


23 Ways to Get to 13

First Grade: Math

POINT OF VIEW



Gifted behaviors to look for:
Creative-
Perceptive-
Resourceful

Materials	 Chart paper Note cards 13 activity sheet
ESOL Accommodations	Model examples of number sentences students might use utilizing sentence frames. Numerical representation will help ESOL students make connections.
Marzano Strategy	Nonlinguistic Representations
Patterns of Thinking	DISTINCTIONS/PERSPECTIVE

Link	Say , “We have been solving story problems that involve addition and subtraction facts. Today we are going to use our knowledge of addition to create story problems that have a sum of 13.”
	Assessment: An example of a “resourceful” response would be a student sharing that repeated addition is multiplication or share an example of a story problem that occurred that day.
Engage and Educate	Ask , “What are some ways you can make the number 10?” Students might explain their response by using manipulatives, drawing a picture, or writing out an equation. Encourage them to share their thinking. Read <i>12 Ways to get to 11</i> by Eve Merriam. Discuss the ways to make 11 from the book. Allow students to use some of the same ideas from Merriam’s book to help them add to the list of ways to make 10.
	Assessment: An example of a “creative” response would be a student applying several operations and number combinations to make 10 or applying what was in the book to create a new equation.
Active Learning	Students will (individually or with a partner) illustrate one way to make 13 and then write a story problem to accompany the illustration. You could select a theme for all students to illustrate, such as, show ways to get to 13 using classroom items, a topic of study (for example monuments, money, plants). Pages can be compiled for the class book _____ Ways to Make 13.
	Extension(s): (1) Students can illustrate their own book of ways to get to _____. (2) Students can write story problems to accompany equations for their own book or the class book.
	Assessment: An example of a “strategic” response might be if a student goes beyond the obvious when developing a problem. The problem will be more difficult and use several steps.
Reflect	Students will share their completed page with the class. Is there a way the pages can be organized? (Use addition only/subtraction only, multi-step/2 numbers, etc.)
Now and Then	Say , “Today we created original addition story problems. We will continue to apply our knowledge of subtraction to create original story problems using subtraction.”

Name _____

13




100 Hungry Ants

First Grade: Math

FLUENCY,
ORIGINALITY,
FLEXIBILITY &
ELABORATION



Gifted behaviors to look for:
Resourceful-
Strategic-
Perspective

SBI Indicator(s)(s)	MTH.G1.1.a
Materials	 <i>One Hundred Hungry Ants</i> by Elinor J Pinczes unifix cubes
ESOL Accommodations	Modeling language using sentence frames. Activate and make connections to prior knowledge. Model an example of an array for students.
Marzano Strategy	Nonlinguistic Representations
Patterns of Thinking	RELATIONSHIP/DISTINCTIONS

Link	<p>Say, “We have been learning how to count and write numbers from 1 to 100. Today we are going to use our knowledge to group 100 unifix cubes in different arrays.”</p> <p>Ask, “What are some different ways we could arrange the cubes?”</p>
	<p>Assessment: A “Perceptive” student might observe the different responses about grouping or arranging the cubes.</p>
Engage and Educate	<p>Read <i>One Hundred Hungry Ants</i> by Elinor J Pinczes to the students. Students will complete this sentence. Say: “I wish I had 100 _____ because _____. But I never want 100 _____ because_____.”</p> <p>Ask:</p> <ul style="list-style-type: none"> • “If you had a 100 (name an item a student stated) how would you store them?” • “How would you carry them?” • “Could they all fit in one place?”
	<p>Assessment: A “Resourceful” student might understand the concept of capacity and name specific containers that will hold the items.</p>
Active Learning	<p>Students will use the unifix cubes to show other ways to make 100. The rule: they have to have 100 "ants" and the ants have to be in lines that have the same number.</p>
	<p>Extension(s): 1) Give them different colored blocks for the same activity. 2) Ask students to write a story problem using the number 100 or draw a picture.</p>
	<p>Assessment: A “Strategic” student might group them by color. A “Communicative” student might be able to verbally explain the way the cubes are organized.</p>
Reflect	<p>Use the Cooperative Learning Strategy <i>Carousel Walk</i>. Instruct students to walk around the room and notice the different ways students grouped the 100 unifix cubes.</p>
Now and Then	<p>Say, “Today we learned how create different arrays all that have a sum of 100. We will continue to explore ways to make 100 including counting by fives and tens.”</p>



Building Numbers

First Grade: Math

DECISIONS
&
OUTCOMES



Gifted behaviors to look for:
Resourceful-
Strategic-
Perspective

SBI Indicator(s)(s)	MTH.G1.2.a.6
Materials	  Playing Cards
ESOL Accommodations	Model thinking process. Use sentence frames. Provide visuals.
Marzano Strategy	Nonlinguistic Representations
Patterns of Thinking	RELATIONSHIPS

Link	Say , "We have been learning how to count objects in a given set. Today we will count objects in two different sets and decide if the number of objects in one set is less than, greater than, or equal to the number of objects in the second set."
	Assessment: A "Resourceful" student might say "I am 7 and my brother is 4, my age is greater than his age."
Engage and Educate	Read <i>More, Fewer, Less</i> by Tana Hoban or <i>Is a Blue Whale the Biggest Thing There Is?</i> By Robert E. Wells. Ask: <ul style="list-style-type: none"> • "What can we say about numbers and their patterns after reading this book?" • "What groups of things around the classroom can you find that are greater than others?" • "Can you think of items around your home that are greater than others?" Chart responses. Game: Students will place a set of playing cards facedown in a stack. Both students will take one card off the stack and place it face up on the desk. For example, if the first card is a two and the second card is a seven, they would together say, 7 is greater than 2. They will continue this with approximately six cards. Use the symbols attached to show greater than, less than, or equal to.
	Assessment: "Communicative" students will clearly communicate what is greater than, less than and equal to without being asked.
Active Learning	Give each student a piece of drawing paper and have the students fold the paper in half to from a crease down the middle of the paper. Students will create their own number problems to show how one number is greater than another number. They will use illustrations to represent each number then compare the two numbers. Students can share with a shoulder partner.
	Extension(s): Students will use the deck of cards and instead of only using 1 digit number use 2 digits. For example: The student will draw 2 cards and the partner will do the same. Then they will say 32 is greater than 28.
	Assessment: A "Strategic" student will organize a method to the game. They may use two digits, or three digits and clearly understand the concept without assistance.
Reflect	Use Cooperative Learning Structure <i>Pairs Check</i> and allow pairs of students to check each other's work. If a student finds an error on their partner's paper, they will help correct the mistake.
Now and Then	Say , "We have previously learned how to count numbers in a given set. Today we extended our knowledge by determining whether numbers in a set were greater than or less than numbers in a second set."

Number Grouping

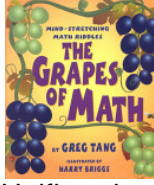
First Grade: Math

QUESTIONING



Gifted behaviors to look for:

- Perceptive-
- Creative -
- Resourceful-
- Strategic

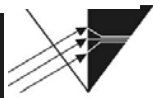
SBI Indicator(s)	MTH.G1.2.9
Materials	 Unifix cubes
ESOL Accommodations	Model process and language. Peer buddy pairings.
Marzano Strategy	Nonlinguistic Representations
Patterns of Thinking	DISTINCTIONS

Link	Say , "We have been learning how to count 1 to 100 using different methods. Today we will use our knowledge of skip counting and grouping numbers to help us solve math mentally."
	<u>Assessment:</u> A "Perceptive" student will transfer prior knowledge to this activity. "Creative" students will form new, original methods for grouping 100.
Engage and Educate	Students will use the Unifix cubes to show different ways to make 100 and then share their combinations. Ask: <ul style="list-style-type: none"> • "When might you need to know how many items in a group without actually counting the items?" • "What are some ways to determine amounts without counting each item?" Read <i>The Grapes of Math</i> by Greg Tang to the class.
	<u>Assessment:</u> "Creative" students will form new, original methods for grouping 100. "Resourceful" students will draw from other experiences/activities and will show inventive strategies.
Active Learning	Divide the students into small groups and give each group a photocopy of one of the picture riddles from the book. Ask the students to find all of the possible ways to group their items to find the total number of items. Ask: <ul style="list-style-type: none"> • "What are some strategies you used to decide how to group items?" • "What patterns did you notice?" • "How does grouping help save you time?" • "How does grouping help you problem solve?"
	Extension(s): 1) Students will write their own riddles and give to others in the class to solve. 2) Give students a list of numbers 1-50 and have them group the numbers as many ways as possible.
	<u>Assessment:</u> A "Strategic" students might group by color. "Communicative" students will be able to elaborate on their method of grouping and might use advanced math language..
Reflect	Group students using the Cooperative Learning Structure <i>Inside Outside Circles</i> to share how they solved the problem. Students should rotate three spots and share with a new partner. Discuss possible solutions.
Now and Then	Say , "We applied our knowledge of skip counting to help us solve riddles using mental math. We will continue to explore numbers as well as learning to write the numerals 1-100."

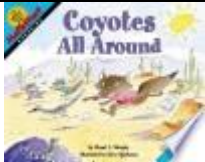
The Estimation Game

First Grade: Math

DECISIONS
&
OUTCOMES



Gifted behaviors to look for:
*Communicative-
 Perceptive-
 Resourceful-
 Strategic*

SBI Indicator(s)	MTH.G1.7.b.1 MTH.G1.8.a.4
Materials	 Jar or clear container manipulatives for the jar Blank Paper
ESOL Accommodations	Activate and make connections to prior knowledge. Use varied instructional groupings. Define unfamiliar vocabulary.
Marzano Strategy	Nonlinguistic Representations
Patterns of Thinking	RELATIONSHIPS

Link	Say , “We have been learning about estimation. Today we will use physical models to apply our knowledge of estimation.”
	Assessment: A “Communicative” student might give an example of estimation for example such as the cost of a plane ticket or the total number of students in their school.
Engage and Educate	Introduce the math concept of estimation by reading a book such as <i>Coyotes All Around</i> by Stuart J. Murphy, Steve Björkman. Say , “We are going to practice estimation this week”. Display a jar in front of students that has been filled with a manipulative such as buttons, noodles, candy, beans, etc. Tell students that over the next week, each day they will estimate how many objects are in the jar. They will check their estimation by grouping the objects into sets of ten to see how close their guess was to being correct. Throughout the week, students will be extremely curious as to how many objects are in the jar each day. Chart estimates and number of objects in the jar. Discuss the data collected by the students at the end of the week.
	Assessment: A “Curious” student may start to examine the capacity of the jar by taking another jar the same size and putting similar objects in it.
Active Learning	Place three empty labeled jars in front of students and three measuring scoops of different capacities. Label the jars A, B, and C, and the measuring scoops 1, 2, and 3. Fold construction paper/blank sheet of paper in half. On one side, students list three different items that could be placed in the jars, and on the opposite side of the paper, students will illustrate each measuring scoop and tell how many scoops it would take to fill each item (e.g. It will take _____ scoops of _____ to fill jar A, It will take _____ scoops of _____ to fill jar B, etc.)
	Extension(s): Students will use a measuring cup and estimate how many ounces or cups to fill each jar.
	Assessment: “Strategic” students may test out their solutions before finalizing their ideas. <i>How do the students make the measuring scoops? Do they make them skinny, long, short, large opening? Did they figure out that the capacity can be the same even if it is different shapes?</i>
Reflect	Ask volunteers to share their ideas with the class. Discuss the term estimation and different ways to estimate items. Ask , “Name everyday situations in which you have had to estimate in order to find out information.”
Now and Then	Say , “Today we used estimation to provide a reasonable magnitude for an amount given. We will continue to explore estimation as well as provided reasons for our estimations.”

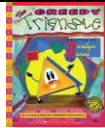
Shape Imposters

First Grade: Math



Gifted behaviors to look for:

Communicative-
Perceptive-
Strategic

SBI Indicator(s)	MTH.G1.16.a.2; MTH.G1.16.a.3 MTH.G1.17.a.1; MTH.G1.17.a.2
Materials	 ThinkBlocks, Pattern Blocks
ESOL Accommodations	Provide visuals. Model language and define unfamiliar vocabulary. Utilize varied instructional groupings.
Marzano Strategy	Nonlinguistic Representations
Patterns of Thinking	DISTINCTIONS/SYSTEMS

Link	Say , “We have been learning the attributes of plane geometric figures. Today we will use pattern blocks to construct various figures.”
	<u>Assessment</u> : “Perceptive” students might give examples of plane geometric figures that indicate a strong conceptual understanding of geometry. “Communicative” students will initiate conversation about shapes in general.
Engage and Educate	Using the Think Blocks, write on one block “ <i>What is a polygon?</i> ” and on another block “ <i>What is not a polygon?</i> ” You can also use post it notes and write on large paper “ <i>What is a polygon?</i> ” or “ <i>What is not a polygon?</i> ” Have each student write a thought for what is and what is not a polygon and apply it to the poster board. Hold up a triangle, trapezoid, rhombus, and hexagon one at a time. Students will identify each polygon. Ask , “Where in their environment have you seen these polygons.” Hold up a triangle and ask the students what else this triangle could be. Read <i>The Greedy Triangle</i> by Marilyn Burns.
	<u>Assessment</u> : “Perceptive” students may name polygons they have noticed in the classroom, driving to school, playing on the playground, etc.
Active Learning	Students will use pattern blocks to make new shapes. For Example: <ul style="list-style-type: none"> • Make a rhombus using other pattern blocks. • Make a trapezoid using 2 pattern blocks. 3 pattern blocks. • Make a hexagon using the fewest amounts of pattern blocks. The greatest amount of pattern blocks. Ask , “How many triangles make a hexagon, a rhombus, and a trapezoid?”
	Extension(s) : Give the shapes value. For example a triangle equals 5 so a rhombus would equal 10 because there are 2 triangles in a rhombus and a trapezoid would equal 15 and a hexagon 30.
	<u>Assessment</u> : A “Strategic” response might be “I found that 6 triangles equal 1 hexagon and I also found 3 rhombuses equals 1 hexagon.” A “Resilient” student will exude strength throughout the activity even if it is challenging.
Reflect	Pairs will share their solution with each other. Ask partners to share something they learned from their partner.
Now and Then	Say , “We have been learning the attributes of plane geometric figures. Today we used pattern blocks to construct various geometric figures by combining polygons.”

Shapeless World

First Grade: Math

QUESTIONING



Gifted behaviors to look for:

*Resourceful-
Leadership-
Creative*



SBI Indicator(s)	MTH.G1.16.a; MTH.G1.17.a.1; MTH.G1.17.a.2
Materials	Powerpoint Graphic Organizer (Venn) Activity response sheet
ESOL Accommodations	Provide visuals. Model language and define unfamiliar vocabulary.
Marzano's Strategy	Nonlinguistic Representations
Patterns of Thinking	DISTINCTIONS/ RELATIONSHIPS

Link	Say , "We have been learning about the characteristics of plane geometric figures. Today we are going to construct plane geometric figures and use our drawings to create a new "shaped" object."
	Assessment: "Resourceful" student will recall the characteristics of plane geometric shapes and will be able to point to them in the room or recall from another place, such as home, gym, playground.
Engage and Educate	<p>Use the Cooperative Learning Strategy <i>Round Robin</i> to invite the students to respond to all the questions that are presented. Group students by 3 or 4. Remind students that their responses should be their first ideas.</p> <p>Use the PowerPoint or a whiteboard. Draw a rectangle on the board.</p> <p>Ask, "What shape is this? What things can you think of that have this shape?" Repeat with a square, triangle, rhombus, and parallelogram.</p> <p>Display a square and a rectangle next to each other. Ask:</p> <ul style="list-style-type: none"> • "What is the same about these two shapes?" • "What is different?" • "Are all rectangles squares? Why?" <p>Students should work in the same cooperative group. Students will compare two shapes using a Comparison Matrix such as a Venn Diagram.</p> <p>Name everyday items that are made up of these shapes. For example, a refrigerator has the shape of a rectangle. Imagine a world without rectangles.</p> <p>Ask, "How would not having rectangles change refrigerators?" Discuss as a group.</p>
	Assessment: A student who displays "Leadership" may explain what to do to the others, or deciding who will go first, second, third, etc.
Active Learning	Instruct students to choose a familiar object. Identify the geometric shape of the object. Imagine the same object with a new shape. For example, a computer screen may change from a rectangle to a circle. Draw a picture of your new idea.
	Extension(s): Use a digital camera to take pictures of the different shapes in the classroom. Encourage students to try to find an object that does not use a plane geometric figure.
	Assessment: A "Creative" student may try to invent a new shape for a common object that would work if the object were made in that shape.
Reflect	Students will share their drawings with their group and then have another group join and share again, and another until the class is a whole group again.

Now
and
Then

Say, “We have learned how to draw, describe, and sort plane geometric figures according to the number of sides and the number of corners. Today we examined how we use these shapes in our world.”

Name _____

Directions: Using an object that already exists, make a picture using that same object but with a different shape. For example, you might draw a triangle window or a square cupcake. Be an original and creative thinker!

What Belongs

First Grade: Math

ANALOGIES



Gifted behaviors to look for:
*Perceptive-
 Creative-
 Resourceful*

SBI Indicator(s)	MTH.G1.2.a.7; MTH.G1.20.a.1
Materials	ThinkBlocks SMARTboard activity Activity Sheet with pictures Blank paper
ESOL Accommodations	Activate and make connections to prior knowledge. Use visuals. Define unfamiliar vocabulary.
Marzano Strategy	Identifying Similarities and Differences
Patterns of Thinking	RELATIONSHIPS

Link	Say , "We have learned that objects have attributes including: color, size, shape, and thickness. Today we will use our knowledge of attributes to categorize random objects in the classroom."
	Assessment: "Perceptive" students will look beyond the obvious when observing group attributes.
Engage and Educate	Show 8-10 objects to the class (<i>Be sure to select items that can be sorted!</i>). Use ThinkBlocks to compare the different objects to each other. Write <u>radio</u> on one of the blocks and <u>blackbird</u> on the other. Use the small blocks to insert into the larger blocks labeled bird and radio. Students will drop small blocks into the containers naming characteristics of a bird and a radio. Continue to do this with the rest of the items. Lead a whole group discussion with the students to further explore how the items are alike, Ask , "How is a... <ul style="list-style-type: none"> ▪ radio like a bird?" ▪ bird like a bag?" ▪ bag like a coat?" ▪ coat like a house?"
	Assessment: "Resourceful" students will recognize the pattern to begin making analogies easily.
Active Learning	Share the SMARTboard lesson with students. Ask , "What do the objects have in common?" Allow time for students to share their ideas about how to group the pictures on the last slide. Then, give students the attached sheet of pictures and have them cut out two unlike objects, glue onto a blank sheet of paper and explain what the two pictures have in common.
	Extension(s): Students will make analogies using four words. For example: "Car is to bike as hat is to coat."
	Assessment: "Creative" students might find connections demonstrating innovative ideas to show new relationships.
Reflect	Each table/group of students will share their two pictures and explain what they think about the commonalities of their choices. If possible, allow other members of the small group to discuss ideas of what the two pictures have in common.
Now and Then	Say , "We have learned that items have attributes and can be categorized based on similar characteristics. We will continue to learn about attributes as we create and extend patterns."



Tangram Animals


First Grade: Math

VISUALIZATION



Gifted behaviors to look for:

- Resourceful -
- Curious-
- Perceptive-
- Creative

SBI Indicator(s)	MTHG1.16.a; MTH.G1.17.a.1 MTH.G1.17.a.2
Materials	 PowerPoint Tangram sets for each student Activity response sheet
ESOL Accommodations	Peer Buddy groupings. Provide visuals. Define unfamiliar vocabulary.
Marzano Strategy	Nonlinguistic Representations
Patterns of Thinking	DISTINCTIONS

Link	Say , “We have been learning about plane geometric figures. Who can name a plane geometric figure? Today we are going to look for these figures in our environment.”
	<u>Assessment</u> : “Resourceful” students will draw from experience and transfer their understanding to geometric shapes.
Engage and Educate	<p>Option 1) Show the students a set of tangrams and review each shape with the students. Then take the students on a picture walk around the school or outside. Group students or give each child a camera. They should take pictures of different shapes on the walk that would represent a tangram shape. They will share with each other in the active learning.</p> <p>Option 2) Read <i>Grandfather Tang’s Story</i> by Ann Tompert to the class. Facilitate a discussion about the different characters and what shapes they put together to represent the characters. Use PowerPoint to display various illustrations from the story.</p>
	<u>Assessment</u> : “Curious” students might ask for clarification about the way in which each tangram shape is used to make the different animals.
Active Learning	<p>Option 1) Students use their pictures to create their own story incorporating the tangram shapes. They can work together or independently.</p> <p>Option 2) Ask the students to complete the following statement: If I were a Fox Fairy, I would change into _____</p> <p>Students will construct their own tangram animals from the animals of nature.</p>
	Extension(s) : Students will draw a playground using the geometric figures. They should label each shape. (2) Students will build a playground using recycled materials that are different geometric shapes.
	<u>Assessment</u> : “Perceptive” students will pick up on the way the tangram shapes are used to make each animal. “Creative” students will see the familiar in unfamiliar ways and display original thinking.
Reflect	Display their tangram stories throughout the room or have them share with the class.
Now and Then	Say , “We have learned how to draw, describe, and sort plane geometric figures according to number of sides, corners, and square corners. Today we used our knowledge of plane geometric figures to find them in our environment. We will later examine what our world would be like without these shapes.”

Seven Pieces of Cleverness

By: _____

Directions: Make your own tangram animal using the tangram pieces provided.



Now, write a sentence to tell about the animal you created.

Enchanted Trees

First Grade: Science

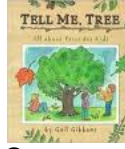
VISUALIZATION



Gifted behaviors to look for:

Resourceful-
Creative-
Perceptive



Materials	 Crayons, Paper, Activity response sheet
ESOL Accommodations	Provide visuals. Activate and make connections to prior knowledge.
Marzano Strategy	Nonlinguistic Representations
Patterns of Thinking	DISTINCTIONS/ RELATIONSHIPS

Link	<p>Say, “We have been learning about the life needs of plants. Today we will look at plants functional parts as well as the outputs trees provide for us.”</p> <p>Ask, “What do you know about how the parts of plants work?”</p>
	<p><u>Assessment</u>: “Resourceful” students may be able to verbalize different functions of plants previously learned. They may use hand gestures to help explain plant functions.</p>
Engage and Educate	<p>Teacher Note: This is a great lesson to do as a culminating lesson when students finish their study of leaves. ** That timing will assist ESOL students since the vocabulary will be more familiar.</p> <p>Ask:</p> <ul style="list-style-type: none"> • “What is a tree?” • “How many trees did you see on your way to school today?” • “How many different kinds?” • “How many can you name?” • “How tall was the tallest tree?” • “Did you know that the tallest tree in the world is 370 feet tall? It would take you 220 steps to get to the top of the tree.” <p>Suggest that students walk 220 steps during class, recess, walking home, playing at home, etc. The widest tree in the world is 37 feet wide. Direct students to stand up and hold hands and spread out. It would take about 30 first-graders holding hands to give that tree a hug! Read <i>Tell Me Tree</i>.</p> <p>Additional questions:</p> <ul style="list-style-type: none"> • “How can you identify a tree?” • “How many kinds of trees can you name?” • “What are some of the uses of trees?” • “Show students the picture of a tree and all the various trees and leaves.” • “Discuss more uses of trees.” • “What kind of tree would you want to plant and why?” (real) • “What if your tree was an enchanted tree and could grow anything you wanted, what would grow on your tree and how would you use it?” (imaginary) <p>Vocabulary: Discuss “enchanted”</p> <p>Ask, “What kinds of stories have enchanted things in them?”</p>
	<p><u>Assessment</u>: “Perceptive” students may add information about the age of a tree by the rings. “Creative” students will create a new and unique use for the tree.</p>
Active Learning	<p>Using markers or crayons, draw a picture of an “enchanted” tree that can grow anything you want.</p> <p>Ask:</p> <ul style="list-style-type: none"> • “What will the branches of your tree look like?” • “What will the leaves of your tree look like?” • “What will the roots of your tree look like?” • “What will grow on your enchanted tree?” • “What food does your tree need to grow?” <p>Say, “How can you show these things in your picture?”</p>
	<p>Extension(s): Write a short story about why we would need an enchanted tree. Explain why your tree is unique and how it would help people in the community.</p>
	<p><u>Assessment</u>: “Resilient” students will follow-through on the activity even if it is challenging.</p>

R eflect	<p>Students will take a <i>Carousel Walk (cooperative learning structure)</i> around the room to view all their classmates' enchanted trees.</p> <p>Create an enchanted forest in the room for students to display their final products.</p>
N ow and T hen	<p>Say, "Real life is often inspiration for creative and imaginary works. The trees in Dr. Seuss's books look very much like actual trees in California, and even in places like Yemen! (Show pictures on site http://travel.spotcoolstuff.com/amazing-sites/dr-seuss) Other Dr. Seuss creations (landscapes, architecture, animals) often can be found in the real world too – it would be great fun to research that as we read his books in the future! (Permission granted to link to the article in an email on 2/4/2011 to Kirsten Maloney from Wil Klass at Spot Cool Stuff.com)</p>

Musical Instruments

First grade: Science



Gifted behaviors to look for:

- Resourceful-
- Perceptive-
- Leadership-
- Creative

SBI Indicator(s)	SCI.G1.8.a; SCI.G1.8.c.3
Materials	Recyclable materials CDs or radio
ESOL Accommodations	Provide visuals. Activate and make connections to prior knowledge. Utilize varied instructional groupings.
Marzano Strategy	Generating and Testing Hypotheses
Patterns of Thinking	SYSTEMS/RELATIONSHIPS

Link	<p>Say, “We have learned that natural resources are limited and that we can recycle and reuse items.”</p> <p>Ask, “What are some natural resources and how are they limited?”</p> <p>Say, “Today we are going to create musical instruments out of ordinary items.”</p>
	<p><u>Assessment</u>: “Perceptive” students might verbalize the importance of recycling because of the environment or share information about their musical background.</p>
Engage and Educate	<p>Ask:</p> <ul style="list-style-type: none"> • “What is music?” • “How does it sound?” • “When you hear music how does it make you feel?” • “How can you make music using your body?” • “Demonstrate how you can make music using one or more objects.” • “Make a list of things that we throw away that can make music.” <p>Teacher note: Consider viewing website and/or sharing ideas with students about how to make a musical instrument out of repurposed materials: http://web.mac.com/bashthetrash/Wecome/Home_Page.html</p>
	<p><u>Assessment</u>: “Resourceful” students may recognize that “music may change your mood.”</p>
Active Learning	<p>Develop and create a musical instrument using the reused items. Make available a variety of materials in the room that the students can use to make musical instruments. <i>Optional</i>: play background music for students as they create their instruments.</p> <p>After students complete their instrument put them into a group of 4 to begin band practice. They will work as a group to develop music to perform for the class. You might consider playing background music for the students as they practice with their “band.”</p>
	<p>Extension(s): Write a song and perform for the class. The song must relate to recycling, reusing.</p>
	<p><u>Assessment</u>: Leadership: A student may step up and organize the group, plan what they are playing, what instrument will they play and when, etc.</p>
Reflect	<p>Groups of students will perform for the class or another class using their musical instrument.</p>
Now and Then	<p>Say, “We have learned that natural resources are limited. Today we learned that we can conserve natural resources by using materials again. We will continue to learn the benefits of reusing and recycling such as saving energy, reducing water and air pollution.”</p>

The Power of Plants

First grade: Science

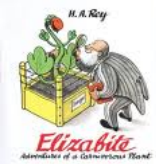
DECISIONS
&
OUTCOMES



Gifted behaviors to look for:

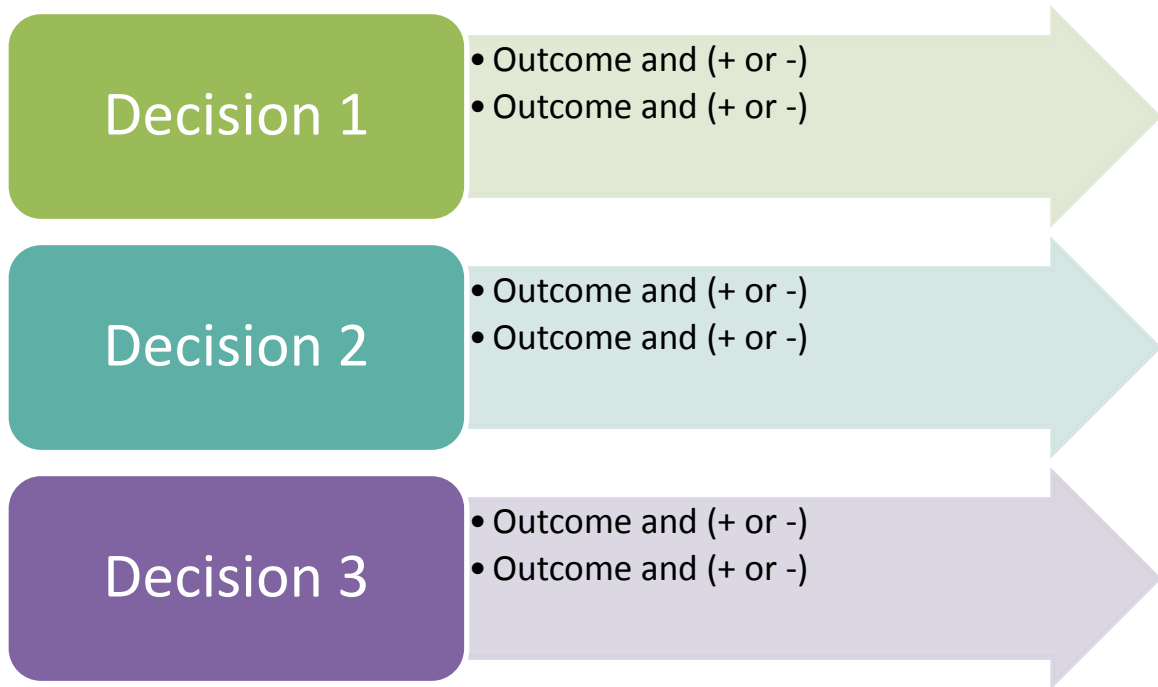
Resourceful-
Creative-
Strategic-
Resilient



SBI Indicator(s)	SCI.G1.4.a.1; SCI.G1.7.a
Materials	 Construction paper scraps/Craft Materials Discovery movie Different types of seeds (optional)
ESOL Accommodations	Provide visuals (seeds). Provide trade books. Activate and make connections to prior knowledge.
Marzano's Strategy	Nonlinguistic Representations
Patterns of Thinking	DISTINCTIONS/PERSPECTIVES

Link	<p>Say, "We have been learning that plants have life needs and functional parts. Today we are going to apply our knowledge of plants to create an original plant that performs a specific function."</p>
	<p>Assessment: A "Resourceful" student might say, "If plants don't have the right combination of sun, water, and soil, it could affect their growth."</p>
Engage and Educate	<p>Ask:</p> <ul style="list-style-type: none"> • "Who has planted seeds before?" • "What do all plants need to grow?" • "What kinds of plants can you name?" • "What else do you know about plants?" • "How do plants change?" • "What causes plants to change?" • "How do plants help us?" • "Do plants ever harm us?" • "What are other imaginative ways plants can help us?" <p>Allow students to view movie about seeds from Discovery Streaming to give additional background information.</p>
	<p>Assessment: "Creative" students will be able to make connections between what plants provide for humans and how they contribute to cycles in the environment.</p>
Active Learning	<p>Say, "Think of something you would like a plant to do for you or someone else. Imagine what this new, unusual plant would look like. Today we are practicing decisions and outcomes. We will imagine what would happen if we made certain choices – so for each imaginative plant, ask the following questions to help determine the outcomes and help you pick the best option."</p> <p>Ask the following questions and chart the outcomes for a decision to model.</p> <ul style="list-style-type: none"> • "How would the new plant help people?" • "What kinds of parts would it have?" • "How are these parts the same or different than a normal plant?" • "How are the plant's needs the same or different than a normal plant? What outcomes would that cause?" • "How could the different parts be beneficial to you or others people?" <p>Say, "Draw or use the construction paper scraps, seeds, or other craft materials to create your unusual, never-before-seen plant. Label the parts and be ready to explain why the "unusual" parts of the plant are important."</p>

	<p>Assessment: “Strategic” work samples might include a plant that solves problems such as a plant that produces money or a plant that can communicate with animals or humans. A “Resilient” student will demonstrate the ability to complete the assignment regardless of the challenges the student faces.</p>
	<p>Extension(s): 1) Invite a “Master Gardener” to speak to the students about the importance of plants. 2) Plant a garden in or out of the classroom. 3) Encourage the students to plant a vegetable garden and make a salad to share with the class (keeping in mind FCPS student safety regulations).</p>
<p>Now and Then</p>	<p>Say, “Throughout the past few weeks we have been learning about plant needs as well as plant parts. Next we will continue our study of plants by examining other characteristics such as plants that are edible.”</p>




Recycling

First Grade: Science

QUESTIONING



Gifted behaviors to look for:
 Communicative-
 Resourceful -
 Perceptive –
 Creative

SBI Indicator(s)	SCI.G1.8.c ; SCI .G1.8.a
Materials	 Juice can Wordle website Activity Sheet
ESOL Accommodations	Define unfamiliar vocabulary Activate and make connections to prior knowledge
Marzano Strategy	Nonlinguistic Representations
Patterns of Thinking	DISTINCTIONS/RELATIONSHIPS

Link	<p>Say, “We have been learning that natural resources are limited. First, we will create a picture using words that we would associate with recycling.” Allow volunteers to share words as the teacher enters them into the site: http://www.wordle.net/create Show them the Wordle. Share the variety of designs.</p> <p>Or create a word splash on the Smartboard or large paper. Discuss the importance of recycling.</p>
	<p><u>Assessment:</u> “Communicative” students might say, “We should recycle because it will have an effect on the environment in the future.” “Resourceful” students will have a plethora of vocabulary to include in the Wordle or word splash.</p>
Engage and Educate	<p>Read <i>RECYCLE!</i> By Gail Gibbons to the class.</p> <p>Display an empty juice can and tell students that you have reused this juice can.</p> <p>Ask:</p> <ul style="list-style-type: none"> • “Can you tell me the difference between reusing and recycling?” • “Can you think of other things that have been recycled?” • “What does your family do with clothes, toys, furniture and other things you don’t use anymore?” • “Use your imagination.” • “What would you do with an old shoe?” • “An old basketball that won’t hold air anymore?” • “Pretend that you are an empty soda can. What would you like it to be recycled into?” • “How could you be used again?”
	<p><u>Assessment:</u> A “Perceptive” student will be the first to start to realize everything can be reused or recycled.</p>
Active Learning	<p>Say, “Build a model or draw a picture of a new way to use something you usually throw away.” OR... Say, “Fairfax County many people make more than 6 pounds of trash each day. Draw pictures showing ways that people could use less trash.”</p>
	<p>Extension(s): Design a new symbol that will represent recycling. 2) Organize a clean up day in your class and count how many things you can find to recycle.</p>
	<p><u>Assessment:</u> A “Creative” student may invent something that could be used for a new purpose.</p>
Reflect	<p>Ask, “What do you think would happen if no one in the world recycled?” Use the cooperative learning strategy Think-Pair-Share to share classmates’ ideas.</p>
Now and Then	<p>Say, “We have learned that natural resources are limited. Today we learned that we can conserve natural resources by using materials again. We will continue to learn the benefits of recycling such as saving energy and reducing water or air pollution.”</p>

Name _____

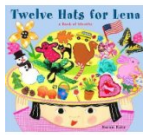
Issue: Students in Fairfax County Public Schools generate more than 6 pounds of trash each school day. Brainstorm some ideas of ways that students can reduce the amount of trash they create each day. Draw a picture to illustrate your idea.

Seasons and Me

First Grade: Science



Gifted behaviors to look for:
Resourceful-
Perceptive-

SBI Indicator(s)	SCI.G1.7.a.2; SCI.G1.7.d ;
Materials	 Graphic organizer
ESOL Accommodations	Provide books and pictures of the changing seasons. Define unfamiliar vocabulary Activate and make connections to prior knowledge
Marzano Strategy	Identifying Similarities and Differences
Patterns of Thinking	RELATIONSHIPS/DISTINCTIONS

Link	<p>Show images from the seasons. Say, “We have learned how seasonal changes and weather affects plants and animals.” Ask, “Who can name some of the affects on plants? Animals?” Say, “Today we are going to examine how seasonal changes affect people.”</p>
	<u>Assessment:</u> A “Resourceful” student might say, “Moods change when seasons change”.
Engage and Educate	<p>Ask:</p> <ul style="list-style-type: none"> • “Can you name the seasons?” • “Why do you think seasons are important?” • “In what ways do we prepare for each season?” <p>Read <i>Twelve Hats for Lena</i> by Karen Katz. As children begin to understand the patterns in the book, use questioning and prediction strategies to help them make a stronger connection to the concept of change.</p> <p>Ask:</p> <ul style="list-style-type: none"> • “Are you familiar with any of the items that Lena chose for each month?” • “How do you use these items?” • “What other items might you add to prepare for January, August, April...etc?”
	<u>Assessment:</u> A “Perceptive” student may seem very concerned about the well being of animals when the seasons change.
Active Learning	<p>Use the graphic organizer provided to help students make a connection between the concept of change and how it relates to the seasons. After students complete the graphic organizer, allow time to share with their ideas with the class.</p> <p>Say: “Create your own graphic organizer to show the changes in seasons.”</p>
	Extension(s): Instruct students to research the seasonal change in the southern hemisphere. Report their findings to the class.
	<u>Assessment:</u> A “Perceptive” student might make a connection between how some trees, plants, or animals adapt to the change of seasons throughout the year.
Reflect	After they have completed their organizer have students use a Cooperative Learning Strategy to share their responses such as Stand Up, Hand Up, Pair Up. This will allow the teacher to observe which student(s) demonstrate creative, communicative, or strategic thinking.
Now and Then	Say , “We have learned that seasonal changes affect humans. Today we looked at how we use different items during different seasons. We will continue to investigate how seasonal changes affect other factors of people’s lives such as recreational activities and work. We will later examine the affects of seasonal changes on animals and plants.”



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Seasons



	Spring	Summer	Fall	Winter
Weather				
Plants				
Animals				
Clothes for People				
Activities for People				

Sunshine and Shadow

First Grade: Science


FLUENCY,
ORIGINALITY,
FLEXIBILITY &
ELABORATION



Gifted behaviors to look for:

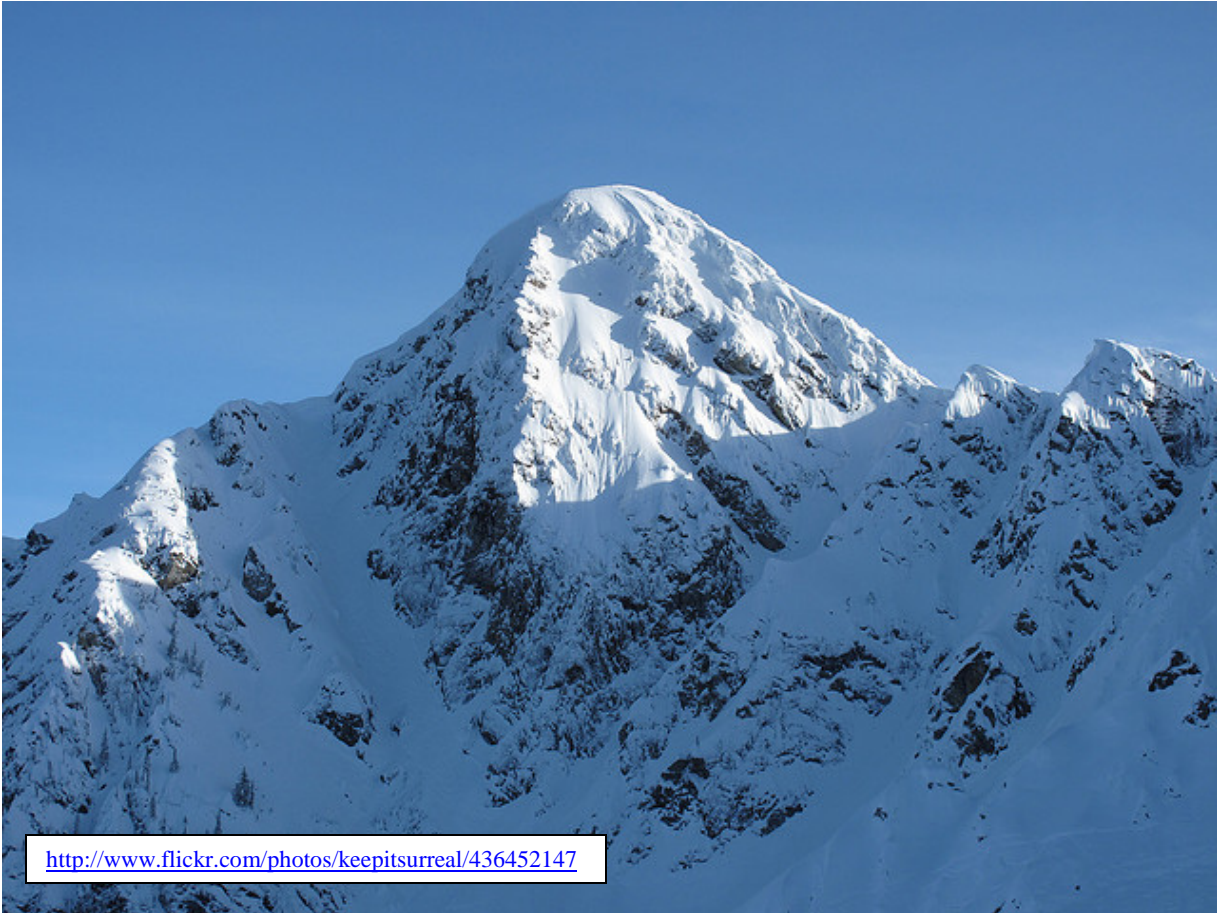
Curious-
Resourceful-
Communicative –
Perceptive



SBI Indicator(s)	SCI.G1.6.b.5
Materials	 Activity Sheet
ESOL Accommodations	Define unfamiliar vocabulary Provide visuals
Marzano Strategy	Nonlinguistic Representations
Patterns of Thinking	DISTINCTIONS

Link	<p>Show the image of the shadows on the mountain and ask students what they predict about what time of day it is? Ask “On what are you basing your prediction?”</p> <p>Say, “We have been learning about the sun and the earth. Today we will learn how the positioning of the sun at different times of day produces different shadows on the earth’s surface.”</p>
	<p><u>Assessment:</u> A “Communicative” student may make connections to observations they have made about shadows. A “Curious” student may ask if you make shadows using a lamp or light in the house.</p>
Engage and Educate	<p>Ask:</p> <ul style="list-style-type: none"> • “What does the sun do for us?” • “What else can you tell me about the sun?” • “Why does it shine in the day and not in the night?” • “What makes shade? Shadows?” • “Are shadows longer at noon or at 4 o’clock in the afternoon? Why?” • “Why is shade important?” • “Is it usually easy to tell what makes a shadow?” <p>Project the shadow of a pencil on the wall using a light source in the classroom.</p> <p>Ask, “What is creating this shadow?”</p> <p>Say, “Now use your imagination. Let’s practice fluency - What else could it be?”</p> <p>Repeat this procedure using other common items such as scissors, a ruler, or an eraser. Ask the students to identify what the object is and then what the shadow might be in their imagination.</p> <p>Read <i>Nothing Sticks Like a Shadow</i> by Ann Tompert. Ask students to summarize the story.</p>
	<p><u>Assessment:</u> A “Resourceful” student might recall a time of being outside when they could not see his/her shadow. The student may realize it was because it was so cloudy or rainy. A “Perceptive” student will make connections between the position of the sun and the direction of a shadow.</p>
Active Learning	<p>Take students outside to observe their shadows. Before beginning, ask them to be flexible in their thinking about different movements to test out. Direct them to pay attention to what happens when they bend down, stand up, turn sideways, etc.</p> <p>Instruct students to complete the activity sheet. Draw a picture of their shadow and write three complete sentences explaining what they observed when they were outside. Explain to students that drawing the observational picture is important but they may also want to elaborate on their observations by labeling or descriptive words.</p>
	<p>Extension(s): 1) The student will use their shadow to predict time. Students should use a chart to record the time of day and draw a picture of their shadow next to the time. 2) Student will draw a picture of a sundial and explain how it works to the class.</p>
	<p><u>Assessment:</u> A “Communicative” student will be able to communicate clearly the reason why they can see their shadow.</p>

Reflect	Allow volunteers to share their experience outside elaborating on what they saw and what happened as they moved.
Now and Then	Say , “We have been learning about the sun and the earth. Today we used fluency, flexibility, and elaboration as we thought about how the positioning of the earth and sun causes shadows on the earth’s surface that can be used to predict time. We will next investigate what causes day and night.”



Name _____

1) Draw a picture of you and your shadow.




2) Write three sentences about what you and your shadow might talk about.

What to Wear

First Grade: Science



Gifted behaviors to look for:
*Resourceful –
 Communicative-
 Creative*

SBI Indicator(s)	SCI.G1.7.c
Materials	 SMARTboard lesson Graphic organizer (PMI) Activity sheet
ESOL Accommodations	Activate and make connections to prior knowledge. Peer buddy.
Marzano Strategy	Nonlinguistic Representations
Patterns of Thinking	DISTINCTIONS

Link	Say , “We have learned how seasonal changes and weather affects plants and animals. Today we are going to examine how seasonal changes affect people.”
	Assessment: “Resourceful” students may understand why our “mood” changes with the seasons.
Engage and Educate	Ask , “What are the basic things all human beings need to survive?” Say , “Today we are going to discuss clothing. Think about the different kinds of clothes you own.” Ask: <ul style="list-style-type: none"> • “How are your clothes different from what people wore 100 years ago?” • “Imagine you live in Alaska. What would you wear?” • “Imagine you live in Hawaii. What would you wear?” • “How does what you wear change from season to season?” Use SMARTboard activity to introduce concept to students. Allow students to move clothing to appropriate season. You might also consider reading the book <i>The Season of Arnold’s Apple Tree</i> by Gail Gibbons to review the four seasons.
	Assessment: “Communicative” students will share information about the different climates without any prompting.
Active Learning	Say , “Imagine if everyone in our school had to wear the same uniform.” Ask: <ul style="list-style-type: none"> • “What would the uniform look like?” • “What would be good about it?” • “Bad about it?” • “Interesting?” Complete a PMI (Plus, Minus, Interesting) as a class. Say , “How would this strategy help people make decisions?” (discuss) “Imagine you own a hat store. You design unique hats for people. You make hats for people to wear to work, on special occasions, or to protect them from the weather. You enjoy making hats! Your job today is to design a new hat which represents the personality of a famous person. Select a historical figure or book character for which you will design your hat. (Students should not share the identity of their customer at this point.) Create your unique design.”
	Extension(s): Students will design a mood hat. The hat <i>changes</i> colors, size, or shape to fit the person’s mood.
	Assessment: A “Creative” student might design a new hat for a fisherman with a shield from the sun, a pocket to hold hooks and bait, and a bright color to attract the fish.
Reflect	Share their completed hats with the class. Classmates should try to guess the mystery customer based on the hat design.

N_{ow}
and **T**_{hen}

Say, “We have learned that seasonal changes affect plants. Today we looked at how weather affects peoples’ clothing. We will continue to investigate how seasonal changes affect other factors of people’s lives such as recreational activities and work. We will later examine the affects of seasonal changes on animals.”



Name _____

Directions: Your job today is to design a new hat which represents the personality of a famous person. Select a historical figure or book character for which you will design your hat. Create your unique design.

Toothbrushes


First Grade: Science

FLUENCY,
ORIGINALITY,
FLEXIBILITY &
ELABORATION



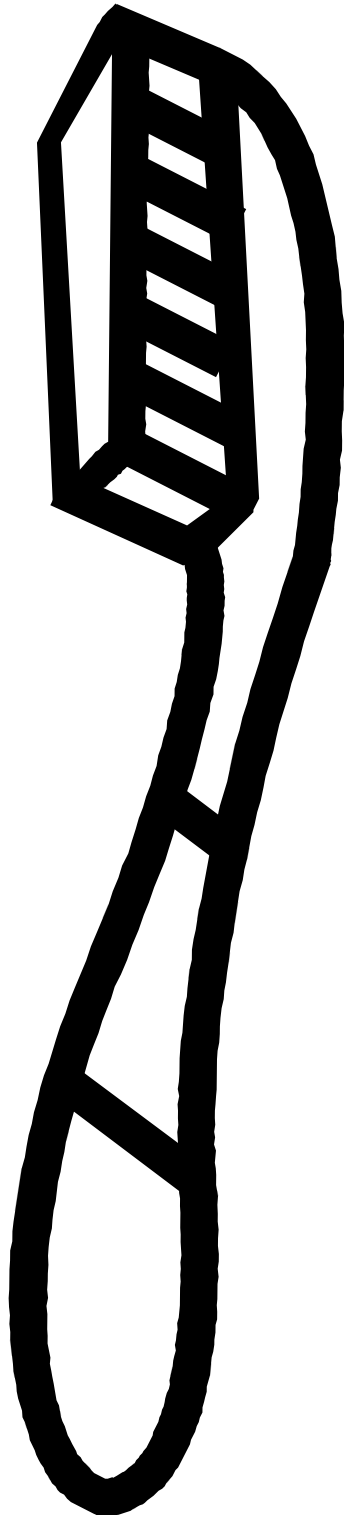
Gifted behaviors to look for:

- Communicative –
- Curious –
- Strategic –
- Creative

SBI Indicator(s)	SCI.G1.1.h.1
Materials	 Toothbrush Clip Art
ESOL Accommodations	Provide visuals Define unfamiliar vocabulary Activate and make connections to prior knowledge.
Marzano Strategy	Generating and Testing Hypotheses
Patterns of Thinking	DISTINCTIONS

Link	Say , “We have been learning how to conduct investigations. Today we are going to generate ideas to design a new and improved toothbrush.”
	<u>Assessment:</u> “Communicative” students will initiate conversation about their own experiences with teeth and toothbrushes.
Engage and Educate	Introduce the book <i>The Kid Who Invented the Popsicle</i> by Don L. Wulffson. Share several stories behind everyday things and allow for student input and elaboration on how they use these items. Ask: <ul style="list-style-type: none"> • “Why do you use a toothbrush?” • “How do you use it?” • “When do you use it?” • “How do you think a toothbrush is it made?” • “What is another way a toothbrush could be used?” • “What could you do to change a toothbrush to make it better?” • “What if a toothbrush was as tall as you! What could you use it for?” • “What if you took away the bristles? What would you use it for?”
	<u>Assessment:</u> “Curious” students might ask for further clarification on changes they can make to the toothbrush. “Strategic” students will show the ability to keep an intense focus on the activity and look beyond the obvious use of the toothbrush.
Active Learning	Discuss how they might improve a toothbrush by substituting, combining, adapting, modifying, putting it to other use, eliminating, or rearranging the parts (SCAMPER). Students should draw a picture of their idea. OR Provide each student with the outline drawing of a toothbrush. Say , “Imagine what else this could be. What could it be part of? Add details to the picture to change the toothbrush into something new.”
	Extension(s): 1) Students will brainstorm a list of ideas for other familiar inventions that could be changed using a SCAMPER such as a hand mixer or a hair dryer. 2) Students will research a famous inventor and share what they learned with the class.
	<u>Assessment:</u> “Creative” students will explore multiple possibilities and demonstrate innovative ideas.
Reflect	Use the Cooperative Learning Strategy “Gallery Walk” to display the new Toothbrushes in the classroom. Allow students to share their toothbrush idea and explain its new use.
Now and Then	Say , “Today we generated ideas of ways to improve a toothbrush. Throughout the year we will continue to generate as well as test our hypotheses while conducting experiments.”

NAME:




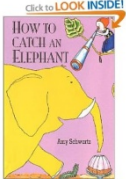
Catch an Elephant

First Grade: Language Arts

FLUENCY,
ORIGINALITY,
FLEXIBILITY &
ELABORATION



**Gifted behaviors
to look for:**
Creative-
Communicative-
Curious

SBI Indicators(s)	ELA.G1.1.b.1; ELA.G1.7.b
Materials	  Elephant facts poster (optional)
ESOL Accommodations	Provide visuals and/or act out ideas. Utilize various groupings. Define unfamiliar vocabulary.
Marzano Strategy	Generating and Testing Hypotheses
Patterns of Thinking	Relationship/Perspective

Link	<p>List the following row of names on the board and ask students what they have in common: Thomas Jefferson Mary Anderson George Washington Carver iron and mould board plows windshield wipers peanut butter</p> <p>Let students know that all of the people listed are inventors and share what they invented if they did not already share. Ask, "What kind of thinking do you need to be an inventor?" Say, "Today we are going to use our imaginations to create an invention that will catch an elephant. We are then going to communicate our invention idea with classmates."</p>
	<p>Assessment: A "Curious" student may ask if he/she can gather more research and find the weight of the elephant.</p>
Engage and Educate	<p>Ask, "Have you ever caught anything? What was it? Show us how you caught it." Say, "We have a big problem today. We are going to try to catch an elephant." Ask, "Why would you want to catch an elephant?"</p> <p>Show pictures and excerpts from <i>Elephants</i> by Sydnie Meltzer Kleinhenz or any other nonfiction text on elephants and/or share the attached elephant facts with students. You might consider cutting out the facts and creating a poster.</p> <p>Ask:</p> <ul style="list-style-type: none"> • "Do you think elephants are hard to catch?" • "Why or why not?" • "Which would be easier, to catch an elephant or a mouse? Why do you think that?" <p>Read the book <i>How to Catch an Elephant</i> by Amy Schwartz to show another way to catch an elephant.</p>
	<p>Assessment: A "Resourceful" student would understand that it might be easier to catch an elephant but a mouse would be easier to contain. A "Curious" student might wonder why someone would want to catch an elephant.</p>
Active Learning	<p>Review the meaning of the words fluency, flexibility, originality, and elaboration. Remind students that these are skills to practice to become more creative and tools of the inventor. Say:</p> <ul style="list-style-type: none"> • "Use your imagination to think of a new way to catch an elephant safely. Try to think of something no one else will. This is using our flexible and original thinking." • "Write a sentence and then draw a picture to show how you would catch the elephant. Think about what you would do first, second, and third. Use captions and details to describe your picture. This is showing how you can elaborate in communicating your ideas."
	<p>Extension(s): Students can invent a way to weigh an elephant. Draw a picture that explains the process</p>

	<p>Assessment: A “Creative” creation might include using a current invention for catching an object in a new but realistic way. For example, a student might adapt a “bug zapper” in which insects are drawn to the scents and light and then trapped. This invention could be scaled up and made applicable to catching an elephant.</p>
R e f l e c t	<p>Students will orally explain how their machine will catch an elephant. Ask students to share how they thought of their idea, what would use, and why they think their creation will work.</p>
N o w a n d T h e n	<p>Say, “We have been learning that it’s important to think flexibly and to use elaboration to communicate our ideas. We will continue to develop our oral language through story retelling and story telling.”</p>



Each day at the zoo, elephants eat 125 pounds of hay, ten pounds of herbivore pellets, ten pounds of vegetables and fruits, and a few leafy branches.

Elephants cry, play, have incredible memories, and laugh!

Elephants have greeting ceremonies when a friend that has been away for some time returns to the group.

Elephants can provide water for other species by digging water holes in dry riverbeds or the depressions created by their footprints trap rainfall.

An elephant's journey through the high grass provides food for birds by disturbing small reptiles, amphibians or insects.

Elephants can grow up to 21 feet long, stand up to 10 feet tall, and weigh up to 11, 000 pounds.

Elephant trunks can get very heavy! It is not uncommon to see elephants resting their trunk over a tusk.

Elephants are sensitive fellow animals. If a baby complains, the entire family will rumble and go over to touch and caress it.

Elephants don't drink with their trunks, but they use them as "tools" to drink. They do this by filling their trunk with water and then using it as a hose to pour it into their mouth.



How to Catch an Elephant

By: _____

First

Second

Third

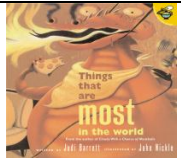
Imagine the MOST

First Grade: Language Arts

FLUENCY,
ORIGINALITY,
FLEXIBILITY &
ELABORATION



Gifted behaviors to
look for:
Communicative-
Curious-
Creative

SBI Indicator(s)	ELA.G1.12.b.1; ELA.G1.2.a
Materials	 Activity Sheet at end of book
ESOL Accommodations	Peer buddy groupings. Define unfamiliar language.
Marzano Strategy	Nonlinguistic Representations
Patterns of Thinking	PERSPECTIVES

Link	<p>Show the three images of DC monuments with heights listed and ask students to describe the heights. Discuss in terms of tall, taller, tallest.</p> <p>Say, “We have been learning to use descriptive words to communicate ideas. Today we are going to look at how an author uses superlatives in her writing. Superlatives are words with the suffix –est that generally mean “the most.”</p>
	<p><u>Assessment:</u> A “Communicative” student would be able to give several examples of superlatives with little thought.</p>
Engage and Educate	<p>Show the cover of the book <i>Things That are Most in the World</i> by Judi Barrett.</p> <p>Ask, “What might the story be about?”</p> <p>Use the concepts presented in the book to conduct a picture walk. Share the key vocabulary that the book highlights as bolded “est” words such as wiggliest, silliest, quietest, etc. to prompt a whole group discussion. Ask students to think about how the author uses these words.</p> <p>Read a few pages of the book so that students can get familiar with the pattern and format.</p> <p>Begin to cover the pictures as you read so that students can make their own predictions of what the superlatives are describing.</p> <p><i>For example: Ask, “What do you think is the teense-weensiest thing in the world?”</i></p>
	<p><u>Assessment:</u> A “Curious” student may initiate researching some of the smallest, largest, tallest, shortest, etc. things in the world on their own.</p>
Active Learning	<p>Discuss strategies the author uses to complete the “est” superlatives (exaggeration, humor, illustrations, and visualization).</p> <p>Say, “Today, we are going to practice our fluency – coming up with as many ideas as possible.” As a class, list as many “est” words as you can to add to the existing chart.</p> <p>Using the book as an example, have students draw their own <i>MOST</i> and write about it.</p> <p>Encourage creativity, exaggeration, and originality.</p> <p>Say, “As you create your page, be original – be creative – and elaborate – add details that will make your page more interesting!”</p> <p>The last page of the book has a template that can be copied for students to complete.</p>
	<p>Extension(s): The student will write a story using their “est” words to share with the class.</p>
	<p><u>Assessment:</u> A “Creative” student will explore their new idea and will take it a step farther than the rest of the class.</p>
Reflect	<p>Use the Cooperative Learning Strategy <i>Inside Outside Circles</i> to share their new “est” words. Form two circles. Students positioned on the inside circle will share with one classmate in the outside circle then move three spots and share again.</p>
Now and Then	<p>Say, “Today we looked at ways authors communicate ideas with their readers. We will continue to learn about other ways authors communicate ideas.”</p>



Washington Monument
555 feet tall

www.flickr.com/photos/wwarby/2230707140/



Lincoln Memorial
99 feet tall

www.flickr.com/photos/wolfsavard/3846105898



Washington National Cathedral
301 feet tall

www.flickr.com/photos/hinnosaar/4712172726


Lots of Dots


First Grade : Language Arts



Gifted Behaviors to look for:

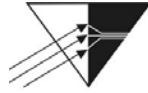
- Perceptive –
- Communicative –
- Creative-

SBI Indicator(s)	ELA.G1.12.a.6; ELA.G1.12.g.1
Materials	Seurat's painting to share with the class, dot stickers (optional) 
ESOL Accommodations	Provide visuals Integrate concept of change as a big idea.
Marzano Strategy	Nonlinguistic Representations
Patterns of Thinking	DISTINCTIONS

Link	<p>Say, "We have been learning how to write complete sentences and use details to communicate ideas. Ask, "Why is this important?" Say, "Today we will use visualization and word clues to construct creative pictures and to make up clues to help our friends guess what we've pictured in our minds."</p>
	<p><u>Assessment</u>: A "Communicative" student will be able to clearly communicate their ideas, such as why it is important to be able to have clarity when communicating – perhaps using examples and nonexamples.</p>
Engage and Educate	<p>Show George Seurat's painting "A Sunday Afternoon on the Island of La Grande Jatte". (It is painted entirely of dots. The artist's technique is called pointillism.) http://en.wikipedia.org/wiki/Sunday_Afternoon_on_the_Island_of_La_Grande_Jatte</p> <p>Ask:</p> <ul style="list-style-type: none"> • "What do you notice about this picture?" • "How is special?" • "What do you see in our classroom that has lots of dots?" • "Where are the dots used?" • "What is the difference between a dot and a circle?" • "Display a picture of dots like the one below." <p style="text-align: center;">  </p> <p>Say, "Use your imagination. What can be made out of these dots if they are all connected together?"</p>
	<p><u>Assessment</u>: A "Perceptive" student will see something that other students do not. Perceptive students will make observations about the picture that are not clear to others.</p>
Active Learning	<p>Read <i>Ten Black Dots</i> by Donald Crews. Ask students draw some dots on their paper. (You can also give students 10 dot stickers to place on their paper). They can then exchange their dot paper with a partner. Their partner should connect the dots to make a picture. Ask students to write a sentence or two to describe their drawing.</p>
	<p>Extension(s): Students will make a dot to dot book. Below the picture students could make-up riddles, jokes or hints to get their peers to connect the dots to solve the picture.</p>
	<p><u>Assessment</u>: "Creative" student will connect the dots in an unusual way.</p>
Reflect	<p>Students will share their drawings. Use the Cooperative Learning Strategy <i>Round Robin</i>. Create small groups of 4 or 5 students. Each child has one minute to share their drawings and sentences.</p>
Now and Then	<p>Say, "Throughout the year we will write to communicate ideas with others."</p>

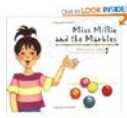
Rules, Rules, Rules

First Grade: Language Arts



Gifted behaviors to look for:

- Communicative
- Resourceful
- Creative

SBI Indicator(s)	ELA.G1.1.d.2; ELA.G1.9.d.2 ELA.G1.9.f
Materials	 Paper
ESOL Accommodations	Provide visuals. Activate and make connections to prior knowledge.
Marzano Strategy	Generating and Testing Hypotheses
Patterns of Thinking	DISTINCTIONS & PERSPECTIVES

Link	<p>Say, “We have rules to follow at school, home, and in our community.”</p> <p>Ask:</p> <ul style="list-style-type: none"> • “What are some rules you are expected to follow at school?” • “At home?” • “In the community?”
	<p>Assessment: Listen for detailed responses from students. Note students who have good application of knowledge and advanced communication skills.</p>
Engage and Educate	<p>Show students the cover of the book <i>Miss Millie and the Marbles</i> by Caryn Sonberg. Point out the main character, Olive, on the cover. Explain that Olive often has trouble following the rules.</p> <p>Ask, “What kind of trouble Olive might get into in this story?”</p> <p>You may want to record predictions on the board. Read the book aloud.</p> <p>Ask:</p> <ul style="list-style-type: none"> • “Why did Olive cheat?” • “Was that a fair way to win?” • “Have you ever wanted to win?” • “Why is it important to follow the rules?” <p>Let students brainstorm ideas and think-pair-share their responses to the following question. “What might happen if we didn’t have rules?”</p> <p>Use the Cooperative Learning Structure <i>Stand Up, Hand Up, Pair Up</i> to share their ideas.</p>
	<p>Assessment: A “Resourceful” student may recall situation from the past that they learned a lesson that they are sharing with the other students. The students’ life lesson may be more advanced than most.</p>
Active Learning	<p>Say, “Today we are working on the strategy of decisions and outcomes where we use cause and effect to help make choices.</p> <p>Discuss other ways Olive could have achieved her goal of winning the marble contest. List students’ ideas on chart paper and chart the potential outcomes. Encourage students to note which idea they think would work best based on the outcomes in order to make a decision. Ask students to think about a time when they had to think of a creative way to win something while still following the rules.</p> <p>Say, “Suppose you were put in charge of making up rules for one of the following situations. Choose a situation and create a list of rules so that everyone is safe and acts fairly.” (Possible situations to list for students: Good citizenship; Fair trade; Working in a Group; Making new friends; Exploring a new place).</p>
	<p>Extension(s): Make up rules for a fairy tale. For example the three little pigs could not visit each other’s house for shelter. They had to have a different plan.</p>
	<p>Assessment: A “Creative” work sample might include a sense of humor. “Resilient” students will remain on task until completion.</p>
Reflect	<p>Students will share their rules with a partner or the whole group.</p>
Now and Then	<p>Say, “Today we read a story and related events in the story to something we already know. We made <i>text to self</i> connections. We will continue to read and comprehend a variety of fiction and nonfiction stories.”</p>

Cityscape

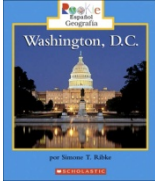
First Grade: Social Studies

QUESTIONING



Gifted behaviors to look for:

*Perceptive -
Resourceful-
Creative*

SBI Indicator(s)	SS.G1.6.b.1; SS.G1.6.c.1
Materials	 Chart paper Old magazines/Craft materials
ESOL Accommodations	Provide visuals. Activate and make connections to prior knowledge.
Marzano Strategy	Nonlinguistic Representations
Patterns of Thinking	SYSTEMS

Link	Say , “We have learned how location, climate, and physical surroundings affect the way people live. Today we will use this knowledge to create a cityscape mural that includes the types of shelter, transportation, and recreational activities we would see in a city.”
	<u>Assessment:</u> A “Perceptive” student may be able to infer the different characteristics of the pictures of the cityscape without being prompted.
Engage and Educate	<p><i>Record responses to the following questions on a chart for reference during the Active Learning activity.</i></p> <p>Ask:</p> <ul style="list-style-type: none"> • “Who has been to Washington D.C.?” • “What did you see?” • “Name another big city you have visited. What did you see?” • “How is Washington D.C. (or another city named by a student) different from where you live?” • “How are buildings in your neighborhood different from what you see in a city?” • “How do people travel from place to place in a city?” • “What else would you see in a city?” • “What questions do you have about life in a city?” <p>Read <i>Washington, D.C.</i> by Simone T. Ribke. Have other picture books about cities available for picture walks with students after reading <i>Washington, D.C.</i></p>
	<u>Assessment:</u> A “Resourceful” student may be able to make connections between different cityscapes because of their prior experiences.
Active Learning	Say , “As a class, we are going to create a mural of a cityscape. Think about what we need to include. What details do we need to include in our cityscape to be accurate?” Students will create a mural in the class by adding to a cityscape picture. You may want to use old magazines, have them draw pictures, or use a variety of craft materials.
	<u>Extension(s):</u> Students will create a “key” and a “scale” of the cityscape.
	<u>Assessment:</u> A “Creative” student will choose to add detail that most would not include.
Reflect	Discuss the completed mural with students. Students will share the parts he/she created for the mural. Invite students to write about life in the cityscape that the class created.
Now and Then	Say , “Today we applied our knowledge of how physical surroundings affect peoples’ lives by creating cityscape mural.”



Finding Your Way

First Grade: Social Studies

FLUENCY,
ORIGINALITY,
FLEXIBILITY &
ELABORATION



Gifted behaviors to look for:
*Resourceful-
Curious*

SBI Indicator(s)	SS.G1.4.a.4; SS.G1.4.b SS.G1.5.c
Materials	  Road Map Activity Sheet
ESOL Accommodations	Provide trade books at varied reading levels. Define unfamiliar vocabulary. Utilize various groupings.
Marzano Strategy	Nonlinguistic Representations
Patterns of Thinking	RELATIONSHIPS

Link	Explore briefly as a whole class a neighborhood view using Google Earth http://earth.google.com/ or show pictures of an aerial view or a road map http://www.mapathon.com/va.shtml . Say , “We have been studying maps and their features. Who can name a map feature? Today we are going to apply our knowledge of map symbols to construct a map for a story book character.”
	Assessment: A “Resourceful” student will use their past knowledge to help them answer questions about the new map.
Engage and Educate	Ask: <ul style="list-style-type: none"> • “Have you ever gone on a car trip with your family?” • “How do your parents know how to get there?” Show a US map. Ask , “What do you see on the map?” Invite a volunteer to show the location of Virginia. Ask: <ul style="list-style-type: none"> • “How would go from Virginia to Florida, to California, etc.?” • “What direction are you traveling? How do you know that?” Show a Virginia road map. Ask: <ul style="list-style-type: none"> • “What’s different about this map?” • “If we were to create a map of our neighborhood, what would we include?” • “How would someone know where the houses, schools, and library are?”
	Assessment: A “Curious” student might initiate an investigation of how maps are made or research information about the work of a cartographer.
Active Learning	Ask , “Can you think of a story in which the characters may need a map?” (Little Red Hen, Hansel and Gretel, Curious George, Three Little Pigs, etc.) Brainstorm a list of stories and characters. (They will use the list as a reference during the activity.) Ask , “Why would _____(name a character) need a map? What would be on it?” Say , “You are going to create a map of your own for a storybook character. 1) Choose a storybook character that needs a map. 2) Draw a map for the character to use. 3) Try to provide as much information as possible to help your character navigate their way. Think of all the parts of maps that we discussed today!” Students create their own map for one of the characters in a story or fairy tale.
	Extension(s): Students will make a map to represent the route from one familiar place to another. They may include a compass rose.
	Assessment: “Resourceful” students will draw an accurate map, using signs, Key, Color, compass rose, etc.
Reflect	Students will walk around the room slowly with their completed maps. Once a classmate has guessed which story character the map was designed for – that student may sit down. Continue until all maps have been correctly identified. (Provide assistance to students who might be having difficulty.)
Now and Then	Say , “We have been using maps to help us find the locations of specific places in the world. We will begin learning how a places’ location, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.”

Name:

This map is designed for_____

from the story_____.



Hello Heroes


First Grade: Social Studies

POINT OF VIEW



Gifted behaviors to look for:

- Curious
- Perceptive
- Creative

SBI Indicator(s)	SS.G1.2.b; SS.G1.2.c; SS.G1.12.b; SS.G1.11.b
Materials	 PowerPoint Graphic Organizers, Construction paper
ESOL Accommodations	Activate and make connections to prior knowledge. Provide trade books at varied levels.
Marzano Strategy	Nonlinguistic Representations
Patterns of Thinking	DISTINCTIONS/PERSPECTIVES

Link	<p>Say, “We have been learning about holidays and the people associated with the holidays we celebrate. Who can name a holiday? Today we are going to create a monument for a hero in our lives.”</p>
	<p><u>Assessment</u>: A “Curious” student may ask a question such as “Who invented Holiday’s?” or “Who established monuments?”</p>
Engage and Educate	<p>Show pictures of monuments from around the world (ex. Taj Mahal, Arch of Constantine, Fallen Astronaut, USS Arizona, etc.) PowerPoint has a few examples. Using Think Blocks, write “Hero” on one block and write “Not a Hero” on the other block. Students will write or say one word describing the who/what a hero is.... And who/what a hero is not and place in the appropriate block. Ask:</p> <ul style="list-style-type: none"> • “What is a hero?” • “What does it mean to be a hero?” • “What are some ways that we honor our heroes?” <p>Chart responses. Discuss the characteristics of a superhero, such as Superman. Now describe to the students a real-life person whom you admire. Be sure to tell why that person is a hero to you. Show and discuss a few pages from <i>Inside-Outside Book of Washington D.C. by Roxie Munro</i>.</p>
	<p><u>Assessment</u>: A “Perceptive” student may be able to explain that different kinds of people are viewed as heroes.</p>
Active Learning	<p>Ask:</p> <ul style="list-style-type: none"> • “Who is your hero?” • “Why?” • “What could be done to honor your hero?” <p>Say, “Close your eyes and picture a personal hero for whom you would like to design a monument”. Ask:</p> <ul style="list-style-type: none"> • “What would be an important part of the monument? Why?” • “What message do you want to send to the public about your hero?” • “How will your monument express that message?” <p>Consider using the attached graphic organizer to help students articulate their ideas. Students can create a monument for a recognized hero or create a monument for a personal hero. Instructions for students: Fold a large piece of paper in half. On the outside draw monument. On the inside write the name of your hero and use words to describe why he/she is a hero to you. Display the students’ work and conduct a whole group discussion about perspectives of heroism.</p>
	<p><u>Extension(s)</u>: Develop a small book of different types of hero’s. Hero’s in the News, My Hero, Hero’s in Entertainment, etc.</p>
	<p><u>Assessment</u>: A “Creative” student may use descriptive words when describing his/her hero. For example, a student may use words such as noble, generous, or courageous in their description of their hero.</p>

Reflect	On the back of the monument have students write a reflective statement about their hero. Allow students to share their work by participating in the Cooperative Learning Strategy <i>Corners</i> . Students move to different parts of the room, depending on the hero they picked. The four corners could be: Family Member/Friend, President, Professional (teacher, doctor, or coach), or Historical Figure (students may need assistance choosing a corner). Each group will divide into pairs to discuss their hero and what type of monument should be build to honor him/her.
Now and Then	Say , "We have been learning about heroes from our past that are associated with holidays we celebrate. Today we created a monument for a special hero in our lives. Throughout the year we will continue to learn about important historical figures such as Benjamin Franklin and Abraham Lincoln."

WHO is your hero?	Why is he/she a hero to you?	ADJECTIVES to describe him/her.

Give ONE specific example of their heroism.	WHY is your life BETTER because of this person?	WHAT do you want to say to him/her?

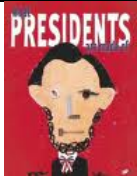
Our United States of America

First Grade: Social Studies

FLUENCY,
ORIGINALITY,
FLEXIBILITY &
ELABORATION



Gifted behaviors to look for:
Resourceful –
Leadership –
Creative

SBI Indicator(s)	SS.G1.2.b.1; SS.G1.2.b.3; SS.G1.2.c
Materials	 Activity Sheet
ESOL Accommodations	Provide visuals. Activate and make connections to prior knowledge.
Marzano Strategy	Cues, Questions, and Advanced Organizers
Patterns of Thinking	DISTINCTIONS

Link	Say , “We have learned about the contributions American leaders have made to our country. Who can name some contributions American leaders have made? Today we are going to examine the contributions a president makes to his/her country.”
	Assessment: Listen for students who are aware of some contributions made by famous Americans.
Engage and Educate	<p>Ask:</p> <ul style="list-style-type: none"> • “What does the word “president” mean to you?” • “Who is the President of the United States?” • “What kinds of things does a President do for our country?” • “Why do you think having a president is important?” <p><i>Chart responses, and display various pictures and/or books of past presidents.</i></p> <p>Ask:</p> <ul style="list-style-type: none"> • “What kind of special events coming up involve the President of the United States?” • “How do you think presidents are elected today?” <p>Use the Cooperative Learning Strategy <i>Stand up, Hand Up, Pair Up</i> to share their ideas.</p> <p>Discuss with students the meaning of the following vocabulary words: election, campaign, and vote.</p>
	Assessment: “Resourceful” students might share experiences they had with our most recent election and our current president.
Active Learning	<p>Ask, “If _____ (one of the Presidents named at the beginning of the lesson) were sitting here in our classroom today, what questions would you ask him?” (chart responses).</p> <p>Say, “Pretend to be the “President of the United States for a Day”. Illustrate one thing you would do during that day, and write a sentence telling one thing you would say to a crowd of American citizens.”</p> <p>Students should be able to explain their thinking with a partner.</p>
	Extension(s): Students will choose one President to research and report to the class. They may choose to create a rap, a write song, poem, or story about that President’s life.
	Assessment: Students with “Leadership” qualities will embrace this activity and share some issues they feel are most important to address. “Creative” students might find a unique way to reach out to American citizens.
Reflect	Display their sentence and illustration on the wall. Students may participate in the Cooperative Learning Strategy <i>Carousel Walk</i> and enjoy all of the completed projects.
Now and Then	Say , “We have been discussing the important contributions American leaders have made. Today we examined the contributions a president makes to his/her country. We will continue to learn about other important leaders such as: Benjamin Franklin, Abraham Lincoln, and George Washington Carver.”

Ladies and Gentlemen,

Please help me welcome

President _____ to the stage.
(write your last name here)

What will you say to a crowd of American Citizens?

What will you do during your one day as president?

Sassy Shoes

First grade: Social Studies



Gifted behaviors to look for:

- Communicative –
- Resourceful –
- Creative –

SBI Indicator(s)	SS.G1.7.a.4
Materials	United Streaming video Poem – <i>A Closet Full of Shoes</i> Activity Sheet
ESOL Accommodations	Provide visuals. Activate and make connections to prior knowledge. Utilize varied instructional groupings.
Marzano Strategy	Generating and Testing Hypotheses
Patterns of Thinking	DISTINCTION

Link	Say , “We have learned how people are both buyers and sellers of goods and services. Today we are going to assume the role of a producer and design a shoe for a consumer.”
	Assessment: A “Resourceful” student will tell of an experience as a buyer and/or a seller.
Engage and Educate	Instruct students to observe their shoes. Call on a volunteer to describe their shoes. Display a collection of student’s shoes. Invite a student to select one shoe and describe the shoe using as much detail as possible. (Look for advanced language and creative thinking.) Ask: <ul style="list-style-type: none"> • “Why do we wear shoes?” • “Who can explain why a sneaker is better than a lady’s high heel shoe when playing sports?” • “What kinds of services are available for your shoes?” • “What services would you pay for?” • “What types of goods are sold to shoe factories to make shoes?” Read poem “A Closet Full of Shoes” by Shel Silverstein. Ask , “In what stories have shoes played an important part?” (<i>Wizard Oz, Old Woman in a Shoe, Cinderella</i>)
	Assessment: Listen for in-depth knowledge and responses that show an ability to independently make connections. An example of a “Communicative” response would be “In the winter my mom wears high heels with closed toes but in the summer she wears open toe shoes. People wear different shoes when the seasons change.”
Active Learning	Ask: <ul style="list-style-type: none"> • “If you had to design a shoe for your dad, what would it look like?” • “Your mom?” • “A trash collector?” • “A chef?” • “The President?” Instruct the students to “Design a <i>shoe of the future</i> ”. When designing the shoe think about which consumer would buy your shoes.
	Extension (s): Students will make a list of the materials used for the shoe. They can also describe what they think it will cost to design and build a new shoe.
	Assessment: A “Creative” student might include a pedometer attachment to a shoe.
Reflect	Create a classroom shoe store bulletin board to display the student’s new shoes. Allow students an opportunity to describe the changes/purpose of their sassy shoes.
Now and Then	Say , “We have learned how people are both buyers and sellers of goods. We will next learn about choices buyers and sellers must make as well as how people save money to purchase goods in the future.”

A Closet Full of Shoes
By Shel Silverstein

Party shoes with frills and bows,
Workin' shoes with steel toes,
Sneakers, flip-flops. And galoshes,
Brogans, oxfords, satin pumps,
Dancin' taps and wooden clumps,
Shoes for climbin' shoes for hikes,
Football cleats and baseball spikes,
Shoes of shiny patent leather,
Woolly shoes for winter weather,
Loafers, rough-outs, sandals, spats,
High heels, low heels, platforms, flats,
Moccasins and fins and flippers,
Shower clogs ballet slippers...
A zillion shoes and just one missin'--
That's the one that matches this'n.

Name _____

Sassy Shoes of the Future

Stars and Bars

First grade: Social Studies


ENCAPSULATION



Gifted behaviors to look for:

- Resourceful –
- Communicative –
- Leadership-

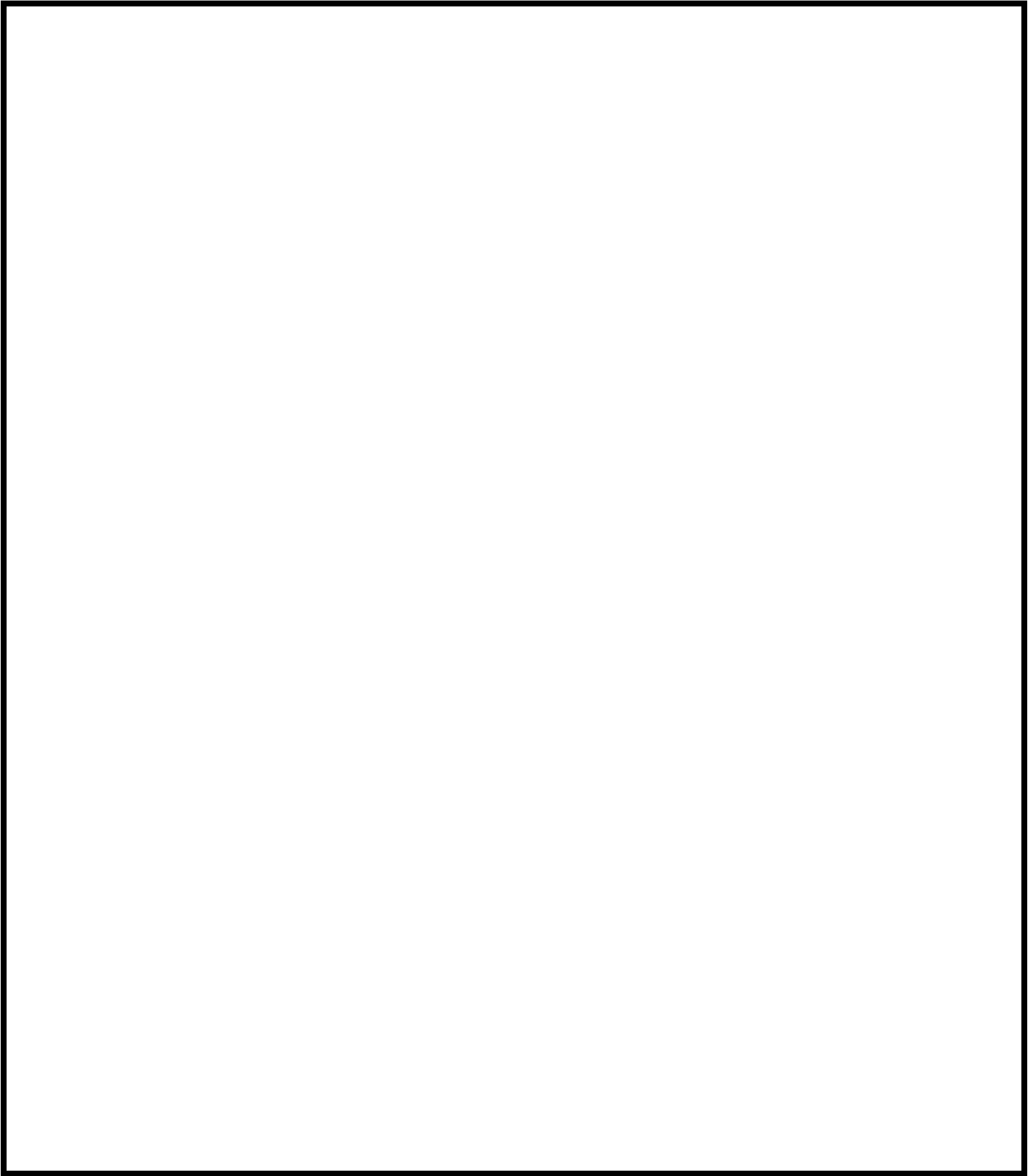


SBI Indicator(s)	SS.G1.11.b.1
Materials	 United Streaming video Activity Sheet
ESOL Accommodations	Activate and make connections to prior knowledge. Provide trade books at varied levels. Incorporate a variety of graphic organizers.
Marzano Strategy	Nonlinguistic Representations
Patterns of Thinking	DISTINCTIONS

Link	<p>Say, “We have been learning about symbols that honor patriotism in the United States. What symbols do you know? Today we are going to apply our knowledge of symbols to create a flag that represents our family.”</p>
	<p>Assessment: Listen for students who might share symbols they already know or those who understand the meaning of patriotism.</p>
Engage and Educate	<p>Show a one dollar bill. Ask, “Do you know any of the symbols on a dollar?” (The pyramid – strength and duration; uncapped pyramid – country not yet finished; use of the number “13” – 13 original colonies, 13th amendment)</p> <p>Ask:</p> <ul style="list-style-type: none"> • “Can you name a symbol of the United States?” • “Virginia?” • “What does the symbol stand for? “ • “What other symbols are special to the Unites States and Virginia?” <p>(e.g., dogwood, cardinal, Uncle Sam, White House.)</p> <p>Read pgs 4-5 from <i>O, Say Can You See</i> by Sheila Keenan or watch the introduction clip from “U.S. Symbols” on United Streaming.</p> <p>Ask:</p> <ul style="list-style-type: none"> • “In your neighborhood, what other symbols do you see?” (Golden Arches, Bob’s Big Boy, parking, etc.) • “If we took away all of the signs with words on them in the school, what symbols could we use to replace them?” <p>(Students may come to the board and create a symbol, or illustrate on their own.)</p>
	<p>Assessment: A “Resourceful” student might find a book or other resource in the classroom in which there are symbols. A “Communicative” student may be able to make inferences about symbols in the community and what they mean.</p>
Active Learning	<p>Say: “Today, you will create a symbol for your family. Think of all of the important and special things that make your family unique. Decide on 3-5 of the most important ones. Next, create your own Family Flag. Draw pictures and write words to describe your family. Be sure to include your family’s last name.” (You might suggest holding the paper in the landscape orientation.)</p>
	<p>Extension(s): 1) Students will bring their flag home to share with their family. Encourage students to share their family’s response to the flag the following day. 2) Students will research other flags they might connect with such as flags from other countries, the girl/boy scout flag, etc.</p>
	<p>Assessment: A student with “Leadership” qualities might take initiative to find a “match” and interact effectively with their “match.”</p>

Reflect	Students will walk around the classroom to find a “match.” A “match” would be another student in the classroom whose family has something in common with their own family. Once students have found a “match” or a couple “matches” they can discuss how their families are alike. (This might allow new friendships to form, as well)
Now and Then	Say , “We have been learning about American Symbols. We will continue to learn about symbols and how they honor or represent different people and events.”

Name _____





Time Machine

First grade: Social Studies



Gifted behaviors to look for:

- Perceptive –*
- Strategic –*
- Resourceful –*

SBI Indicator(s)	SS.G1.1.c
Materials	  <p>Pictures/Captions Timeline Activity Sheet</p>
ESOL Accommodations	Utilize varied instructional groupings. Provide visuals. Activate and make connections to prior knowledge.
Marzano Strategy	Nonlinguistic Representations

Link	<p>Say, “We have been studying events of the past and present. We have also learned that you can represent the order of events by creating a time line. Today we will create time lines.”</p>
	<p><u>Assessment:</u> Listen for students who have experience with sequencing activities or those who can share when we use timelines.</p>
Engage and Educate	<p>Say, “Describe the events in your day so far today using the words first, second, third...”</p> <p>Ask, “How do you think the events in your day compare to a child of the past, for example a Pilgrim child?”</p> <p>Show pictures (attached) of famous events in random order: Pilgrims landing, man landing on moon, George Washington becoming president, Christopher Columbus’ journey, etc.</p> <p>Ask, “If you went back in time using a time machine, which event would have happened first, second, etc.?”</p> <p>Create a time line together. (Consider cutting out each picture and attaching the caption to the back. Then, hold up each picture and affix to poster or whiteboard as student give you the correct order)</p> <p>Lead students to see that things change over time because of something else. (Cause/effect/change)</p>
	<p><u>Assessment:</u> “Perceptive” students will make a connection with famous events and will have the ability to list them in chronological order. “Strategic” students might be able to quickly make connections to other events in order to determine the correct order. “Resourceful” students might locate another resource to help them complete the task.</p>
Active Learning	<p>Read <i>The Very Lonely Firefly</i> by E. Carle or <i>A Nice Walk in the Jungle</i> by N. Bodsworth. Create a basic time line for the book as a class or discuss the events in the order they happened as a class.</p> <p>Students will create a timeline that shows events in their childhood and/or events that have happened since they were born.</p> <p>Sample timelines can be found at: http://freeology.com/graphicorgs/pdf/timeline1.pdf http://freeology.com/graphicorgs/pdf/timeline2.pdf </p>
	<p>Extension(s): Students will create a timeline for a story they enjoy.</p>
	<p><u>Assessment:</u> “Communicative” students will be willing to share and elaborate on the important events they chose to include in their timeline.</p>

Reflect	Students will share their completed time lines with each other in a groups of 3-4 student. Each group member should ask a clarifying question or give a positive comment to the student sharing.
Now and Then	Say , "We have learned that information can be presented in picture time lines to show the sequence of events. Today we applied our knowledge to create original time lines of events from our childhood."



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Christopher Columbus set sail in 1492.



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Pilgrims land on Plymouth Rock in 1620.



George Washington is elected president of the United States in 1789.



MLK Jr. gives "I Have a Dream" speech in 1963.



Neil Armstrong is the first man to land on the moon in 1969.



The first African American president, Barack Obama, is elected in the United States in 2009.

Travel Adventure

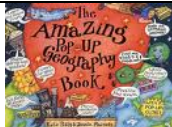
First grade: Social Studies

VISUALIZATION



Gifted behaviors to look for:

- Communicative –
- Strategic –
- Curious –

SBI Indicator(s)	SS.G1.6.c.1
Materials	 Suitcase , Clothing for travel Globe/Map,Blank paper
ESOL Accommodations	Provide visuals. Provide trade books at a variety of levels. Peer buddy or varied instructional groupings.
Marzano Strategy	Identifying Similarities and Differences
Patterns of Thinking	RELATIONSHIPS/PERSPECTIVES

Link	<p>Say, “We have learned how location, climate, and physical surroundings affect the way people live. Today we will look at how different climates affect the way visitors would pack for a vacation.”</p>
	<p>Assessment: “Communicative” students might initiate conversation about vacations and the weather/temperature while they were there.</p>
Engage and Educate	<p>Display a suitcase. Choose a specific location on a map or Globe (e.g. Hawaii, Alaska, Kenya) to show students.</p> <p>Ask:</p> <ul style="list-style-type: none"> • “Do you know what type of climate this country might have?” • “Has anyone every traveled to this country before?” <p>Begin to pull clothing from the suitcase that could be worn l’n that country based on the climate. Allow students time to determine which pieces of clothing would be appropriate to take to the country chosen, and place them in the suitcase.</p> <p>Ask, “If you could go anywhere in the world, where would you go?” (Students may point to it on a map or globe.) Chart responses.</p> <p>Ask:</p> <ul style="list-style-type: none"> • “What do you think the climate would be like there?” • “What would you like to see or do there?”
	<p>Assessment: A “Strategic” student might try to prove why one piece of clothing would or would not be appropriate for that travel location. A “Curious” student might ask additional questions about the location and time of year they would be visiting.</p>
Active Learning	<p>Create a Venn diagram on a large piece of chart paper. Label one side of the Venn diagram “warm climate”, and the other side “cold climate.”</p> <p>Ask:</p> <ul style="list-style-type: none"> • “What is one item you would need to take with you to your special travel destination?” <p>Refer to responses in “Link” section.</p> <ul style="list-style-type: none"> • “Which side of the Venn diagram would I place that item on, and why? “ <p>Chart all responses on the Venn diagram. Remind students that some items named could go to both climates. Place those responses in the “similar” section of the Venn diagram.</p> <p>Students will create a travel brochure for the destination of their choice. Instruct students to think about the current season in that location and include appropriate activities for that time of year and types of clothing visitors should bring. (Students should fold a blank piece of paper in half or in thirds.)</p>
	<p>Extension(s): 1)Students will continue research on specific location and create a research project 2) Use Think Blocks to compare two different travel options</p>
	<p>Assessment: “Resilient” students might adapt to the activity and follow through to completion even if they do not have travel experience.</p>

R e f l e c t	Use the Cooperative Learning Strategy <i>Corners</i> to share their work. Students share their travel brochure by moving to one of the four <i>Corners</i> in the room depending on the location of their travel destination. Based on the locations the class chooses you may need to change the titles of each corner (Continents, Hemispheres, States, Countries, etc.)
N o w a n d T h e n	Say , "Today we applied our knowledge of how physical surroundings affect peoples' lives by examining items to take on a vacation. We will continue to look at how physical surroundings affect other aspects of peoples' lives such as: transportation, shelter, recreational activities, and clothing."



Name _____

A New Way to Travel

Design and draw a new mode of transportation that has not been invented yet. Draw the inside and outside of your new vehicle and label its parts. Give it a new name, too!

Be an original and creative thinker!


You Are the Inventor

First grade: Social Studies

FLUENCY,
ORIGINALITY,
FLEXIBILITY &
ELABORATION



Gifted behaviors to look for:
Resourceful-
Creative-
Perspective-

SBI Indicator(s)	SS.G1.1.b
Materials	 Chart paper, Activity Sheet
ESOL Accommodations	Provide visuals. Activate and make connections to prior knowledge. Peer Buddy
Marzano Strategy	Generating and Testing Hypotheses
Patterns of Thinking	REALATIONSHIPS/DISTINCTIONS

Link	Write the words past, present, and future for the class to see. Point to past: Say , “We have learned that people of the past traveled differently than we do.” Point to present: Say , “We can compare that with how we travel today in the present.” Point to future: Say , “Today we are going to use our imaginations to invent a new way to travel.”
	Assessment: A “Resourceful” student might be able to draw from their experiences and communicate a relationship between the past and future concerning transportation.
Engage and Educate	Read the book <i>From Subways to Submarines</i> by Sandra Will. Discuss how transportation has changed in our world. Share the timeline in the book with the students. Ask: <ul style="list-style-type: none"> “When George Washington was President, how did he travel from one place to another?” “What new ways to travel have been invented since Washington was President?” Using a chart paper make a list of new ways to travel since Washington was alive. Ask: <ul style="list-style-type: none"> “How did these modes of travel come to be?” “Do you think there are people who thought flying was impossible in Washington’s time?” “What are some ways travel has improved over time?” (comfort, speed, safety, etc.) Ask: <ul style="list-style-type: none"> “What things do you think should be improved when traveling in an airplane?” “What do you think it would be like to travel in a spaceship?” “Describe what you think it would be like to live in space without gravity?”
	Assessment: A “Perceptive” student will be able to connect that people now are always busy and in a hurry so they need the faster vehicle.
Active Learning	Say , “You are going to invent a new way to travel. Think about where you want to go.” (into space, under the sea, to the top of a mountain, etc.) Ask , “What kinds of things would you like to have in your new transportation vehicle so that you would be comfortable?” Say , “Use your imagination to make your vehicle unique/different from everyone else’s. Remember you are an engineer. Design and draw the outside and inside of your vehicle. Be sure to label the parts and tell us how it works. Give it a new name, too!”
	Assessment: Assessment: Creative: A creative student may develop a vehicle that is not only a new idea but is also able to show a unique relationship to past vehicles
	Extension(s): 1) Students will create a timeline that represents the history of cars. 2) Students will use a tape recorder/write/draw how the transportation industry changed the world. 3) Create a license plate for their new travel vehicle.
Reflect	Share their completed vehicles with the class by explaining the vehicle’s name and purpose.

Now
and
Then

Say, “We have previously learned that people used to get from one place to another differently than we do today. Today you all became inventors to design a new mode of transportation.”