additional change? What intelligent behaviors did you use when creating the pictures, captions, and powerpoint? Multiple Intelligences: V* L__S__M__B__P__I__N__	Create journal or blog entries that summarize the four days of the story. You may choose to write from the perspective of Ngiri, Old Nyumbu, the Other Animals, or the Other Warthogs. How did the character change throughout the story? Did the character change positivelyin a positive or negative way throughout the story? Give support for your statements. What intelligent behaviors do the characters use when evaluating the affects of the changes that have been made due to Ngiri's wishes? Multiple Intelligences: V* L__S__M__B__P* I __ N__
Understanding Learner (C) **Intuitive-Thinking** Play a bodily kinesthetic game to explore the six facets of understanding. Students will need to have read the story <u>Honey…Honey…Lion!</u> By Jan Brett. Create game pieces to be taped to the floor. Students will roll a number cube and move ahead the number of spaces rolled. After answering the question thoughtfully, student can remain on that space. If they are unable to answer the question, they must go back to previous spot. Explanation: What was the main character's problem in each story? Perspective: How do Badger, the Other Animals, and Other Warthogs feel about their main character at the end of the stories? Interpretation: What did Ngiri intend to happen after he played the drums for the first time? What did Honeyguide intend to happen after he led Badger to the Lion's den? Empathy: How would you feel if you were Ngiri or the Honeyguide in the beginning of the stories? At the end of the stories? Application: How can you use the lessons learned from the two stories when treating friends at school and in your neighborhood? Self-Knowledge: What characteristics/intelligent behaviors do you think are important to maintain a good relationship with someone? Multiple Intelligences: V* L* S__M__B* P* I* N__	**Self-Expressive Learner (D)** **Intuitive-Feeling** Perform a reenactment of a jungle animal as the jungle music plays during each of Ngiri's three wishes. Create an animal or be the animal during the reenactment. Animals must demonstrate change both physically and emotionally. How did the character change throughout the story? Did the character change in a positive or negative way? What intelligent behaviors did you use creating and performing your animal? Multiple Intelligences: V__L__ S__M__B* P* I__ N__

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

retelling stories, powerpoint presentation, journal writing, computer blogging, acting, designing

Real World Applications: (Careers, Inventions, Innovations)

story-tellers, graphic designers, computer technicians, journalists, actors/actresses, fashion designers

Real World Terms: (Vocabulary, Technical Vocabulary)

retell, powerpoint, journal, blog, design, create

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

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

<p align="center">Overarching Generalizations:
Change is necessary for growth.
Change can be positive or negative.
Change generates additional change.</p>

<p align="center">More Complex Generalizations (Two or more concepts):
Change impacts relationships.
Conflict impacts relationships.</p>

<p align="center">Essential Question
(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)
As an actor, how can you demonstrate a character changing for growth through the intelligent behavior of listening and understanding?</p>

Materials Needed for Task Rotation(s) Menu:
  Mastery: construction paper, crayons, pencils, document camera and computer
  Interpersonal: journal paper, pencils, internet computer access
  Understanding: Honey…Honey…Lion! By Jan Brett, game pieces, number cube
  Self- Expressive: construction paper, crayons, pencils, glue, popsicle sticks

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

(Whole Group and/or Seminar)

Conceptual Perspectives:

Change is necessary for growth.
Have students complete a journal about how they have changed since they were a baby… a toddler…a kindergartner…a first grader. Students are to share journals. Students will most likely start with physical changes: taller, shoe size, clothes sizes, etc. Lead discussion into social and emotional/behavioral changes: more friends, helpful, chores, more knowledge, etc.

Gifted Intelligent Behaviors:

Listening and Understanding With Empathy
After reading Babushka's Doll by Patricia Polacco, students will be able to discuss the main character's, Natasha, misbehavior. Students will discuss their understanding of how Natasha feels after being treated unfairly by the doll. Lead discussion to the empathy that Old Nyumbu showed to Ngiri in the beginning of the story. Students will state which character(s) they could relate to in either story (Jungle Drums or Babushka's Doll).

Literary Perspectives:

Jungle Drums by Graeme Base
Characters
Identify the characters in the story.
Describe the relationship between Ngiri and the other animals in the story.
Predict how the animals will treat each other in the future.
Compare the way Nyumbu the Wildebeest handled the situation to how your teacher may have handled the situation.

Student/Teacher Reflections:

Rubric
Culminating Performance-Based Assessment (Type: Task Rotations)
K-2

Mastery Learner (A)
Sensing- Thinking

Content Mastery: Does the student demonstrate a thorough knowledge of the sequence of events in the story?

Competence: Does the student demonstrate proficiency in the content, and proficiency in the application of the skills appropriate to the task?

4   3   2   1

Understanding Learner
Intuitive-Thinking

Complex
Problem Solving: Does the student generate hypotheses, generalizations, and conclusions?

Critical Thinking: Does the student communicate complex and analytical thought effectively?

4   3   2   1

Interpersonal Learner (B)
Sensing-Thinking

Character: Does the student demonstrate an accurate reflection of the character's perspective throughout the story?

Cooperation: Does the student "get into the role" of the character, and create well- written entries?

4   3   2   1

Self-Expressive
Learner (D)
Intuitive-Feeling

Creativity: Does the student create original work that expresses his or her individual style?

Communication: Does the students communicate effectively with the audience?

4   3   2   1

Central Dimensions

Choice: Can the student explain the decision-making process logically?

Craftsmanship: Does the student's work reflect careful thought, uniqueness, and high quality?

Completion: Does the student complete work in a timely manner?

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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.

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.

Mastery Learner (A) **Sensing- Thinking** You are a data analyst. Survey all the classes in your grade to find out their favorite animal from the story, "Jungle Drums". Create a a picture graph for each class to display collected data. Compare the class data and create sentences summarizing the favorite animals of the entire second grade. Graphs must meet the following standards: - Create a tally survey of the data from each class. - Develop a pictograph displaying the data from each class and one combined graph of all the data. - Write statements that explain the similarities and differences found from each class surveyed. In what ways did your data change from class to class? Did the overall data change from your class data? How did change generate additional change? In what ways did you strive for accuracy and precision? How did you think flexibly when analyzing the results? Multiple Intelligences: V__L*_S__M__B__P*_I__N___	**Interpersonal Learner (B)** **Sensing-Thinking** You are a designer. Using pattern blocks work with a partner to collaborate on a variety of ways to construct three animals that one might find on the African Savanna. - Challenge your partner to place the blocks to represent the animals you select. - Convince your partner that your design forms a realistic representation of the animal. - Then construct a second animal by adding, subtracting and reorganizing the pattern blocks. - Trace the pattern blocks and make a two dimensional representation that can be displayed in the class. How did your animal design change? How did adding/subtracting blocks change your design? In what ways did you think flexibility to create new designs? Multiple Intelligences: V*_L*_S*M__B__P*_I__N__
Understanding Learner (C) **Intuitive-Thinking** You are a mathematician. After reading the book, "We All Went on Safari" by Laurie Krebs. Show how you would solve given problems about the number of legs on animals from the story. - Explain how you solved the problems to your team members. You will have to create a visual to explain how you arrived at a given number. - You will know you are successful when your animal data adds up to a given order and can prove it to at least three people. - Next choose the animals and create your own problem…have a partner solve and discuss what intelligent behaviors you used to solve these problems. In what ways does changing the number and kind of animals change the outcomes of the problems? Why is it important to question and pose problems? Multiple Intelligences: V*_L__S__M*_B__P__I*_N__	**Self-Expressive Learner (D)** **Intuitive-Feeling** You are a musician. - Use music to show different patterns found on the African Savanna or in any of the other books we have read with this unit. - After composing a pattern demonstrate it through a musical instrument such as a drum, rain stick etc. - Perform the beat to the class and have them duplicate the beat with hand claps. Name your beat (ie: ABB or ABAB) - Create at least three different beats and perform them. - Make a model of your pattern using unifix cubes. Your performance must clearly demonstrate a beat that can be defined as a pattern. How does the sound of the beat change as each new beat is created? How did you use persistence in completing this task? Multiple Intelligences: V__L*_S__M*_B__P__I__N__

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

Patterns are everywhere.
Mathematicians must question and pose problems.
Using accuracy and precision is critical to success in mathematics.

Real World Applications: (Careers, Inventions, Innovations)
Data Analyst   Designer   Engineers   Mathematician   Musician

Real World Terms: (Vocabulary, Technical Vocabulary)
Data, survey, tally, analyze, problem solve, reorganizing, design, beat, pattern,

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 more change.
Change is necessary for growth.

More Complex Generalizations (Two or more concepts):
Relationships affect change

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

Is what ways is change demonstrated in math concepts?
Why do you need to question and pose problems in math?
What role does persistence play in solving math problems?

Materials Needed for Task Rotation(s) Menu:

Books read throughout unit
Unifix cubes
Pattern blocks
Musical instruments such as drums or materials to create musical instruments
Template in Resource section
Paper, crayons, tape

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

(Whole Group and/or Seminar)
   How
Conceptual Perspectives:

When using mathematical problem solving it is important for students to know that change generates more change. Problems posed are different and there are more than one way of solving them. Students need to think flexibly, demonstrate persistence, and strive for accuracy and precision to be effective.
*Why should you be able to think flexibly to problem solve in math?

Patterns are everywhere especially in math. Students need experience using a variety of learning styles to identify and create patterns. They also need numerous experiences representing patterns in symbolic forms.
*In what ways did you apply past knowledge to new situations? How ?

Data is a way of gathering and displaying information from a group. It is utilized across all fields.
* How did you apply past knowledge to new situations as you develop and interpret graphs.

Gifted Intelligent Behaviors:

Persistence
*Thinking Flexibly
Striving for Accuracy and Precision
*Questioning and Problem Posing
Applying and Communicating with Clarity and Precision
*Applying Past Knowledge to Novel Situations.

Literary Perspectives:
Jungle Drums
We Honey, Honey, Lion
We All Went on Safari
Anansi Tales

Student/Teacher Reflections:

Rubric
Culminating Performance-Based Assessment of Task Rotations

Mastery Learner (A)
Sensing- Thinking

Content Mastery:
 The student's work demonstrates an understanding of the important generalizations, concepts, and facts specific to the task or situation. The graphs created have 3 labels, including x and y axis, and a title. The data was collected in an organized manner and the tally was correctly done. The finished product is neat and easy to read. There are clear and concise statements written about the results of each graph.

Competence:
The student performs the task with no or minimum error.

Interpersonal Learner (B)
Sensing-Thinking

Character:
The student exerts a high level of effort and persistence towards the completion of the task. Student works well with others and has a good attitude.

Cooperation:
Students showed cooperation skills such as:
- Helped group succeed
- Shared ideas that were underststood
- Invited other to share and contribute
- Listened to others
- Helped identify problems and helped solve them
- Showed respect for others for their thoughts and feelings

Central Dimensions

Choice: The student can explain the reason for his or her decision logically and clearly.

Craftsmanship: The student is able to detect gaps, flaws, and contradictions in his or her own work and devise strategies to address them.

Completion: The student completes all the requirements of the task in a timely manner.

4   3   2   1

4   3   2   1

Understanding Learner (C)
Intuitive-Thinking

Complex
Problem Solving:
The student is able to understand how to define the problem and choose the best method for solving it.

Critical Thinking:
The student is able to collect, organize and analyze the data.

Self-Expressive Learner (D)
Intuitive-Feeling

Creativity:
The student produces a product that is interesting and appealing to others.

Communication:
The student explains the graph in complete sentences using clear, effective and sensitive language.

4   3   2   1

4   3   2   1

Literature Selection: <u>Jungle Drums</u> by Graeme Base

Introduction Performance-Based Task
K-2
All conceptual learning experiences must include discussing and/or relating to the selected generalization(s) through essential questions.

Mastery Learner (A) **Sensing- Thinking**	**Interpersonal Learner (B)** **Sensing-Thinking**

With the given thinking map, retell the changes that took place with the Other Warthogs and Other Animals after each of Ngiri's wishes in the story <u>Jungle Drums</u>. Compare and contrast the two groups of animals after the outcome of each of Ngiri's wishes.
 	
Did the characters display change in a positive or negative way?
What intelligent behaviors did you use when completing the thinking map?
	Role play one of the characters in the story and how the character related to change in relationship to the following generalizations:
	   Change generates additional change.
	   Change can be positive or negative.
	   Change is necessary for growth.
	
	Which intelligent behaviors did the character use?

Multiple Intelligences: V* L__S__M__B__P__I__N__	Multiple Intelligences: V__L__S__M__B* P*I__ N__
Understanding Learner (C) **Intuitive-Thinking**	**Self-Expressive Learner (D)** **Intuitive-Feeling**

Students are to read the story <u>Honey…Honey…Lion!</u> By Jan Brett. Using a Venn Diagram, the students will compare and contrast the stories <u>Honey… Honey… Lion</u> and <u>Jungle Drums</u>: the characters, setting, plot, problem, and solution of the two stories.
 	
How did the characters change for growth?
Did change generate addition change during the story?
What similar intelligent behaviors were used by the characters in both stories?
	Create a beat on Jungle Drums. Write what changes would take place in you after the beat plays. Consider the following generalizations:
	   Change is necessary for growth.
	   Change can be positive or negative.
	   Change generates addition change.
	
	What intelligent behaviors did you use while creating your beat? What intelligent behaviors would you need to use to make your changes?

Multiple Intelligences: V* L__S__M__B__P__I__N__	Multiple Intelligences: V__L__S__M* B__P__ I*N__

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

retelling stories, acting, compare and contrast, create rhythm

Real World Applications: (Careers, Inventions, Innovations)

story-tellers, actors/actresses, analyst, musician

Real World Terms: (Vocabulary, Technical Vocabulary)

retell, create, analyze, rhythm

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

Concept Focus:
Change

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

More Complex Generalizations (Two or more concepts):
Change impacts relationships.
Conflict impacts relationships.

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

As a story- teller, how can positive change be reflected using the intelligent behavior of thinking and communicating with clarity and precision?

Materials Needed for Task Rotation(s) Menu:
Mastery: Thinking Map (see appendix), pencils
Understanding: Venn Diagram (see appendix), pencils
Self-Expressive: drums, paper, pencils

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

(Whole Group and/or Seminar)

Conceptual Perspectives:

Change can be positive and negative.
Students will give examples from the story, <u>Jungle Drums</u>, of positive changes that took place in the animals:
Other Warthogs and Other Animals accept Ngiri for who he is, Ngiri accepts himself, etc. Students will give
examples from the story of negative changes that took place in the animals: Other Warthogs blamed Other
Animals for physical changes, Other Animals blamed Other Warthogs for physical changes, etc. Lead students
into discussions about positive and negative changes that have happened in their lives.

Gifted Intelligent Behaviors:

Thinking and Communicating With Clarity and Precision
Students are to state what they think Ngiri wished for while playing the drums. Teacher is to display the
illustrations in the book, <u>Jungle Drums</u>, after each wish. Did Ngiri communicate clearly what he wanted? Lead
students into discussion when they need to be clear in their communication.

Literary Perspectives:

<u>Jungle Drums</u> by Graeme Base
Problem/ Solution
What is the problem in the story?
How was the problem solved?
How did the problem of the story generate change?
How was Old Nyumbu involved in the solution of the story?

Student/Teacher Reflections:

Rubric
Introduction Performance-Based Assessment (Type: Task Rotations)
K-2

Mastery Learner (A) **Sensing- Thinking**	**Interpersonal Learner (B)** **Sensing-Thinking**

Content Mastery: Does the student demonstrate a thorough knowledge of the content of the story?

Character: Does the student demonstrate an accurate reflection of the character's perspective throughout the story?

Competence: Does the student demonstrate proficiency in the content, and proficiency in the application of the skills appropriate to the task?

Cooperation: Does the student "get into the role" of the character, and demonstrate empathy towards the chosen character?

Central Dimensions

Choice: Can the student explain the decision-making process logically?

Craftsmanship: Does the student's work reflect careful thought, uniqueness, and high quality?

Completion: Does the student complete work in a timely manner?

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4   3   2   1   4   3   2   1

Understanding Learner
Intuitive-Thinking

Self-Expressive
Learner (D)
Intuitive-Feeling

Complex
Problem Solving: Does the student generate accurate information and placement using evidence from each story?

Creativity: Does the student create original work that expresses his or her individual style?

Critical Thinking: Does the student communicate complex and analytical thought effectively?

Communication: Does the students communicate effectively with the audience?

4   3   2   1   4   3   2   1

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

Mastery Learner (A) **Sensing- Thinking**	**Interpersonal Learner (B)** **Sensing-Thinking**
You are a data analyst. • Survey students in your class about their favorite television program. • Create a graph displaying the data. • Create a picture graph to display your data, • Create sentences explaining your data. What changes occurred as you completed this task? What intelligent behaviors did you use to do this? Multiple Intelligences: V__L*_S__M*_B__P__I__N__	**Your are a designer.** • Demonstrate how to create an animal out of pattern blocks using a template. • What steps did you take? What changes can you make to create the same animal? How can you apply past learning to new situations? Multiple Intelligences: V__L__S*_M*_B__P__I__N__
Understanding Learner (C) **Intuitive-Thinking**	**Self-Expressive Learner (D)** **Intuitive-Feeling**
You are a mathematician. • Given a template of farm animals determine the number of legs in the corral. • Write a number sentence to show your answer. • Draw a picture to solve a second problem. • Write a number sentence to show your answer. What steps did you take to solve these problems? In what ways did you change your strategies? How did you use your intelligent behaviors to solve these problems? Multiple Intelligences: V*_L__S__M*_B__P__I__N__	You are a musician. • Listen and copy basic snap and clap patterns. • Compose a snap and clap pattern of your own. • Perform it for the class. • Name your patterns. (snap-snap-clap- clap = AABB.) Create a card showing the symbolic name. • Create more snap-clap patterns. Record them on a disc. Make a card with the symbolic representation. Leave the recording and cards in the listening center for others to do. In what ways did your patterns change? How would persistence help you with this task? Multiple Intelligences: V__L__S__M__B*_P__I__N__

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

Patterns are everywhere.
Mathematicians must question and pose problems.
Using accuracy and precision is critical to success in mathematics.

Real World Applications: (Careers, Inventions, Innovations)

Data Analyst   Designer   Engineers   Mathematician   Musician

Real World Terms: (Vocabulary, Technical Vocabulary)

Data, survey, tally, analyze, problem solve, reorganizing, design, beat, pattern,

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

<div align="center">

Concept Focus:
Change

Overarching Generalizations:

Change is everywhere.
Change generates more change.

More Complex Generalizations (Two or more concepts):

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

</div>

How do intelligent behaviors help you experience success in mathematics?
In what ways do you demonstrate persistence, questioning and posing problems and thinking flexibility help you in math?
What changes can occur when solving mathematical problems.?

Materials Needed for Task Rotation(s) Menu:
Index cards
Markers
Musical rhythym instruments.
Paper
Pattern blocks
Paper pattern animal cards.
Microphone for computer
CDR discs

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

(Whole Group and/or Seminar)

Conceptual Perspectives:
When using mathematical problem solving it is important for students to know that change generates more change. Problems posed are different and there are more than one way of solving them. Students need to think flexibly, demonstrate persistence, and strive for accuracy and precision to be effective.
*Why should you be able to think flexibly to problem solve in math?

Patterns are everywhere especially in math. Students need experience using a variety of learning styles to identify and create patterns. They also need numerous experiences representing patterns in symbolic forms.
*In what ways did you apply past knowledge to new situations? How ?

Data is a way of gathering and displaying information from a group. It is utilized across all fields.
* How did you apply past knowledge to new situations as you develop and interpret graphs.

Gifted Intelligent Behaviors:

Persistence
*Thinking Flexibly
Striving for Accuracy and Precision
*Questioning and Problem Posing
Applying and Communicating with Clarity and Precision
*Applying Past Knowledge to Novel Situations

Literary Perspectives:
Jungle Drums
We Honey, Honey, Lion
We All Went on Safari
Anansi Tales

Student/Teacher Reflections:

Rubric
Introduction Performance-Based Assessment

Mastery Learner (A)
Sensing- Thinking

Content Mastery:
 The student's work demonstrates an understanding of the important generalizations, concepts, and facts specific to the task or situation. The graphs created have 3 labels, including x and y axis, and a title. The data was collected in an organized manner and the tally was correctly done. The finished product is neat and easy to read. There are clear and concise statements written about the results of each graph.

Competence:
The student performs the task with no or minimum error.

4   3   2   1

Interpersonal Learner (B)
Sensing-Thinking

Character:
The student exerts a high level of effort and persistence towards the completion of the task. Student works well with others and has a good attitude.

Cooperation:
Students showed cooperation skills such as:
- Helped group succeed
- Shared ideas that were underststood
- Invited other to share and contribute
- Listened to others
- Helped identify problems and helped solve them
- Showed respect for others for their thoughts and feelings

4   3   2   1

Central Dimensions

Choice: The student can explain the reason for his or her decision logically and clearly.

Craftsmanship: The student is able to detect gaps, flaws, and contradictions in his or her own work and devise strategies to address them.

Completion: The student completes all the requirements of the task in a timely manner.

Understanding Learner (C)
Intuitive-Thinking

Complex
Problem Solving:
The student is able to understand how to define the problem and choose the best method for solving it.

Critical Thinking:
The student is able to collect, organize and analyze the data.

4   3   2   1

Self-Expressive Learner (D)
Intuitive-Feeling

Creativity:
The student produces a product that is interesting and appealing to others.

Communication:
The student explains the graph in complete sentences using clear, effective and sensitive language.

4   3   2   1

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:** Relationships

Generalization(s): Change is necessary for growth.
Change can be positive or negative.
Change generates addition change
Change impacts relationships.
Conflict impacts relationships.

Essential Question(s): How can you show growth through change?
How can change affect people positively?
How can change affect people negatively?
When has change made more changes happen?

30

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1 (standard)	Create a character web for Ngiri. You may use inspiration to create web on the computer. Use the intelligent behaviors: Thinking and Communicating With Clarity and Precision, Listening and Understanding With Empathy, and Persisting for your character web. Give a specific example from the story for each intelligent behavior. MI: V* L__S__M__B__P* I_N__	Construct a cause and effect flip chart for the story <u>Jungle Drums</u> by Graeme Base. Students are to complete the causes for the four given effects: Old Nyumbu gives Ngiri a magic set of drums, The Other Warthogs have the colors of the Other Animals, The Other Animals try to draw markings on themselves, All the animals participate in the Grand Parade. MI: V* L__S* M__B__P*\I_N__	Create an original bongo (jungle drum) using given materials. Draw a symbol on your drum for one intelligent behavior that you find in yourself that makes you a good citizen. MI: V* L__S* M__B__P*\I_N__	With a small group, read the information about the African savannah at sheppardsoftware.com/content /animals/kidscorner/endangered_animals/whats_the_problem .htm. Report on why animals are becoming endangered in the African savannah. M_I: V* L__S__M__B__P__I_N*
2 (bridge between standard & top 3 to 5 %)	Create a character web for Ngiri. You may use inspiration to create web on the computer. Determine three intelligent behaviors that Ngiri displayed during the story. Show evidence of these behaviors by specific examples from the story. How might these intelligent behaviors demonstrate that Ngiri changed for growth? MI: V* L__S__M__B__P* I_N__	Construct a cause and effect flip chart for the story <u>Babashka's Doll</u> by Patricia Polacco. Students are to identify three effects and the causes. The fourth effect needs to be: Babashka only played with the doll once. Students will need to complete cause for given effect. What example from the story Babashka's Doll demonstrates change generates additional change. MI: V* L__S__M__B__P* I_N__	Create an original bongo (jungle drum) using given materials. Draw symbols on your drum to represent intelligent behaviors that you find in yourself that makes you a good citizen. How may these qualities enable you to become a good citizen? What changes can you make within yourself to generate positive change? MI: V* L__S* M__B__P* I_N__	With a small group, research information about the African savannah. Use the website sheppardsoftware.com/content /animals/kidscorner/endangered_animals/whats_the_problem .htm. Select endangered animals and state reasons why the animals are endangered. What change affected the African savannah in a negative way? What needs to happen in the African savannah to create positive changes? MI: V* L__S__M__B__P__I__N*
3 (for top 3 to 5 %)	Create a character web for a character from the stories: <u>Jungle Drums</u> or <u>Babushka's Doll</u>. You may use inspiration to create your web on the computer. Determine three intelligent behaviors that the character displayed during the story. Show evidence of these behaviors by specific examples from the story. Conceptual Question: How did the character use intelligent behaviors to change for growth? GIB Question: What intelligent behaviors did the character display in the story? TS: D* S&D ___S___ C ___ A____ MI: V* L__S__M__B__P* I_N__	Students are to choose and read any of the Anansi stories. Construct a cause and effect flip chart for the chosen story. Students are to identify four effects and the causes. Conceptual Question: Did the effects demonstrate positive or negative changes? GIB Question: What intelligent behaviors are used to create cause/effect chart? TS: D * S&D __S___ C ___ A____ MI: V* L__S__M__B__P* I_N__	Create an original bongo (jungle drum) using given materials. Design a drum that shows an intelligent behavior of a good citizen that you want to possess. What will you have to change about yourself to possess the intelligent behavior you have chosen? Conceptual Question: What changes will need to be made to maintain good relationships? GIB Question: What intelligent behaviors does a good citizen possess? TS: D * S&D ___S___ C ___ A____ MI: V* L__S* M__B__P* I_N__	With a small group, research information about the African savannah. Report on endangered animals. Use the website sheppardsoftware.com/content /animals/kidscorner/endangered_animals/whats_the_problem .htm. Select endangered animals and reasons why the animals are endangered. State ways that we can help create positive change for local wildlife. How can change generate additional change? Conceptual Question: How can change generate additional change in the environment? GIB Question: How questioning and posing problems help the environment? TS: D * S&D ___S___ C ___ A____ MI: V* L__S__M__B__P__I__N*

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

describe, computer programs, designing, communicating, cause, effect

Real World Applications: (Careers, Inventions, Innovations)

graphic designer, artist, researcher

Real World Terms: (Vocabulary, Technical Vocabulary)

Inspiration (computer program), internet, research, cause, effect

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

<div align="center">

Concept Focus:
Change

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

More Complex Generalizations (Two or more concepts):
Change impacts relationships.
Conflict impacts relationships.

Essential Question
(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)
What intelligent behaviors can bring about positive change in relationships?

</div>

Materials Needed for Task Rotation(s) Menu:
　　Mastery: inspiration computer program or blank web, pencils, <u>Babushka's Doll</u> by Patricia Polacco
　　Understanding: cause/effect flip charts, pencils
　　Self-Expressive: empty tin cans, balloons, construction paper, various craft supplies (cut-outs, beads, etc.), glue, crayons, pencils
　　Interpersonal: internet, report graphic organizer, pencils

<h1 style="text-align:center">MetaCognitive Discussion
Related to the Prior Learning Experiences (Essential Questions):</h1>

(Whole Group and/or Seminar)

Conceptual Perspectives:

Change generates additional change.
Teacher leads discussion about a family move. The family consists of two parents, one boy in second grade, and one girl in middle school. One parent receives a new job in another state (change). Have students brainstorm ideas of additional changes that will take place; other parent finding a new job, looking for a new home, new schools for children, etc.

Gifted Intelligent Behaviors:

Remaining Open to Continuous Learning
Students discuss the vocabulary word endangered. Lead students to find information on the internet about endangered animals and plants found in the African savannah. Students are to use ask jeeves kids.com for questions about the African savannah.

Literary Perspectives:

Cause/Effect
After teacher reads story, If You Give a Mouse a Cookie by Laura Numeroff, students will state causes and the effects found in the story.

Student/Teacher Reflections:

Additional Support Materials:

Favorite Read-Aloud(s):

       Anansi and the Talking Melon
       Anansi and the Moss-Covered Rock
       Anansi and the Magic Stick
       Anansi Goes Fishing
             By Eric A. Kimmel
       Jungle Jingles and Other Animal Poems
             By Dick King- Smith

Finger Plays, Nursery Rhymes and Songs:

Through the Jungle the Elephant Goes
        Indian Traditional
Through the jungle the elephant goes,
Swaying his trunk to and fro,
Munching, crunching, tearing trees,
Stamping seeds, eating leaves.
His eyes are small, his feet are fat.
Hey elephant, don't do that!

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

Read:

Culminating Performance-Based Tasks/Assessments

Designed for the top 3 to 5 %; Use for <u>level 3</u> 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

Mastery Learner (A) **Sensing- Thinking**	**Interpersonal Learner (B)** **Sensing-Thinking**
Conceptual Question: GIB Question: Thinking Skills: D ___S&D ___S ___ C ___ A___ Multiple Intelligences: V__L__S__M__B__P__I__N__	Conceptual Question: GIB Question: Thinking Skills: D ___S&D ___S ___ C ___ A___ Multiple Intelligences: V__L__S__M__B__P__I__N__
Understanding Learner (C) **Intuitive-Thinking**	**Self-Expressive Learner (D)** **Intuitive-Feeling**
Conceptual Question: GIB Question: Thinking Skills: D ___S&D ___S ___ C ___ A___ Multiple Intelligences: V__L__S__M__B__P__I__N__	Conceptual Question: GIB Question: Thinking Skills: D ___S&D ___S ___ C ___ A___ Multiple Intelligences: V__L__S__M__B__P__I__N__