

# Your Dream Day

## Second Grade: Language Arts



**Gifted Behaviors to look for:**  
*Perceptive –*  
*Strategic –*  
*Leadership –*  
*Resilient*

<b>SBI Indicator(s)</b>	ELA.G2.1.a; ELA.G2.1.b;ELA.G2.3.b;ELA.G2.3.c
<b>Materials</b>	 Venn Diagram (optional)
<b>ESOL Accommodations</b>	Activate and make connections to prior knowledge. Provide visuals. Provide opportunities to use drama.
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	RELATIONSHIPS/PERSPECTIVES

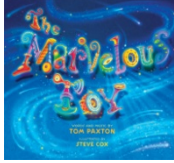
<b>Link</b>	<b>Say</b> , “We have been developing our use of oral language through dramatization. Today we are going to create a skit to perform for the rest of the class.”
	<b>Assessment:</b> Look for students who have prior experiences with performing for others and those interested in dramatization.
<b>Engage and Educate</b>	Read <i>If You Were a Kid in Ancient China</i> and/or <i>If You were a Kid in Ancient Egypt</i> by Lou Waryncia. <b>Say:</b> “Show me something you do on a regular school day.” (students demonstrate) “Show me something a child in China/Egypt does in a typical day.” “What would you like to do if it was suddenly, <i>Anything You Want to Do Day?</i> ” “What would your teacher want to do on a dream day?” “Your parents?” “What would children in Egypt want to do?” “Children in China?”
	<b>Assessment:</b> “Perceptive” students will understand the relationship between what happens on a “regular” day in America versus what might happen on a “regular” day in Ancient China or Ancient Egypt.
<b>Active Learning</b>	<b>Say:</b> “Imagine what you would do if you could do anything you want for a whole day.” <b>Say</b> , “List your ideas for your “Dream Day”. As a group, share each person's ideas and come up with a description of a “Dream Day” for your group. Or, as a group, prepare a skit for the class to show what an ideal day might look like for your group.”
	<b>Extension(s):</b> (1) Create a Venn Diagram to compare and contrast a day in Egypt or China and a day in the United States. (2) Groups will perform their skits on the morning news show or in other classrooms.
	<b>Assessment:</b> Students with “Leadership” qualities will organize their group and take initiative by assigning tasks for the activity. “Resilient” students will keep with the group even if they are not in agreement or find this activity challenging.
<b>Reflect</b>	Students perform their group skits for the rest of the class. Discuss similarities and differences. Teachers could introduce a two-ringed Venn Diagram to chart the similarities and differences after each skit is preformed. This graphic organizer can be found on the following link: <a href="http://www.freeology.com/graphicorgs/index.php">http://www.freeology.com/graphicorgs/index.php</a> A Venn Diagram is used to compare and contrast. The outer areas are for differences, and the similarities are listed in the middle area.
<b>Now and Then</b>	<b>Say</b> , “We will continue to use oral language to communicate ideas with each other through dramatization as well as story sharing.”

# Marvelous Toy

## Second Grade: Language Arts



**Gifted Behaviors to look for:**  
*Perceptive –  
 Communicative –  
 Resourceful -*

<b>SBI Indicator(s)</b>	ELA.G2.2.a.1;ELA.G2.7.a; ELA.G2.8.f.4
<b>Materials</b>	 Toy Cards; Activity Sheet Post-It Notes (optional)
<b>ESOL Accommodations</b>	Activate and make connections to prior knowledge. Use peer buddy or other groupings.
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	PERSPECTIVES

<b>Link</b>	<b>Say</b> , “We have been learning about using prior knowledge and illustrations to make predictions about the text. Today we will look at illustrations and make predictions.”
	<b>Assessment:</b> Listen for students who understand how to make a prediction and those who are willing to make a guess about the story.
<b>Engage and Educate</b>	<p>Play a game of “I Spy” with students. Choose an object in the classroom and give students clues about the object. Allow volunteers to guess the object.</p> <p>Engage students in the Cooperative Learning Structure <i>Who Am I?</i> Tape a card with the name of a toy on the back of each student. Students walk around the room and find numerous partners to answer questions which will lead them to the name of the toy taped to their back.</p> <p>Read the book <i>The Marvelous Toy</i> by Tom Paxton. Ask students to visualize the toy in their mind.  <b>Ask:</b></p> <ul style="list-style-type: none"> <li>• “What do you think it looks like?”</li> <li>• “What color is it?”</li> <li>• “Does it move or stay still? Does it bend?”</li> <li>• “Is it hard or soft? Rough or smooth?”</li> </ul> <p>(A CD is provided with the book. You might consider playing the song as and having students sing along to help with the visualization process.)</p>
	<b>Assessment:</b> “Perceptive” students will look beyond the obvious and make connections between specific attributes during “I Spy” and the objects in the room. “Creative” and “Communicative” students will be able to verbalize the image in their mind after listening to the book.
<b>Active Learning</b>	<p>Students will draw and describe “The Marvelous Toy.” Encourage students to think about what the toy looks like and how they will illustrate it before they begin. Then, allow students some time to either label the parts of the toy or write descriptive sentences about it.</p> <p><b>**Teacher note:</b> consider playing music while students work independently.</p>
	<b>Extension(s):</b> (1) Students will imagine and draw a toy that will help them learn something. (2) Research other “toys” that help people learn – Example, a computer.
	<b>Assessment:</b> “Resourceful” students will draw from their own experiences with toys to create the “marvelous toy” from the book. “Creative” work samples will show inventive skills and generation of new idea
<b>Reflect</b>	Students will take a <i>Carousel Walk</i> (Cooperative Learning Structure) around the room to view their classmates’ illustrations of the marvelous toy. Teachers may consider leaving two or three post-it notes on each desk so classmates can leave positive feedback about the illustrations.
<b>Now and Then</b>	<b>Say</b> , “Today we made predictions about the marvelous toy. We will continue to make predictions and connections in the stories we read.”

**Beach Ball**

**Slinky**

**Balloon**

**Yo-Yo**

**Jump Rope**

**Bicycle**

Legos

Model  
Airplane

Roller Skates

Stuffed Bear

Train Set

Puzzle

Wind-Up Car

Coloring  
Book

Mr. Potato Head

Dollhouse

Hula-Hoop

Wood  
Blocks

Race Car

Marbles

Dominoes

Walkie-  
Talkie

Wii

Play Station

Name \_\_\_\_\_

## The Marvelous Toy

*It went zip! When it moved  
And bop! when it stopped  
And whirr! When it stood still.  
I never knew just what it was,  
And I guess I never will.*

Draw a picture of the marvelous toy. Then label your picture or write descriptive sentences about it. Don't forget to give it a name, too!

# The Marvelous Toy

Words and Music by Tom Paxton

When I was just a wee little lad full of health and joy,  
My father homeward came one night and gave to me a toy.  
A wonder to behold, it was, with many colors bright,  
And the moment I laid eyes on it it became my heart's delight.

[Chorus:]

*It went "zip" when it moved and "bop" when it stopped,  
And "whirr" when it stood still.  
I never knew just what it was and I guess I never will.*

The first time that I picked it up, I had a big surprise,  
For right on its bottom were two big buttons that,  
Looked like big green eyes.  
I first pushed one and then the other, and then I twisted its lid,  
And when I set it down again, this is what it did:

[Chorus:]

It first marched left and then marched right,  
And then marched under a chair.  
And when I looked where it had gone, it wasn't even there.  
I started to sob and my daddy laughed, for he knew that I would find,  
When I turned around, my marvelous toy, chugging from behind.

[Chorus:]

Well, the years have gone by too quickly, it seems,  
I have my own little boy.  
And yesterday I gave to him my marvelous little toy.  
His eyes nearly popped right out of his head,  
And he gave a squeal of glee.  
Neither one of us knows just what it is,  
but he loves it, just like me.

It still goes "zip" when it moves, "bop" when it stops,  
And "whirr" when it stands still.  
I never knew just what it was,  
And I guess I never will.  
I never knew just what it was,  
And I guess I never will.



# Changes

## Second Grade: Language Arts

VISUALIZATION



**Gifted Behaviors to look for:**

- Perceptive –*
- Communicative –*
- Creative –*
- Curious*

<b>SBI Indicator(s)</b>	ELA.G2.11.a.1; ELA.G2.11.a.5 ELA.G2.11.b.4
<b>Materials</b>	Pictures – past and present Drawing Paper or Writing Paper
<b>ESOL Accommodations</b>	Activate and make connections to prior knowledge. Provide visuals.
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	RELATIONSHIPS/PERSPECTIVES

<b>Link</b>	<b>Say</b> , “We have been learning how to generate ideas before we write a story. Things around us are changing all of the time. Today we are going to discuss the idea of change and then write a story using change as the topic.”
	<b>Assessment:</b> Listen for students who can identify objects or ideas that change over time.
<b>Engage and Educate</b>	<p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>• “How do you change over time?”</li> <li>• “How has your family changed over time?”</li> <li>• “What things have changed over time? How have they changed?”</li> </ul> <p>Give each student a picture of past and present objects to show change over time. Students will find the person who has the picture that matches their picture of past or present object. Pairs should do a Think-Pair-Share of how this object has changed over time. **Please see <b>Special Notes</b> below**</p> <p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>• “How has transportation changed over time?”</li> <li>• “How has communication changed over time?”</li> <li>• “What can we say about change?”</li> <li>• “Is change always good? Why or why not?”</li> </ul> <p>~During these discussions, teachers may want to chart these changes over time to help students formulate generalizations about the concept of change.</p>
	<b>Assessment:</b> “Communicative” responses might include complex details about how the size, shape, and capabilities of the telephone have changed over time.
<b>Active Learning</b>	<p><b>Say</b>, “Brainstorm ideas of things that have changed over time. Then, choose something that has changed over time. Fold your drawing paper into three parts. Draw a picture to show how it used to look, what it looks like now, and then predict what it will look like in the future.” **Please see <b>Special Notes</b> below**</p> <p>OR...</p> <p><b>Say</b>, “Write a story explaining how the object you chose has changed over time. You may write from the point of view of a reporter, historian, or from the viewpoint of the object itself. “</p>
	<b>Extension(s):</b> (1) Students will think about how the prices of goods have changed over time. For example, a gallon of milk in 1970 was \$1.35 and the price today is about \$3.30. Initiate discussion about why this has changed. (2) Students will interview parents and grandparents about how prices of goods have changed over time.
	<b>Assessment:</b> “Perceptive” work samples will show an understanding of the concept of change and will include objects or ideas that have had significant changes over time.
<b>Reflect</b>	Choose one student from each group or table to share their stories or drawings with other tables. Using a cooperative learning structure to have students move from group to group (or table to table) to share their work with others.
<b>Now and Then</b>	<b>Say</b> , “We have been learning how to generate ideas to write stories. We will now work on revising and illustrating our stories so that they may be published.”

## **Special Notes:**

~ Google Images is one search engine you might use to locate pictures of objects from the past (example: original telephone/cell phone, first train, first plane, etc.). You may want to print pictures of some of these objects as a visual for students.

~ The following are two links to graphic organizers students can use to help plan their stories.

### **Storyboard**

<http://www.freeology.com/graphicorgs/page2.php>

A simple storyboard form can be used to retell a story's main events, plan before writing a story, plan for a film, and much more.

### **8 Events**

<http://www.freeology.com/graphicorgs/page8.php>

Draw pictures to represent 8 events in a story or process.

# A Place to Wait

## Second Grade: Language Arts


FLUENCY,  
ORIGINALITY,  
FLEXIBILITY &  
ELABORATION



**Gifted behaviors to look for:**

*Communicative-  
Resourceful-  
Creative-*



<b>SBI Indicator(s)</b>	ELA.G2.11.a; ELA.G2.11.b.1; ELA.G2.8.c.1; ELA.G2.8.c.3
<b>Materials</b>	 Writing Paper; Graphic Organizers
<b>ESOL Accommodations</b>	Activate and make connections to prior knowledge. Utilize various instructional groupings.
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	DISTINCTIONS

<b>Link</b>	<b>Say</b> , “We have been learning about different ways to plan our writing. Today we will continue to generate ideas for writing through brainstorming.”
	<b>Assessment:</b> Listen for students who are “communicative” and want to share brainstorming experiences.
<b>Engage and Educate</b>	<b>Ask</b> , “When have you had to wait for something?” Record responses.  <b>Say</b> , “Think of a place where you might have to sit and wait.” (e.g., an airport, a doctor’s office)  <b>Ask:</b> <ul style="list-style-type: none"> <li>• “What makes one place easier, more pleasant, or fun to wait in than another?”</li> <li>• “What are some things you might do while waiting to keep from being bored?”</li> </ul> Read <i>Hi</i> by Ann Herbert Scott.
	<b>Assessment:</b> “Resourceful” students will draw from prior experiences about places they have waited and the experiences there. “Creative” responses might include <u>people watching</u> , <u>I Spy games</u> , <u>play suitcase bingo</u> , etc.
<b>Active Learning</b>	<b>Say:</b> “From our class list, choose a place where you might have to wait. If you have a new idea, we can add it to our list. Draw a picture showing what it would look like if it were an interesting waiting area. Include original ideas/new things for people to do while they wait in order to prevent boredom. Think about how you would convince the person in charge of your “waiting area” to use your ideas. Write a letter to that person about your ideas and why they should use your ideas to improve the waiting area.”  Teachers may want to introduce the Hamburger Model of Persuasive Writing to help students organize and plan their letter. This graphic organizer can be found on the following link: <a href="http://cfge.wm.edu/curriculum.htm#hamburger">http://cfge.wm.edu/curriculum.htm#hamburger</a> The Hamburger Model uses the familiar metaphor of a sandwich to help students construct a paragraph or essay. Students begin by stating their point of view on the issue in question (the top bun). They then provide reasons, or evidence, to support their claim; they should try to incorporate at least three supportive reasons (the “patties”). Elaboration on the reasons provides additional detail (the “fixings”). A concluding sentence or paragraph wraps up the sandwich (the bottom bun).
	<b>Extension(s):</b> Students will create PMI charts (or other graphic organizer) for having to wait.
	<b>Assessment:</b> Exceptional work samples should exhibit “Creative” illustrations with new and innovative ways to avoid boredom. Letters might include elaborate explanations about how the waiting area can be improved. Note work samples that persuade the owner of the establishment to make changes to their waiting room.
<b>Reflect</b>	Students will share their explanations and ideas with a partner. Partners can rank their ideas on different criteria using a graphic organizer such as a Compare/Contrast Matrix found on this link: <a href="http://www.writedesignonline.com/organizers/comparecontrast.html">http://www.writedesignonline.com/organizers/comparecontrast.html</a> .  Examples of criteria could be: Which idea is most practical? Which idea costs the least amount of money? Which provides the most entertainment value? This would also provide an opportunity for teachers to introduce or reinforce the idea of superlatives (i.e. greatest, least, most).  Discuss as a class: What ideas were the most practical? Which ideas cost the least amount of money? Which ideas do not cost money? Does cost have a connection to the entertainment that something provides?
<b>Now and Then</b>	<b>Say</b> , “We have been learning how to generate ideas to write stories. We will now work on revising and illustrating our stories so that they may be published.”


# Fooling With Funny and Fanciful Phrases

## Second Grade: Language Arts

FLUENCY,  
ORIGINALITY,  
FLEXIBILITY &  
ELABORATION



**Gifted Behaviors to look for:**  
*Communicative –  
 Curious –  
 Leadership -  
 Resilient*

<b>SBI Indicator(s)</b>	ELA.G2.11.a.3; ELA.G2.11.b.1 ELA.G2.11.b.2
<b>Materials</b>	 Graphic Organizer
<b>ESOL Accommodations</b>	ESOL students will hear the alliteration sounds in the tongue twisters. Additional assistance may be required. Use peer buddy to support, translate.
<b>Marzano Strategy</b>	Cues, Questions, and Advanced Organizers
<b>Patterns of Thinking</b>	DISTINCTIONS

<b>Link</b>	<b>Say</b> , “Today we will use a graphic organizer to help us organize our writing. Alliteration is when two or more words in a statement begin with the same letter. We see examples of alliteration in tongue twisters.”
	<b>Assessment:</b> Listen for students who have an understanding of alliteration and who can also give an example prior to this lesson.
<b>Engage and Educate</b>	Teacher prints “Peter Piper” tongue twister on board, chart, or overhead. The whole class reads it together. Repeat with another tongue twister, such as “Fuzzy Wuzzy,” “Seashells,” or “Wood-chuck.” Or, read <i>Aster Aardvark’s Alphabet Adventures</i> by Steven Kellogg.  Students work in partners and pick a tongue twister that we just listed. <b>Say</b> , “Use your own words to tell what the tongue twister is about.”  <b>Ask:</b> <ul style="list-style-type: none"> <li>• “What do you notice about the tongue twister?”</li> <li>• “Why do you think an author would tell a story this way?”</li> </ul> As a class, highlight examples of alliteration in the tongue twisters. Introduce the graphic organizer to the students. Model a whole class example by adding more words to each cell of the graphic organizer for a letter M.
	<b>Assessment:</b> “Communicative” students will identify the alliteration and share their understanding of the tongue twister.
<b>Active Learning</b>	Students work in groups to complete the graphic organizer using a letter of the group’s choice to create a group alliteration. Then each student, working with a group or individually, chooses a different letter to put in the graphic organizer. At conclusion of time period, students will share their alliterations with classmates.
	<b>Extension(s):</b> (1) Put students’ alliterations into a PowerPoint to share with other classes or to use for writing ideas. (2) Students will write alliterations on posters and decorate appropriately.
	<b>Assessment:</b> Students exhibiting “Leadership” qualities might initiate conversation with group members in order to complete graphic organizer. “Curious” students might ask clarifying questions to complete the task correctly.
<b>Reflect</b>	Share their group alliteration with the class. <b>Ask</b> , “How might our work with the graphic organizer today help you plan future writing?”
<b>Now and Then</b>	<b>Say</b> , “We have been learning how to generate ideas to write stories. We will now work on revising and illustrating our stories so that they may be published.”

## Tongue Twister Examples:

Peter Piper picked a pack of pickled pepper,  
a pack of pickled pepper Peter Piper picked.  
If Peter Piper picked a pack of pickled pepper,  
where's the pack of pickled pepper Peter Piper picked?

Round and round the rugged rocks the ragged rascal ran.

Sally sells sea shells by the seashore.

A skunk sat on a stump.  
The stump thunk the skunk stunk.  
The skunk thunk the stump stunk.

The swan swam over the sea. Swim swan swim.  
The swan swam back again. Well swum, swan.

If two witches were watching two watches,  
which witch would watch which watch?

How much wood would a woodchuck chuck,  
if a woodchuck could chuck wood?

Wally Winkle wriggles his white, wrinkled wig.

# FOOLING WITH FUNNY AND FANCIFUL PHRASES

	<b>LETTER</b>	<b>CHARACTERS</b>	<b>SETTINGS</b>	<b>TRAITS</b>
<b>CLASS EXAMPLE</b>	M	mom monkey _____	meadow museum _____	mEEK mean _____
<b>GROUP LETTER</b>				
<b>MY LETTER</b>				

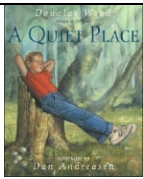
# Your Quiet Place

## Second Grade: Language Arts

QUESTIONING



**Gifted Behaviors to look for:**  
*Communicative-  
 Curious –  
 Creative*

<b>SBI Indicator(s)</b>	ELA.G2.2.a.4; ELA.G2.2.b.4 ELA.G2.3.c.3; ELA.G2.8.d
<b>Materials</b>	 Q-Matrix; Colored Chips
<b>ESOL Accommodations</b>	Define unfamiliar vocabulary (scaffold questions). Activate and make connections to prior knowledge.
<b>Marzano Strategy</b>	Cues, Questions, and Advanced Organizers
<b>Patterns of Thinking</b>	DISTINCTIONS/RELATIONSHIPS

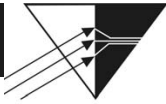
<b>Link</b>	<b>Say</b> , “We have been learning to ask clarifying questions to gain information. Today we will practice asking clarifying questions.”
	<u>Assessment:</u> Note students who are curious and begin to share knowledge about clarifying questions.
<b>Engage and Educate</b>	<b>Say</b> , “You are now going to visualize or make a mental picture of your most favorite place to escape when they need to calm down.” Where is it? Your bedroom? Under a tree outside? In Grandma’s kitchen?”  Read <i>A Quiet Place</i> by Douglas Wood. As you read, stop at each illustration and ask students to decide if this would be a quiet place for them. Ask for clarification and elaboration on why or why not.
	<u>Assessment:</u> “Communicative” students will be able to analyze the quiet spot and provide examples about why (or why not) this place is a good spot to gain energy.
<b>Active Learning</b>	Using the Cooperative Learning Structure, <i>Q-Matrix</i> , to share responses. Students will use the Fan and Pick structure to ask questions to group members. Student 1 will drop a die or chip on the Q-Matrix and create a question related to a favorite quiet spot. Student 2 answers the question. Student 3 restates or paraphrases the answer. Student 4 gives praise or cheer.  Q-Matrix: <a href="https://www4.nau.edu/assessment/oaalibrary/documents/QuestionMatrix.pdf">https://www4.nau.edu/assessment/oaalibrary/documents/QuestionMatrix.pdf</a>
	<u>Extension(s):</u> (1) Students will create a Mindmap about their quiet place, including senses they might encounter there and connections they have about this place. (2) Use ThinkBlocks to make distinctions about this quiet place and busy city street. Label one block “a quiet place” and the other block “busy city street.”
	<u>Assessment:</u> “Curious” students will thrive during this activity. Their questions will be deep and will initiate meaningful dialogue. “Creative” students might create new questions that no one else has thought of.
<b>Reflect</b>	As a whole group, ask clarifying questions about students’ quiet place. <b>Ask:</b> <ul style="list-style-type: none"> <li>• “Is this someplace you go when you need to do homework or study?”</li> <li>• “Is this a real or imaginary place?”</li> <li>• “What makes this place so enticing?”</li> </ul> Determine if more students chose an inside or an outside “quiet” place.
<b>Now and Then</b>	<b>Say</b> , “Today we practiced asking clarifying questions. We will continue to ask questions to gain information when we talk and read stories.”



# Fantasy Frolics

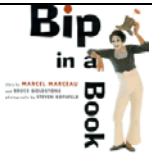
## Second Grade: Language Arts

DECISIONS  
&  
OUTCOMES



### Gifted Behaviors to look for:

- Perceptive –
- Resourceful –
- Creative -
- Leadership

<b>SBI Indicator(s)</b>	ELA.G2.1.b.4; ELA.G2.2.b.2
<b>Materials</b>	 ThinkBlocks
<b>ESOL Accommodations</b>	Provide visuals. Utilize varied instructional groupings.
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	RELATIONSHIPS

<b>Link</b>	<b>Say</b> , “We have been developing our use of oral language through dramatization. Today we are going to use a technique called pantomime. Pantomime is a way to show emotions, actions and feelings without using words.”
	<b>Assessment:</b> Listen for students who have previous experience and know how pantomime. Note those who are excited to learn something new.
<b>Engage and Educate</b>	<b>Ask:</b> <ul style="list-style-type: none"> <li>• “What is your favorite movie?”</li> <li>• “Have you ever wanted to be a movie star?”</li> <li>• “What would you like about being a movie star?”</li> <li>• “What would you not like?”</li> </ul> Share excerpts from <i>Bip in a Book</i> by Marcel Marceau. <b>Ask:</b> <ul style="list-style-type: none"> <li>• “What do they use to show emotion?”</li> <li>• “How is acting alone different from acting with a partner or a group?”</li> </ul> <b>Say</b> , “Get together with a partner and pantomime how one actor or actress would demonstrate happiness, sadness, anger, and fear with another actor.” Using ThinkBlocks, students will categorize behaviors in selected situations: when they are with their family at a nice restaurant...at a sleep-over...on the playground...in the library...at the movies...taking a test, etc. Ask for clarification for each named behavior. <i>ThinkBlocks Website:</i> <a href="http://www.thinkandthrive.com/tw/content/view/thinkblocks.html">http://www.thinkandthrive.com/tw/content/view/thinkblocks.html</a>
	<b>Assessment:</b> “Perceptive” students will apply understandings of emotions from their own experiences to that of others. “Perceptive” students will also use ThinkBlocks to make connections between specific behaviors/emotions and situation in which they may occur.
<b>Active Learning</b>	Organize students into groups of 3 or 4. Instruct each group to create a skit that demonstrates a situation and the feelings associated with that situation e.g., watching a funny cartoon, reading a sad story, getting together with friends for a party.
	<b>Extension(s):</b> (1) Students will write about the experience and put themselves into a different roles or perspective – how might emotions change in this new role? (2) Create a Photo Story of skits or pictures from the skits – use Photo Story to further discuss emotions.
	<b>Assessment:</b> “Resourceful” students may use props in the classroom and make thoughtful decisions about the performance. “Creative” students may exhibit a sense of humor or see the familiar in unusual ways. Students with “Leadership” qualities will organize group for the task.
<b>Reflect</b>	Students discuss ways that people act and share emotions without words. <b>Ask:</b> <ul style="list-style-type: none"> <li>• “How is this type of acting different from acting that uses words?”</li> <li>• “Are both important? Why or why not?”</li> </ul>
<b>Now and Then</b>	<b>Say</b> , “We will continue to develop our oral language through dramatizations and story retellings.”




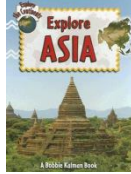
# Postcards From My New Home

## Second Grade: Language Arts

VISUALIZATION



**Gifted Behaviors to look for:**  
*Perceptive –*  
*Communicative –*  
*Creative -*  
*Resourceful*

<b>SBI Indicator(s)</b>	ELA.G2.11.a
<b>Materials</b>	  Postcard template; Sample brochures
<b>ESOL Accommodations</b>	Provide visuals. Define unfamiliar vocabulary. Provide trade books at varied levels.
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	RELATIONSHIPS/PERSPECTIVES

<b>Link</b>	<b>Say</b> , “We have learned that writing is a form of communication. Today we are going to design and send postcards to family members or friends. Show examples of travel brochures, postcards, or souvenirs from travels.”
	<b>Assessment:</b> Listen for students who want to share experiences or connections with traveling.
<b>Engage and Educate</b>	<p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>• “How do you prepare for a trip?”</li> <li>• “What do you do when you arrive at a new place?”</li> <li>• “Have you ever moved to a new house, school, city or country?”</li> <li>• “If so, tell us about your move.”</li> <li>• “What do you do to remember your old home, school, city or country?”</li> <li>• “Imagine that you are traveling to a new place where you will stay permanently.”</li> </ul> <p>At this time you may decide to share excerpts from books such as <i>Explore South America</i> by Molly Aloian, <i>Spotlight on Mexico</i>, <i>Explore Australia and Oceania</i>, <i>Explore Asia</i> and/or <i>Explore Africa</i> all written by Bobbie Kalman.</p> <p><b>Ask</b>, “How would preparations for a move be different from preparing for a visit?”</p>
	<b>Assessment:</b> “Perceptive” responses will show an understanding of a permanent change versus a temporary change. “Communicative” responses will elaborate on details of a move or specific changes that occurred because of the move.
<b>Active Learning</b>	<p><b>Say</b>, “Pretend that you are moving to a new place – it can be in the United States or another country. Think of the friends or relatives that you will leave behind.”</p> <p>OR</p> <p><b>Say</b>, “Design a postcard (illustrate and write) to send to them from your new home. What kind of picture might be on the front of your post card? What would your message say?”</p>
	<b>Extension(s):</b> (1) Students will create a Venn Diagram to compare and contrast their new home with a classmates new home. (2) Create individual or whole class PMI charts about moving to a new home.
	<b>Assessment:</b> Work samples that show “Creative” behaviors might include insight about the new home and landmarks or climate there. A “Resourceful” student might find additional information about their new home in a book or on the internet.
<b>Reflect</b>	<p>Use the Cooperative Learning Strategy, <i>Mix-Pair-Share</i>, to share their postcards with a partner.</p> <p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>• “Would you want to receive the postcard your partner is sending? Why?”</li> <li>• “What type of details did your partner include about his/her new home?”</li> </ul>
<b>Now and Then</b>	<b>Say</b> , “We have been learning how writing helps people stay in touch with each other. We will continue to write post cards and letters to communicate with family and friends.”

# Communicating With All

## Second Grade: Language Arts

PLUS,  
MINUS,  
INTERESTING



### Gifted Behaviors to look for:

- Perceptive –
- Resourceful –
- Creative –

<b>SBI Indicator(s)</b>	ELA.G2.1.b; ELA.G2.11.a; ELA.G2.11.b.1; ELA.G2.11.c
<b>Materials</b>	PMI Chart
<b>ESOL Accommodations</b>	Peer buddy or other instructional groupings. Define unfamiliar vocabulary. Provide visuals.
<b>Marzano Strategy</b>	Nonlinguistic Representations / Identifying Similarities & Differences
<b>Patterns of Thinking</b>	SYSTEMS

<b>Link</b>	<b>Say</b> , “We have been learning that writing is a way to communicate with others. We have also been learning how to generate ideas for writing. Today we will use a <i>Plus, Minus, Interesting</i> (PMI) chart to generate writing ideas.”
	<b>Assessment:</b> Listen for students who can share different forms of communication. Listen for students who can give examples of how to generate ideas for writing.
<b>Engage and Educate</b>	<p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>• “What does the word <i>communication</i> mean?” List responses.</li> <li>• “What are some different ways people communicate with each other?” (Record responses)</li> <li>• “If you had to spend a week with someone and didn’t speak their language, how would you communicate?”</li> <li>• “If you were meeting someone from another country, how might you communicate?”</li> <li>• “If you were an early explorer meeting people from a new land for the first time, how might you communicate?”</li> <li>• “How can communication be improved?”</li> <li>• “How has communication improved over time? e.g., the invention of the telephone?”</li> </ul>
	<b>Assessment:</b> “Perceptive” students might use flexible thinking to determine ways to improve communication. “Resourceful” students will draw from their own experiences and transfer their knowledge to share different forms of communication.
<b>Active Learning</b>	<p>Use PMI technique – Plus, Minus, Interesting  <a href="http://www.vaodyssey13.org/registration/JudgesRegistration/Page01ing">http://www.vaodyssey13.org/registration/JudgesRegistration/Page01ing</a>.  <b>Say</b>, “Pretend that everyone in the world could speak the same language. What are the Plus, Minus, and Interesting ideas if this situation were true?          Write a story and/or draw a picture to show your Plus, Minus, and Interesting ideas if everyone could speak the same language.”          Or, in small groups, students develop non-verbal skits to demonstrate conversations between two people who do not speak the same language.</p>
	<b>Extension(s):</b> (1) Interview students and/or teachers that speak more than one language. Ask open-ended questions about their experiences with communication. Interview students and/or teachers that speak one language and ask open-ended questions about their experiences with communication. Compare their answers.
	<b>Assessment:</b> “Resourceful” students might show inventive skills and use existing technology to communicate in a new way. “Creative” work samples will share flexibility in thinking. For example, public transportation signs would not need to be translated. Therefore, money would be saved on all the extra translated signs.
<b>Reflect</b>	<p>Students will share their writing, drawing, or skits with a partner.</p> <p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>• “Why is language important?”</li> <li>• “Is it possible to communicate without words?”</li> <li>• “What are the advantages of speaking more than one language? Are there any disadvantages?”</li> </ul>
<b>Now and Then</b>	<b>Say</b> , “We have been learning how to generate ideas to write stories. We will continue to use graphic organizers such as the PMI chart to compare and contrast different ideas.”

Name \_\_\_\_\_

Topic \_\_\_\_\_

PLUS	MINUS	INTERESTING

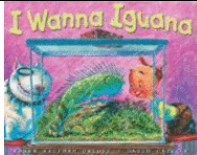
# Debating Decisions

## Second Grade: Language Arts

DECISIONS  
&  
OUTCOMES



**Gifted Behaviors  
to look for:**  
*Communicative*  
*Resourceful –*  
*Curious –*  
*Resilient*

<b>SBI Indicator(s)</b>	ELA.G2.2.b; ELA.G2.3.a
<b>Materials</b>	
<b>ESOL Accommodations</b>	Provide visuals. Define unfamiliar vocabulary. Activate and make connections to prior knowledge.
<b>Marzano Strategy</b>	Identifying Similarities & Differences
<b>Patterns of Thinking</b>	RELATIONSHIPS

<b>Link</b>	<b>Say</b> , “We have learned that oral language is a way to communicate ideas. We have also learned that oral language has many purposes: to inform, persuade, or entertain. Today we are going to use oral language for persuasion.”
	<b>Assessment:</b> Listen for student who understand the meaning of “persuasion” and have prior knowledge about persuading others.
<b>Engage and Educate</b>	Share cover of the book, <i>I Wanna Iguana</i> by Karen Kaufmann Orloff. <b>Ask</b> , “What predictions can you make about what the story will be about?” Read the first letter from Alex to his mother and her response. <b>Ask</b> , “Can you think of a time when you wanted something and had to convince your parents to let you have it?”  Discuss and read on but don’t complete the book at this time. Share the idea of debating (process by which people take different viewpoints and try to persuade the other of their position).  <b>Ask</b> , “Have you ever seen a debate?”  Discuss responses. Ask students to think about topics where two people might have different viewpoints. Students should share their ideas aloud. List the class ideas for debate topics.
	<b>Assessment:</b> “Communicative” students will initiate responses and elaborate on the details about personal experiences when they have wanted something and had to use persuasion skills. “Resourceful” students will be able to generate a list of debatable topics.
<b>Active Learning</b>	<b>Ask</b> , “How is Alex’s viewpoint different from his mom’s?”  Use a T-chart to organize Alex’s perspectives and his mom’s perspective. As a whole group, model one perspective for each category (Alex and Mom).  <i>T-chart available at: <a href="http://www.everythingsl.net/downloads/tchart.pdf">http://www.everythingsl.net/downloads/tchart.pdf</a></i>  Working individually or with a partner, students can add another perspective or argument for Alex or his mom to their own T chart.
	<b>Extension(s):</b> (1) Students will take part in a debate – Pro side: will argue Alex should be allowed to have the iguana; Con side: will argue Alex should not be allowed to have the iguana. (2) Practice the art of persuasion by writing a letter to a parent, teacher, friend, or principal about something they want.
	<b>Assessment:</b> “Curious” students might ask clarifying questions about Alex’s situation. “Resilient” students will stick with the assignment even if they are challenged with assuming a different perspective.
<b>Reflect</b>	Students will share their new arguments or perspectives with the class. Add their new perspectives or arguments to the class chart. <b>You can also read the remainder of the book at this time.</b> <b>Ask:</b> <ul style="list-style-type: none"> <li>• “How did Alex finally convince his mom?”</li> <li>• “What was his strongest argument?”</li> <li>• “Is there an argument you would have used to convince his mom that was not used by Alex and has not been shared?”</li> </ul>

Now  
and  
Then

**Say,** “Today we looked at how oral language can be used to persuade. We will continue to explore the art of persuasion through speaking and writing throughout the year.”

# The Questioning Cricket

## Second Grade: Language Arts

QUESTIONING



**Gifted Behaviors to look for:**

*Resourceful –  
Creative – Curious -  
Communicative*

<b>SBI Indicator(s)</b>	ELA.G2.3.c.3; ELA.G2.8.d
<b>Materials</b>	Christopher Cricket Comes to Your School (for read aloud) Drawing/Writing Paper Fan and Pick Cards – Think About It
<b>ESOL Accommodations</b>	Peer buddy to help support WH questions. Provide visuals.
<b>Marzano Strategy</b>	Cues, Questions, and Advanced Organizers
<b>Patterns of Thinking</b>	PERSPECTIVES

<b>Link</b>	<p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>• “Have you ever conducted an interview?”</li> <li>• “What can you learn by asking someone questions?”</li> <li>• “Are the questions important?”</li> </ul> <p><b>Say,</b> “Today we will learn about different viewpoints by writing questions and conducting interviews.”</p>
	<b>Assessment:</b> Listen for students who have prior knowledge about interviews. Notice student who seem curious about this activity.
<b>Engage and Educate</b>	<p><b>Ask,</b> “Have you ever imagined how things might look like around you if you were the size of an ant, a mouse, or even a cricket?”</p> <p>Read, “<i>Christopher Cricket Comes to Your School!</i>”</p> <p>After reading, <b>ask:</b></p> <ul style="list-style-type: none"> <li>• “Who is telling the story?”</li> <li>• “What has happened?”</li> <li>• “What do we already know about crickets?” (chart responses)</li> <li>• “What would have happened if you were the cricket?”</li> <li>• “In what ways might the cricket have escaped?”</li> </ul>
	<b>Assessment:</b> “Resourceful” students will have a strong application of knowledge by taking on the perspective of a cricket. “Creative” students will be able to invent new ways for the cricket to escape.
<b>Active Learning</b>	<p>Assign students to work in pairs. One student will become the Questioning Cricket Interviewer, and the other will become the Answering Cricket Interviewee. Model an example of what the following interview might sound like. The interviewer will ask the cricket four questions about himself. Students will then trade places and repeat this process. *See note about <i>Questioning</i>.</p> <p>Next ask students to write a letter to another cricket friend explaining his or her day stuck inside of a lunchbox! (To provide choice, students may think of another place where a cricket may get stuck and write about that experience.)</p> <p>Students may also illustrate a creative, colorful picture related to the letter.</p>
	<b>Extension(s):</b> (1) Students can develop questions to ask other animals including in the science curriculum or questions to ask a famous American. (2) Students can create a PMI chart about the life of a cricket.
	<b>Assessment:</b> During the interview, “Curious” students will develop complex questions that involve making inferences, analyzing, and evaluating. “Communicative” students will elaborate on details about the cricket’s experience in the lunch box. “Creative” students will develop new ways for the cricket to escape.
<b>Reflect</b>	Use the Fan and Pick “Think About It” cards to reflect on activity. Students are assigned groups and discuss answers. Follow <i>Fan and Pick</i> directions from the Cooperative Learning Strategies Guide.
<b>Now and Then</b>	<b>Say,</b> “Today we wrote letters from the viewpoint of a cricket to tell a friend about our day. We will continue to write for many purposes throughout the year.”

## ***Cristopher Cricket Comes to Your School***

*Well, there I was rollicking peacefully in the grass with my friends, when I felt myself being lifted into a container. Yikes!! Imagine my surprise at this revolting state of affairs! Why we were right in the middle of a Star Wars game and I had finally gotten to play Darth Maul!!*

*I sensed my container (felt like a Styrofoam coffee cup to me) being loaded into some sort of vehicle. It was quite crowded in there, and we were all tumbling over each other. I have a problem with crowds too!!*

*And then... as if that wasn't bad enough...we ended up in a school. I could tell this because I heard all these young voices. Not that I could see anything! Oh no...they were not kind enough to give me even a peep hole! How rude!!*

*After a short stay in what I learned later was a teacher's mailbox, I found myself in the worst new place of all. I was FREEZING in there! I have never felt so cold in my life! It was so painful, I finally fell asleep. I don't remember too much after that until my rude awakening!*

*I was hurtling through space, and landed in some sand! There was a little place to hide (which I appreciated more than you can imagine, after that ordeal) and looked up to see several huge faces staring at me! I had no privacy at all, and quite resented it until I realized that these small humans were actually keeping me alive! They made sure I had water and food, sometimes what they didn't eat for lunch, sometimes even fish food! Oh please... did they want me to swim? I have to admit the fish food was quite tasty though. Anyway, it was quite a pleasant stay. Except, of course for the occasions when one of those big faces accidentally sent our entire home crashing to the ground. That was quite upsetting for all of us, with sand and food spread everywhere!*

*The small humans seemed to actually care for us. Besides providing us with our basic needs, they watched us, named us, and even played with us. This was quite a new experience, and when they let us free, quite a few human and cricket tears were shed. As we burrowed our way to our winter homes, we thought about our time in second grade. Come next spring, we will be sure to visit again.*

**1 Think About It**

What surprised you about the cricket's viewpoint?

**2 Think About It**

Why is it important to learn about the viewpoints of others?

**3 Think About It**

How does writing about an experience help you to understand it better?

**4 Think About It**

How did the interview help you write your letter?

**5 Think About It**

Do you think differently about crickets after this activity? Explain.

**6 Think About It**

Will you act differently next time you see a cricket? Explain.

**7 Think About It**

How might the story you heard about Christopher Cricket be different if it was from a human's viewpoint?

**8 Think About It**

What are the best and worst things about being a cricket?



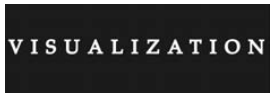
**\*Note:** "Questioning" is a very valuable strategy to use with children. It is an important part of their communication, thinking, and problem-solving skills. Students can prepare their interview questions before starting the interview, or students can ask the four questions randomly.

Here are some sample question starters that each interviewer can choose from:


How \_\_\_\_\_?  
Why \_\_\_\_\_?  
What if \_\_\_\_\_?  
What are all the ways \_\_\_\_\_?  
Where did \_\_\_\_\_?  
Where \_\_\_\_\_?  
Who \_\_\_\_\_?

# Fantasy Creations!

## Second Grade: Language Arts



**Gifted Behaviors to look for:**  
*Strategic –*  
*Perceptive –*  
*Creative*

<b>SBI Indicator(s)</b>	ELA.G2.8.c.2; ELA.G2.8.f.1 ELA.G2.11.a
<b>Materials</b>	  Fantasy Creations PowerPoint
<b>ESOL Accommodations</b>	Provide visuals. Utilize varied instructional groupings. Define unfamiliar vocabulary.
<b>Marzano Strategy</b>	Cues, Questions, and Advanced Organizers
<b>Patterns of Thinking</b>	RELATIONSHIPS

<b>Link</b>	<p><b>Say</b>, “Today we are going to read a fantasy story by David Wiesner. Then we are going to write a fantasy story of our own.”</p> <p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>• “How do you know when something is real or imaginary?”</li> <li>• “Can something be both real and imaginary at the same time?”</li> </ul>
	<p><b>Assessment:</b> Listen for students who know the difference between real and imaginary and those who can expand their thinking about something that can be both at the same time. “Strategic” students will analyze their hypotheses and test their theory about those objects that can be both real and imaginary.</p>
<b>Engage and Educate</b>	<p>Read aloud <i>June 29, 1999</i> or <i>Tuesday</i>, both by David Wiesner. While reading, allow children to make predictions.</p> <p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>• “What details are changed or exaggerated to create fantasy?”</li> <li>• “How does the author combine reality with fantasy?” (e.g., vegetables are real, children are real, but the aliens are fantasy)</li> <li>• “What changes occurred during the story?”</li> <li>• “Can you make a connection between this book and another one you have read? Explain.”</li> </ul>
	<p><b>Assessment:</b> “Perceptive” students will pick up on subtleties and be able to predict outcomes.</p>
<b>Active Learning</b>	<p><b>Ask</b>, “What story parts do you find in every fantasy story?” (e.g., characters, setting, events, conclusion)</p> <p>Show Fantasy Creations PowerPoint <b>or</b> Remind students that most fantasy stories have exaggerated details and illustrations to catch the eye of the reader. Also, you may want to remind students that fantasy stories combine reality and fantasy features.</p> <p>Each student will write a fantasy story.</p> <p><b>Suggested format:</b> three characters, one setting, four events, and one solid conclusion. Students will illustrate their story and share.</p> <p><b>*Note:</b> Students can collaborate in pairs. (Help students generate lists of interesting characters and settings that can be used in their stories.)</p>
	<p><b>Extension(s):</b> (1) Create a class book of short stories. (2) Make a PhotoStory with illustrations to accompany text ...have students read text aloud as images appear on screen; add background music.</p>
	<p><b>Assessment:</b> “Creative” writing samples will demonstrate fluency and flexibility in thinking. For example, leaves outside the classroom window might fly off the tree and come to life. Or, animal sounds are understood by a human.</p>
<b>Reflect</b>	<p>Share stories with a partner or table group. One student (selected by students numbering off and the teacher selecting all number 2s, for example) moves to another group and shares his/her story.</p> <p><b>*Fantasies are one type of fiction writing – what other stories have we read that are fiction but not fantasy? How are fantasies different from other stories that we have written and read?</b></p>
<b>Now and Then</b>	<p><b>Say</b>, “We have been learning to write letters, explanations, and stories. Today we learned how to write a fantasy story. We will explore other types of stories throughout the year”.</p>

# A Seminar for Cinderella

## Second Grade: Language Arts

<b>SBI Indicator(s)</b>	ELA.G2.2.a.4; ELA.G2.2.b.1 ELA.G2.3.a.4; ELA.G2.3.c.4
<b>Materials</b>	Version of "Cinderella" Index Cards Half-Sheets of Construction Paper
<b>ESOL Accommodations</b>	Activate and make connections to prior knowledge. Provide visuals. Incorporate graphic organizers.
<b>Marzano Strategy</b>	Cues, Questions, and Advanced Organizers
<b>Patterns of Thinking</b>	PERSPECTIVES

POINT OF VIEW



### Gifted Behaviors to look for:

- Perceptive –
- Resourceful –
- Communicative-
- Curious

<b>Link</b>	<b>Say</b> , "We have been using oral language for different purposes such as: entertaining, persuading, and informing. We have also used oral language to share stories. Today we are going to use oral language to contribute and lead a discussion."
	<b>Assessment:</b> Listen for students who have knowledge about the differences between entertaining, persuading, and informing an audience.
<b>Engage and Educate</b>	<p>Read a version of "Cinderella." You can find an online version of the story at: <a href="http://www.bgfl.org/bgfl/custom/resources_frp/client_frp/ks1/english/story_telling/cinderella/cinderella1.htm">http://www.bgfl.org/bgfl/custom/resources_frp/client_frp/ks1/english/story_telling/cinderella/cinderella1.htm</a></p> <p>Allow students time to think about the main idea and the problem in the story.</p> <p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>• "What connections did you have?"</li> <li>• What were some of the interesting parts?"</li> <li>• "What parts were confusing?"</li> <li>• "How might you feel if you were one of the characters in the story?"</li> </ul> <p>Students will develop one open-ended question about Cinderella. Remind students that an open-ended question has many possible answers. Students should write their question on an index card.</p> <p>Give each student a half sheet of construction paper to make a name tent. Explain that student will participate in a formal discussion about the story and will speak to each other using last names. Instruct boys to write Mr. _____ and girls to write Miss _____ on their name tents.</p>
	<b>Assessment:</b> "Perceptive" responses might include those that are able to look beyond the obvious and make personal or text connections to the story. "Resourceful" open-ended questions might draw from their own experiences or show an understanding of the characters' emotions in the story.
<b>Active Learning</b>	<p>All students sit on the carpet in a circle with their name tents and open-ended questions. Review Seminar Etiquette and remind students that ideas shared are opinions and beliefs but should be supported with evidence. Allow students to facilitate their own seminar as the teacher takes notes and makes observations about students' comments and questions.</p> <p><b>**The Advanced Academics Resource Teacher can help to facilitate a Socratic Seminar.</b></p>
	<b>Extension(s):</b> (1) Students will write a letter from Cinderella to her stepmother explaining the results of the decisions she made. (2) Students will write a new ending that will take place 1 year after the story ends.
	<b>Assessment:</b> "Perceptive" students will see issues from different perspectives. "Communicative" students will give elaborate responses and provide examples. "Curious" students will ask complex questions that will make others think deeply.
<b>Reflect</b>	<p>The reading and generating of questions followed by the seminar can take place over one or two days. Adapt for classes as needed.</p> <p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>• "How did this type of discussion help you?"</li> <li>• "Do you have any new or different ideas about the story?"</li> </ul>
<b>Now and Then</b>	<b>Say</b> , "Tell students that we will continue to explore the use of oral language and that we will continue to use it to participate in seminars, book discussions, and debates."

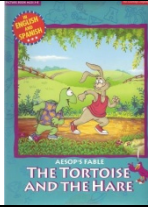
# Learn Your Lesson

## Second Grade: Language Arts

POINT OF VIEW



**Gifted Behaviors to look for:**  
 Perceptive –  
 Resourceful –  
 Strategic

<b>SBI Indicator(s)</b>	ELA.G2.2.b; ELA.G2.3.a.4 ELA.G2.3.a.5
<b>Materials</b>	
<b>ESOL Accommodations</b>	Activate and make connections to prior knowledge. Incorporate graphic organizers. Utilize various groupings.
<b>Marzano Strategy</b>	Cooperative Learning
<b>Patterns of Thinking</b>	PERSPECTIVES

<b>Link</b>	<b>Say</b> , “We have learned that oral language is a way to communicate ideas. We have also learned that oral language has many purposes: to inform, persuade, or entertain. Today we are going to use oral language for persuasion.”
	<b>Assessment:</b> Listen for students who have knowledge about the differences between entertaining, persuading, and informing an audience.
<b>Engage and Educate</b>	Read the story or a version of the story “The Tortoise and the Hare.” An online version of the story can be found at <a href="http://us.penguin.com/static/packages/us/yreaders/aesop/index.html">http://us.penguin.com/static/packages/us/yreaders/aesop/index.html</a> . Explain that the story is a fable which is a type of traditional literature that usually includes an animal and a lesson to be learned.  After you read, <b>Ask:</b> <ul style="list-style-type: none"> <li>• “Who do you think had a better idea?”</li> <li>• “What do you think you would have done if you were in the race?”</li> <li>• “Who was more successful?”</li> <li>• “What was the moral (the lesson) of the story?”</li> </ul>
	<b>Assessment:</b> “Perceptive” students will notice subtleties in the story that give them a different perspective. “Resourceful” students will draw from experience and refer to the lesson that was learned from the tortoise and the hare.
<b>Active Learning</b>	Divide the class into two groups, the “tortoises” and the “hares.” Each group should write down one reason that their animal made a good decision.  (Students may have to think outside of their own personal opinion, depending on the group where they have been placed.) Students will take part in a debate that allows each side to give support to their animal.
	<b>Extension(s):</b> (1) Students will switch roles and debate the topic from a different perspective. (2) Share another story that gives students an opportunity to debate. (3) Introduce persuasive writing and have students write a persuasive story.
	<b>Assessment:</b> “Strategic” students will provide multiple reasons that their animal made a good decision. They might further analyze the situation and give rationale for why the decision was a smart one.
<b>Reflect</b>	Pair up with a partner from the opposite side and reflect about the debate. <b>Ask:</b> <ul style="list-style-type: none"> <li>• “Did you change your mind about who had the better idea?”</li> <li>• “How did the debate help you think about another perspective?”</li> <li>• “What do you think the moral of the story would be?”</li> </ul>
<b>Now and Then</b>	<b>Say</b> , “We will continue to study fables throughout the year and learn new lessons from them.”

# Golden Opportunities


## Second Grade: Language Arts

POINT OF VIEW



### Gifted Behaviors to look for:

Communicative –  
Perceptive –  
Resourceful-

<b>SBI Indicator(s)</b>	ELA.G2.11; ELA.G2.11.c ELA.G2.ELA.G2.11.c.2
<b>Materials</b>	 Letter template
<b>ESOL Accommodations</b>	Provide visuals. Incorporate graphic organizers. Activate and make connections to prior knowledge.
<b>Marzano Strategy</b>	Summarizing and Note-taking
<b>Patterns of Thinking</b>	PERSPECTIVES

<b>Link</b>	<b>Say</b> , “We have been writing for a variety of purposes. We have most recently started learning about the different types of letters people write. Today you will write a letter to inform the recipient of how her actions affected you. You will propose an action for the future.”
	<b>Assessment:</b> Listen for students who share knowledge about letter writing or give examples of people they have written.
<b>Engage and Educate</b>	Read the book <i>The Golden Rule</i> by Caryn Sonberg. <b>Ask:</b> <ul style="list-style-type: none"> <li>• “How do you think our world would change if everyone followed The Golden Rule?”</li> <li>• “Would things be better? Worse?”</li> <li>• “How might we try to spread the word about The Golden Rule?”</li> </ul>
	<b>Assessment:</b> “Communicative” students will be able to expand on their ideas and provide examples or counter-examples such as explaining the conflict that people would engage in if they didn’t treat each other fairly. “Perceptive” responses might include observations of Claire’s facial expressions to conclude that “things” would be worse if people didn’t follow the Golden Rule.
<b>Active Learning</b>	<b>Say</b> , “Imagine that you are Claire from the story <i>The Golden Rule</i> . Use the letter template and write a letter to Olive explaining how she has made you feel. Explain The Golden Rule and give at least one suggestion for Olive to use the next time she is in this type of situation.”
	<b>Extension(s):</b> (1) Students will role play the story and reflect about the relationship between Olive and Claire. (2) Students will create their own “Rules” about treated everyone equally and fairly.
	<b>Assessment:</b> “Resourceful” students will draw from their own experiences when they felt they weren’t treated nicely.
<b>Reflect</b>	Share letters with a partner or small groups. <b>Ask:</b> <ul style="list-style-type: none"> <li>• “Why is the Golden Rule important?”</li> <li>• “What are some ways to communicate feelings that help both the person who is sharing and the person who is listening?”</li> </ul>
<b>Now and Then</b>	<b>Say</b> , “Today we wrote letters to communicate our feelings. We will continue to write letters for a variety of purposes.”



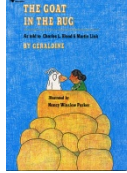
# Round Up the Resources

## Second Grade: Social Studies

MIND MAPPING



**Gifted Behaviors to look for:**  
*Strategic* –  
*Curious* –  
*Creative*

<b>SBI Indicator</b>	SS.G2.7
<b>Materials</b>	 SMARTboard lesson, Economic Resource dominoes
<b>ESOL Accommodations</b>	Provide visuals. Use graphic organizers (mind map). Peer buddy groupings.
<b>Marzano Strategy</b>	Questions, Cues, and Advanced Organizers
<b>Patterns of Thinking</b>	RELATIONSHIPS

<b>Link</b>	<b>Say</b> , “We have been learning to describe the differences between natural, human, and capital resources. Today we will learn to categorize different types of resources.”
	<u>Assessment:</u> Listen for students who have background knowledge about natural, human, and capital resources and those who understand how to categorize.
<b>Engage and Educate</b>	Read <i>The Goat in the Rug</i> by Charles L. Blood and Martin Link. Explain that <b>Geraldine</b> is telling the story.  After you read, ask students to name the things that went into the making of the rug. List students’ answers on chart paper. Next, have students categorize items into three categories: natural resources, capital resources, and human resources. SMARTboard slide available to write in student responses. OR use the economic resource dominoes for students to sort. The dominoes could also be used to practice identifying types of resources as a follow up to the lesson (or as a way to front load vocabulary/ideas for students prior to the lesson).
	<u>Assessment:</u> “Strategic” students will carefully analyze each item named in the story and decide which resource (category) it belongs in. “Curious” students might ask for clarification about the items in order to correctly place them.
<b>Active Learning</b>	Introduce the Mindmapping strategy. Give students a blank piece of paper to make a Mindmap about natural resources, capital resources, and human resources.  Encourage students to make connections and find relationships.
	<b>Extension(s):</b> (1) Students will create a poster to highlight one of the three resources. (2) Use Think Blocks to determine the relationships between the three resources and how they contribute to the production of a good or a service – Small tiles could be examples of the different resources and larger blocks could represent each resource (category).
	<u>Assessment:</u> “Creative” students might have an ability to build their Mindmap in a new and unusual way and will show fluency and flexibility in their thinking.
<b>Reflect</b>	Use the <i>Carousel Feedback</i> (Cooperative Learning Structure) by viewing each of their tablemate’s Mindmaps and leaving positive feedback on their work. (The feedback can be left on sticky notes or directly on the work.)
<b>Now and Then</b>	<b>Say</b> , “Today we learned about natural, human, and capital resources. We will continue to learn to describe and categorize resources.”



# I Scream for Ice Cream

## Second Grade: Social Studies

FLUENCY,  
ORIGINALITY,  
FLEXIBILITY &  
ELABORATION



**Gifted Behaviors  
to look for:**  
*Strategic –  
Curious -  
Creative*

<b>SBI Indicator(s)</b>	SS.G2.9.a
<b>Materials</b>	Letter Template
<b>ESOL Accommodations</b>	ESOL students might need extra time to write their letter or may need to give information orally. Provide visuals.
<b>Marzano Strategy</b>	Generating and Testing Hypothesis
<b>Patterns of Thinking</b>	DISTINCTIONS

<b>Link</b>	<b>Say</b> , “We learned how capital resources can be used to increase productivity and today we will learn how limited resources forces people to make choices about producing and consuming goods.”
	<u>Assessment:</u> Listen for students who share knowledge about resources and can describe the difference between ‘producing’ a good and ‘consuming’ a good.
<b>Engage and Educate</b>	<b>Ask</b> , “What is your favorite flavor of ice cream?” <b>Say</b> , “Ben and Jerry’s is a famous ice cream company that makes millions of dollars. Although their company is rich and famous they still must make choices. One of those choices is the fifty flavors of ice cream they sell.” <b>Ask:</b> <ul style="list-style-type: none"> <li>• “What resources do ice cream companies use to make ice cream?”</li> <li>• “Why can’t Ben and Jerry make as many ice cream flavors as they want?”</li> <li>• “How do you think they decide which flavors to make?”</li> <li>• “Ben and Jerry have a flavor graveyard where they bury certain flavors of ice cream. How do you think they decide which flavors to bury?”</li> </ul>
	<u>Assessment:</u> “Strategic” students will have the ability to independently make connections about Ben and Jerry’s ice cream business. “Curious” students might respond with their own complex questions about how a business is run.
<b>Active Learning</b>	<b>Ask:</b> <ul style="list-style-type: none"> <li>• “If we owned an ice cream company in Greenland would our resources for making ice cream be different than if we lived in Hawaii?”</li> <li>• “How would this affect the products we sold? The prices?”</li> </ul> <p><b>Say</b>, “Scarcity is the condition of not being able to have everything you want. Our wants are unlimited but our resources are limited. So, we must make choices. Ben and Jerry have hired you to create a new ice cream flavor. Write a letter to Ben and Jerry telling them what flavor you have created and why.”</p> <p><b>*Note:</b> The Ben and Jerry’s web site offers a list of their discontinued flavors as well as clues why they were “buried”.</p>
	<u>Extension(s):</u> (1) Students will make a survey about classmates or school staff favorite ice cream flavors. (2) Invite a guest speaker to talk about running a business (3) Students will create their own business.
	<u>Assessment:</u> “Creative” students might combine flavors and generate new ideas about flavors people will want to eat.
<b>Reflect</b>	Share student ice cream creations with the class. Make sure they give their reasons for producing the flavor chosen.
<b>Now and Then</b>	<b>Say</b> , “We have learned how capital resources can be used to increase productivity and today we learned how limited resources forces people to make choices about producing and consuming goods. Limited resources also forces people to make choices about producing and consuming services.”





# Home Sweet Home

## Second Grade: Social Studies

FLUENCY,  
ORIGINALITY,  
FLEXIBILITY &  
ELABORATION



**Gifted Behaviors to look for:**

*Perceptive -  
Creative -  
Resilient*

<b>SBI Indicator(s)</b>	SS.G2.3; SS G2.4.d
<b>Materials</b>	PowerPoint Drawing Paper
<b>ESOL Accommodations</b>	Allow extra time for ESOL students to create a new shelter. Visuals provided.
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	RELATIONSHIPS/DISTINCTIONS

<b>Link</b>	<b>Say</b> , “We have learned that transportation, jobs, population, and buildings change over time. Today we are going to examine the changes in shelter that occur from one location to another.”
	<b>Assessment:</b> Listen for students who can give examples of changes over time.
<b>Engage and Educate</b>	Use PowerPoint to facilitate discussion. <b>Ask:</b> <ul style="list-style-type: none"> <li>“What are the basic needs of survival for all humans?” (food, clothing, and shelter)</li> <li>“Why do we need shelters?”</li> <li>“What kinds of shelters do people in the city have?”</li> <li>“How is that different from the shelters you would see in rural areas?”</li> <li>“What materials are used to build homes in your neighborhood?”</li> </ul> <b>Say</b> , “Think about the shelter you live in. Now think about the shelter someone would live in if they lived in the desert. Compare your shelter with one that protects people in the desert.” <b>Ask:</b> <ul style="list-style-type: none"> <li>“How are they the same?”</li> <li>“How are things different?”</li> </ul>
	<b>Assessment:</b> “Perceptive” students will be able to make connections about shelters or environments different from their own by using prior knowledge. These students might give examples of materials used for specific shelters (i.e., an igloo or a teepee) even though they have never lived in it.
<b>Active Learning</b>	<b>Say</b> , “Think of a living person, character, or historical figure for which you would like to design a unique shelter.” <b>Ask:</b> <ul style="list-style-type: none"> <li>“What would they need?”</li> <li>“What are their interests?”</li> <li>“How large should it be?”</li> <li>“How would the space be arranged?”</li> <li>“Would it be in the city, suburbs, or country?”</li> </ul> <b>Say:</b> “Today you will use your architectural skills to design a new kind of shelter for a special person. It may be built anywhere you like. You can use any materials you wish. First think about the needs, wants, and culture of the inhabitants.”
	<b>Extension(s):</b> (1 Students will create a “FOR SALE” brochure or flyer to advertise their shelter.(2 Students will create a class book of their shelter with a brief description of who might want to live there and why.
	<b>Assessment:</b> “Creative” students will add special living conditions for people living in certain environments. “Resilient” students will follow through on the assignment and show self-direction and confidence.
<b>Reflect</b>	Share their new shelter and give clues in order for classmates to guess who the shelter is for and discuss how well the person, character, or historical figure will adapt to his/her new shelter.
<b>Now and Then</b>	<b>Say</b> , “We have learned that community life changes over time. Today we examined how needs and wants of individuals can influence the types of shelter people construct.”

# Past to Present

## Second Grade: Social Studies

FLUENCY,  
ORIGINALITY,  
FLEXIBILITY &  
ELABORATION



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

<b>SBI Indicator(s)</b>	SS.G2.3; SS G2.4.d
<b>Materials</b>	Pictures of buildings/transportation/telephones Drawing paper
<b>ESOL Accommodations</b>	Peer buddy grouping. Provide visuals. Integrate concept of change.
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	DISTINCTIONS

<b>Link</b>	<b>Say</b> , “We have learned that transportation and buildings have changed over time. Today we are going to look at how common everyday items change over time.”
	<u>Assessment:</u> Listen for students who can give examples of changes over time.
<b>Engage and Educate</b>	Show students various pictures of buildings and transportation and have them identify as past or present. <b>Ask:</b> <ul style="list-style-type: none"> <li>• “How has your community changed in the past few years?”</li> <li>• “Why have things changed?”</li> <li>• “Have the changes been positive or negative?”</li> </ul> Show students various pictures of telephones throughout history. <b>Ask:</b> <ul style="list-style-type: none"> <li>• “What was added? Removed?”</li> <li>• “Why did they change?”</li> </ul> <b>*Note:</b> you can also bring in a variety of everyday objects that have changed over time. i.e. hangers, toothbrushes, etc.
	<u>Assessment:</u> “Resourceful” students will use prior knowledge about objects from the past to make connections about how they have changed and how they look today. Students will be able to indicate how the changes over time with different objects are more/less useful than they used to be. Example: Telephones have gotten smaller and can retrieve more information and are therefore more convenient for people to use.
<b>Active Learning</b>	<b>Say:</b> “Today you will change an existing product to show what it would look like in ten years. Draw a picture of what the item looks like today and what it will look like in ten years. Tell why it has changed.”
	<u>Extension(s):</u> Students look at their “in 10 years” picture and SCAMPER. (What can be substituted, combined, adapted, magnified-minified-modified, put to other uses, eliminated and/or reversed-rearranged? You may want to just assign 1 or 2 parts of the SCAMPER.
	<u>Assessment:</u> “Perceptive” students will show realistic changes over the next ten years. “Creative” students will generate ideas independent of their peers that show a more useful or practical object.
<b>Reflect</b>	Students will participate in <i>the Cooperative Learning Structure Carousel Feedback</i> . Allow students to walk around to see classmates’ work and leave positive comments about their ideas.
<b>Now and Then</b>	<b>Say</b> , “We have learned that aspects of community life change over time. Today we learned how common everyday items change. We will continue to look at the changes that occur over time.”

Name \_\_\_\_\_ Date \_\_\_\_\_

### Changes Over Time

NOW	IN TEN YEARS

Explain the changes you think will take place with this product over the next ten years.

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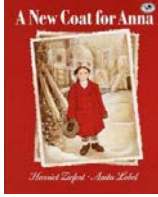
# Baseball Barter

## Second Grade: Social Studies

VISUALIZATION



**Gifted Behaviors to look for:**  
*Communicative –  
 Resourceful –  
 Leadership*

<b>SBI Indicator(s)</b>	SS.G2.8
<b>Materials</b>	 Real baseball cards or a baseball card set you create on index cards
<b>ESOL Accommodations</b>	Use varied graphic organizers. Activate and make connections to prior knowledge.
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	PERSPECTIVES

<b>Link</b>	<b>Say</b> , “We have learned that people produce goods and services for people to consume. Today we are going to look at ways in which people acquire the goods they want.”
	<b>Assessment:</b> Listen for students who want to share information about ways to acquire goods or services.
<b>Engage and Educate</b>	<b>Ask:</b> <ul style="list-style-type: none"> <li>• “If you want something what do you do?”</li> <li>• “What do you use to buy a good?”</li> <li>• “What do you do if you have no money?”</li> <li>• “If you do not have any money in your pockets how can you purchase something?”</li> <li>• “What kind of stuff can you trade?”</li> </ul> Read <i>A New Coat for Anna</i> by Harriet Ziefert.
	<b>Assessment:</b> “Communicative” students will expand on their ideas and give specific examples of items that people might trade if they don’t have any money. “Resourceful” students might share inventive strategies in their means to trade one item for another.
<b>Active Learning</b>	Divide the students into groups of four. Instruct two students to stay at their desks and have the other two be the “traders”. The “traders” will go to the other students sitting at the desks to trade baseball players that they do not need for ones they want. Traders may not trade among other traders. They can only trade with the two students who are stationed at the group’s desks. The goal is to make a complete team of nine with one player for each of the nine positions. The group that completes their team first should return to their seats and all sit down.
	<b>*Note:</b> You can use real baseball cards if you have access to them. Give each group about 13 card making sure they do not have a complete team and have duplicate positions. If you do not have access to baseball cards you can make index cards that have a position.
	<b>Extension(s):</b> (1) Facilitate a discussion about the benefits and drawbacks of bartering versus using money. (2) Allow students to debate which system (bartering or money) is a better way to “purchase” goods and services.
	<b>Assessment:</b> Students with “Leadership” qualities will show an ability to lead their group and show sensitivity to the needs of their group. A “Communicative” student will use appropriate language to convince others to trade for the cards he/she wants.
<b>Reflect</b>	Discuss what were some of the problems with trading? (Nobody wanted what I had to trade, the person who had what I wanted didn’t want what I had, too many of the same not wanted objects, not enough of the wanted objects). Discuss advantages and disadvantages of using bartering.
<b>Now and Then</b>	<b>Say</b> , “Today we learned how you could acquire goods through bartering. We will next learn how people use money to purchase goods and services they want.”

# Follow That Dolphin

## Second Grade: Social Studies

POINT OF VIEW



**Gifted Behaviors  
to look for:**  
Strategic –  
Curious –

<b>SBI Indicator(s)</b>	SS.G2.5.a; SS.G2.6;
<b>Materials</b>	PowerPoint World and USA Maps RAFT Activity
<b>ESOL Accommodations</b>	Provide visuals. Utilize diverse instructional groupings. Incorporate a variety of graphic organizers.
<b>Marzano Strategy</b>	Summarizing and Note-taking
<b>Patterns of Thinking</b>	PERSPECTIVES

<b>Link</b>	<b>Say</b> , “We have been learning about geography and map skills. Today we will take on the perspective of a dolphin and follow him on a journey.”
	<u>Assessment:</u> Listen for students who want to share prior knowledge about maps.
<b>Engage and Educate</b>	Introduce activity and share each slide of the Power Point. Students should follow directions on each slide as they follow the dolphin through oceans and continents. Students can mark the journey either on a two-sided photocopy of a world and US map. Or, you can laminate or place maps in sheet protectors and students can use a dry-erase marker to plot the journey.  Stop at each slide to read the information provided and discuss the important map terms.
	<u>Assessment:</u> “Strategic” students will analyze clues and think through possible solutions about where dolphin is traveling. “Curious” students will ask complex follow-up questions after each clue to narrow the search of dolphin’s journey.
<b>Active Learning</b>	Students will complete a RAFT (Role, Audience, Format, Topic) using the knowledge they gained from the dolphin’s journey. Use the last slide of the Power Point to explain to students how they should complete the RAFT.
	<u>Extension(s):</u> (1) Create a PhotoStory of illustrations and descriptions of dolphin’s journey or another journey through different oceans and continents.
	<u>Assessment:</u> “Creative” work samples will show an understanding of the map skills and the outcome of dolphin’s journey but might also include the thoughts of the dolphin or a sense of humor about his journey.
<b>Reflect</b>	Students form groups based on the activity (Format) they chose and share their completed work with other classmates. Encourage students to discuss the dolphin’s journey through the eyes of the dolphin.
<b>Now and Then</b>	<b>Say</b> , “Today we learned about specific map skills and geographical regions. We will continue to use map skills to locate other geographical regions.”

## RAFT for Follow That Dolphin

<b>Role</b>	<b>Audience</b>	<b>Format</b>	<b>Topic</b>
<b>Dolphin</b>	<b>Dolphin friend</b>	<b>PICK ONE:</b> Story Interview/Conversation Map Diary Entry Comic Strip	<b>My journey</b>

# Sunny Rainy Day

## Second Grade: Science



**Gifted Behaviors to look for:**  
*Perceptive – Resilient*

<b>SBI Indicator(s)</b>	SCI.G2.5; SCI.G2.7.a;
<b>Materials</b>	PMI Chart
<b>ESOL Accommodations</b>	Provide visuals. Activate and make connections to prior knowledge. Define unfamiliar vocabulary.
<b>Marzano Strategy</b>	Identifying Similarities and Differences
<b>Patterns of Thinking</b>	SYSTEMS

<b>Link</b>	<b>Say</b> , “We have learned that animals and plants need the sun and rain to survive. Today we will investigate what would happen without sun or rain and how it their absence would impact our lives.”
	<u>Assessment:</u> Listen for students who share knowledge about the effects of seasonal changes on plants and animals.
<b>Engage and Educate</b>	<p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>• “Why do we need the sun?”</li> <li>• “Why do plants and animals need the sun?”</li> <li>• “Why do we need the rain?”</li> <li>• “Why do plants and animals need the rain?”</li> <li>• Continue the discussion with questions about what would happen if there was too much sun</li> <li>• for plants, animals, and people.</li> <li>• “What would too much rain do to the environment?”</li> <li>• “What would happen if the sun or rain went away for a while?”</li> <li>• “What if it went away forever?”</li> </ul>
	<u>Assessment:</u> “Perceptive” students recognize patterns in the environment and have in-depth knowledge of the importance of seasonal changes on the growth of plants and animals.
<b>Active Learning</b>	<p><b>Say</b>, “Think of something good, bad, and interesting about rain and sun. Write a story or draw a picture to show your Plus, Minus, and Interesting (PMI) ideas about it.”</p> <p>OR</p> <p>“Imagine a world, without sun or rain. Write a story showing what effect that would have on plants and animals.”</p>
	<u>Extension(s):</u> (1) Students will make observations about the rain and sun. Create a Venn Diagram about the similarities and differences. (2) Use Think Blocks to initiate discussion about Systems. One block will represent “rain” and the other “sun.” Students can also develop relationships between the two.
	<u>Assessment:</u> “Resilient” students will follow through on the assignment even in times of hardship.
<b>Reflect</b>	Volunteers should share their stories. Other classmates can give positive comments or ask questions to the reader.
<b>Now and Then</b>	<b>Say</b> , “Today we imagined a world without sun and rain. We will next learn how water can cause weathering and erosion and its effects on our land surface.”



PLUS	MINUS	INTERESTING

# Sensational Seasons

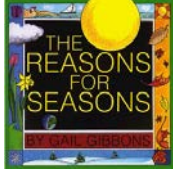
## Second Grade: Science

VISUALIZATION



**Gifted Behaviors to look for:**

- Perceptive –*
- Creative –*
- Resilient*

<b>SBI Indicator(s)</b>	SCI.G2.5; SCI.G2.7
<b>Materials</b>	 United Streaming video
<b>ESOL Accommodations</b>	Define unfamiliar vocabulary. Activate and make connections to prior knowledge. Use varied instructional groupings (peer buddy).
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	RELATIONSHIPS

<b>Link</b>	<b>Say</b> , “We have investigated the affects of seasonal changes on animals and plants. Today we are going to explore our favorite season and create a new season.”
	<b>Assessment:</b> Listen for students who can relate the topic to other lessons they have participated in or ideas they want to share about seasons.
<b>Engage and Educate</b>	If possible, show the United Streaming video about Seasons. Or, read the book, <i>The Reason for Seasons</i> by Gail Gibbons. <b>Ask:</b> <ul style="list-style-type: none"> <li>• “What is your favorite season? Why?”</li> <li>• “What makes a season?” e.g., temperature, colors, fragrances, growth, etc.</li> </ul> <b>Say</b> , “You are “fall”. Pantomime what you look like. Continue through all seasons. Close your eyes and picture: the colors of fall, the tastes of summer, the feelings of winter, and the smells of spring.” <b>Ask:</b> <ul style="list-style-type: none"> <li>• “How do seasons affect living things such as plants and animals?”</li> <li>• “Contrast seasons in China with seasons in Alaska. Think of an unusual animal. What do you think its favorite season would be? Why?”</li> </ul>
	<b>Assessment:</b> “Perceptive” students might display in-depth knowledge about seasons and be able to share similarities and differences between the seasons. “Creative” students might be able to think of an unusual animal and elaborate on its favorite season.
<b>Active Learning</b>	<b>Say</b> , “Create a new season. Draw what it will be like. Tell about your new season. What kinds of weather will it have? How will the season affect plants? Animals? Use your imagination.
	<b>Extension(s):</b> (1) Students will create their own Power Point or PhotoStory about the four seasons, optional to include the new season they created. (2) Students create a survey about staff members’ favorite season. Then have them graph the results.
	<b>Assessment:</b> “Resilient” students will recover quickly from the challenge of the assignment and follow through until completion.
<b>Reflect</b>	Share their new season with the class. Discuss the affects their new season has on the animals and plants. What do you like about your new season?
<b>Now and Then</b>	<b>Say</b> , “We have learned that seasonal changes affect animals and plants. Today we applied our knowledge to create an original season and determine the effects the weather would have on the animals and plants. We will continue to explore the affects the weather has on our land surfaces.”

# Mystery Plant

## Second Grade: Science

DECISIONS  
&  
OUTCOMES



**Gifted Behaviors  
to look for:**  
*Creative –  
Strategic –  
Resilient*

<b>SBI</b>	SCI.G2.8.b
<b>Materials</b>	Parts of a Plant poster (optional) Video Clips from United Streaming, Activity sheet, music, images of plants from internet
<b>ESOL Accommodations</b>	Provide visuals. Define unfamiliar vocabulary. Activate and make connections to prior knowledge.
<b>Marzano Strategy</b>	Generating and Testing Hypotheses
<b>Patterns of Thinking</b>	RELATIONSHIPS

<b>Link</b>	<p><b>Say</b>, “We have learned that plants provide us with many useful benefits. We are going to create an original plant that will provide a useful benefit.”</p> <p>*Optional: Play <i>Magical Mystery Tour</i> by the Beatles why showing images of different types of plants. Images and information can be found at: <a href="http://www.biology4kids.com/files/plants_main.html">http://www.biology4kids.com/files/plants_main.html</a></p>
	<p><b>Assessment:</b> Listen for students who have prior knowledge about plants and those who are willing to share their knowledge.</p>
<b>Engage and Educate</b>	<p>Consider showing a poster of the parts of the plant or showing video clips from United Streaming (attached to this document).</p> <p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>• “What do plants do for us?” Show a plant or plant illustrations.</li> <li>• “What are the different parts of this plant?” e.g., stamen, sepal, roots, veins, seed case, etc.</li> <li>• “What do plants need to grow?”</li> <li>• “Who can show us how plants get their food?”</li> <li>• “How would our world be different without plants?”</li> <li>• “What if you could have your own special plant? What would it look like? What would it provide or do? What would make it unique?”</li> </ul>
	<p><b>Assessment:</b> “Creative” students will be able to make connections about what plants already provide for humans and the environment and determine something new for plants to provide.</p>
<b>Active Learning</b>	<p><b>Say</b>, “Create a plant (shrub, flower, or tree) that can help people in some way. It does not have to follow the rules of the natural world. Use your imagination to make yours unique. Label your drawing to explain the purpose of its unique parts.”</p> <p>**Then, “Write an ad, chart, sentence, poem, or other works to tell how your plant is helpful to people as a natural resource.”</p>
	<p><b>Extension(s):</b> (1) Provide students with craft materials to construct their plant. (2) Students interview each other about the new uses and benefits of their plant. (3) Invite a botanist to speak to students about plants.</p> <p>**The ad, chart, sentence, or poem might be an extension depending on the students.</p>
	<p><b>Assessment:</b> “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>
<b>Reflect</b>	<p>Share their plant creation with the class. Discuss the benefits their plant provides and why their plant would help others.</p>
<b>Now and Then</b>	<p><b>Say</b>, “We have learned that plants provide us with important products as well as providing homes for many animals. We will continue to learn about the benefits of plants such as helping with erosion as wells as the affects it has on the development of a geographic area.”</p>

Name:

Date:

My Magical Mystery Plant:

Describe how your Magical Mystery Plant is helpful to people as a natural resource.

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# Cycles of Change

## Second Grade: Science

VISUALIZATION



**Gifted Behaviors  
to look for:**  
*Resourceful –  
Leadership*

<b>SBI(S)</b>	SCI.G2.4.a
<b>Materials</b>	
<b>ESOL Accommodations</b>	Provide visuals. Peer buddy or varied instructional groupings. Use of graphic organizers.
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	RELATIONSHIPS

<b>Link</b>	<b>Say</b> , “We have learned that plants and animals undergo a series of changes throughout their life cycle. Today we are going to illustrate the cycle of changes that occur.”
	<b>Assessment:</b> Listen for students who can name and describe the life cycle of specific plants and animals.
<b>Engage and Educate</b>	Read <i>The Very Hungry Caterpillar</i> by Eric Carle. <b>Ask:</b> <ul style="list-style-type: none"> <li>• “What are the stages of the life cycle described in the book?”</li> <li>• “What changes occur in flowering plants? Fruit trees?”</li> <li>• “How does letting fruit that has fallen from trees rot on the ground help the Earth?”</li> <li>• “How does the weather affect these changes?”</li> <li>• “How do animals and insects affect the fruit trees?”</li> <li>• “What else affects the cycle of change?”</li> </ul>
	<b>Assessment:</b> “Resourceful” students might draw from previous occasions in which they learned about cycles (videos, books, direct instruction).
<b>Active Learning</b>	<b>Say</b> , “Today you are going to be scientists. Your task is to create a mural to show the cycles of change in our life system. You are going to work in small groups to develop your part of our class mural. Using crayons, cut paper, markers, magazine pictures, etc. show the stages of life for your plant, animal or Earth cycle.”  Students work in small groups to create one of the cycles of change. This may include life of a butterfly, frog, deer (fawn losing its spots), chicken, flowering plant, fruit tree, bear (hibernation) water cycle, tides, and hermit crab (changing shells).
	<b>Extension(s):</b> (1) Students can create a song that includes lyrics describing different cycles of change. (2) Students will do further research about one of the cycles.
	<b>Assessment:</b> Students with “Leadership” qualities will organize their group members and implement a plan of action to complete their cycle of change.
<b>Reflect</b>	Students will use cooperative learning Jigsaw structure and become an “expert” about the cycle their group created. Students will form new groups to share information about their cycle. This allows all students to learn something about cycles from their classmates.
<b>Now and Then</b>	<b>Say</b> , “We have learned that plants and animals go through orderly changes. We will continue to investigate the changes that occur in the life processes.”

*Examples of Cycles to distribute to each group:*

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**Life of a butterfly**  
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**Life of a frog**  
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**Life of a deer  
(fawn losing its spots)**  
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**Chicken life cycle**  
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**Flowering plant cycle**  
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**Fruit tree cycle**  
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**Bear (hibernation cycle)**  
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**Water cycle**  
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Tides

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Hermit crab (changing shells)

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# What's The Matter?

## Second Grade: Science



**Gifted Behaviors to look for:**  
*Resilient-  
 Resourceful -  
 Creative*



<b>SBI(S)</b>	SCI.G2.3.a.2
<b>Materials</b>	Small pieces of paper OR small whiteboard (per student) Examples of categorizing graphic Organizers
<b>ESOL Accommodations</b>	Provide visuals. Utilize varied instructional groupings. Define unfamiliar vocabulary.
<b>Marzano Strategy</b>	Identifying Similarities and Differences
<b>Patterns of Thinking</b>	DISTINCTIONS

<b>Link</b>	<b>Say</b> , "We have learned that items can be classified based on their attributes. Today we are going to look at items that seem to have nothing in common and try to find a connection.
	<u>Assessment:</u> Listen for students who have prior knowledge about the states of matter and who can give examples of each.
<b>Engage and Educate</b>	<p><b>Say</b>, "All matter can be categorized into solids, liquids and gases."</p> <p><b>Ask</b>, "What is an example of a solid? A gas? A liquid?"</p> <p><b>Say</b>, "Today we're going to take a closer look at solids."</p> <p><b>Ask</b>, "What are the other examples of solids?"</p> <p>Brainstorm a list of different types of matter using the cooperative learning structure Jot Thoughts. Each student should write words on their own paper (or whiteboard).</p>
	<u>Assessment:</u> "Resilient" students will stick with the Jot Thoughts activity until time is called.
<b>Active Learning</b>	Students will use their own examples of matter (or provide students with a list of words such as steam, water, chair, etc.). Use the Cooperative Learning Structure " <i>Find a Frame</i> " so that students are able to find their own graphic organizer to categorize and classify their words into the three states of matter.
	<b>Extension(s):</b> (1) Facilitate experiments related to the changing of states of matter (evaporation, condensation, precipitation). (2) Students will keep a Matter Journal and continue to add to each category throughout the year.
	<u>Assessment:</u> "Resourceful" students might use graphic organizers they are familiar with to categorize and classify the three states of matter. "Creative" students might categorize the states of matter using a new and unusual type of graphic organizer.
<b>Reflect</b>	Use <i>Fan and Pick</i> (Cooperative Learning Structure) "Think About It" cards to reflect on activity. Students are assigned groups and discuss answers.
<b>Now and Then</b>	<b>Say</b> , "Today we categorized and classified the three states of matter. Throughout the year we will be classifying items in math, science, social studies, and language arts."



**1 Think About It**

What did you notice about solids?

**5 Think About It**

Can a solid change into a liquid? Explain.

**2 Think About It**

What did you notice about liquids?

**6 Think About It**

How was this activity similar to another activity you've done?

**3 Think About It**

How might you have categorized your words differently?

**7 Think About It**

When else might you use a graphic organizer?

**4 Think About It**

Which graphic organizer did you pick? Why did you choose that one?

**8 Think About It**

How does matter change from one state to another?


# Totally Toothpicks

## Second Grade: Math

VISUALIZATION



**Gifted Behaviors to look for:**  
 Perceptive –  
 Communicative -  
 Creative

<b>SBI(S)</b>	MTH.G2.25.a
<b>Materials</b>	 Toothpicks, glue, construction paper
<b>ESOL Accommodations</b>	Provide visuals. Utilize varied instructional groupings. Activate and make connections to prior knowledge.
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	RELATIONSHIPS

<b>Link</b>	<b>Say</b> , “We have been constructing patterns using pictures and concrete objects. Today we are going to create patterns using toothpicks.”
	<b>Assessment:</b> Listen for students who want to share what they already know about patterns.
<b>Engage and Educate</b>	Share <i>Patterns are Everywhere</i> by Dominick and Alain Adunagow (or another book about patterns). <b>Ask:</b> <ul style="list-style-type: none"> <li>• “What patterns do you see in our classroom?”</li> <li>• “What makes a pattern?” Share simple word patterns, students identify each.</li> <li>• “Why do we use patterns?” Provide pattern blocks to students.</li> <li>• “What patterns can you create using the blocks?”</li> <li>• “What is your most unusual pattern?”</li> <li>• “What word patterns can you create?”</li> <li>• “Can you create an unusual sound pattern?”</li> </ul>
	<b>Assessment:</b> “Perceptive” students might find patterns beyond the obvious. For example, they might find a pattern in the daily schedule. “Communicative” students will elaborate on their ideas and provide examples and counter examples.
<b>Active Learning</b>	<b>Say</b> , “Using the toothpicks and your imagination, can you create a pattern different from everyone else’s? Try several before you glue it on your constructions paper.” (Dip only the ends of the toothpicks in the glue. Press gently onto the paper.)
	<b>Extension(s):</b> (1) Students will create patterns in sand or other materials. (2) Take a Pattern Scavenger Hunt around the school.
	<b>Assessment:</b> “Creative” patterns will display inventive skills and flexibility in thinking.
<b>Reflect</b>	Leaving their toothpick patterns on their desks, students will form a line. Let students walk around in their line to see their classmates’ patterns. <b>Ask:</b> <ul style="list-style-type: none"> <li>• “What type of patterns did you see?”</li> <li>• “Whose pattern surprised you? Why?”</li> </ul>
<b>Now and Then</b>	<b>Say</b> , “Today we used toothpicks to create original patterns. Tomorrow we will create patterns using numbers.”

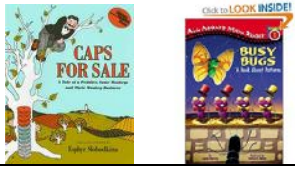
# Patterns Repeat

## Second Grade: Math

VISUALIZATION



**Gifted Behaviors to look for:**  
*Perceptive –*  
*Communicative –*  
*Leadership -*  
*Creative*

<b>SBI(S)</b>	MTH.G2.25.a.2
<b>Materials</b>	
<b>ESOL Accommodations</b>	Activate and make connections to prior knowledge. Define unfamiliar words. Provide visuals.
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	RELATIONSHIPS


<b>Link</b>	<b>Say</b> , “We have created patterns using pictures and concrete objects. Today we are going to create number patterns.”
	<u>Assessment:</u> Listen for students who want to share what they know about patterns or have examples.
<b>Engage and Educate</b>	Read book <i>Caps for Sale</i> by Esphyr Slobodkina or <i>Busy Bugs</i> by Jane Harvey and discuss the various patterns.  <b>Ask</b> , “What might the word pattern be in the story?” (a repeating sample).  Describe and list patterns around the classroom. Students should try to observe any unique repeating samples they see.
	<u>Assessment:</u> “Perceptive” students might find patterns beyond the obvious. For example, they might find a pattern in the daily schedule. “Communicative” students will elaborate on their ideas and provide examples and counter examples.
<b>Active Learning</b>	Divide students into small groups of 2-3 students. Provide sentence strips and allow partners or triads to come up with their own repeating patterns. They should write the rule on the back of their sentence strip and be prepared to share. For added creativity, students can use crayons or colored pencils to create repeating pattern designs around their number patterns.  Introduce repeating math patterns such as: 1. 1,4,7,10,13 (rule: add 3) 2. 25, 24, 22, 21, 19, 18, 16 (rule: subtract 1, then subtract 2) 3. AA, Ab, CC, Cd, EE, Ef...(rule: Begin with a double capital, then use the same double capital as a single with the next letter in the alphabet in lowercase.)  Discuss patterns and rules as a whole group (Extension: share how to apply number patterns to T-chart).
	<u>Extension(s):</u> (1) Groups create patterns using movement around the classroom or on the playground (movements can be created and repeated)
	<u>Assessment:</u> Students with strong “Leadership” qualities will display initiative and organize tasks for each group member. “Creative” patterns will display inventive skills and flexibility in thinking.
<b>Reflect</b>	Pairs or triads can find other pairs or triads by using the Cooperative Learning Structure <i>Stand Up, Hand Up, Pair Up</i> and try to guess their partners’ repeating pattern rule.
<b>Now and Then</b>	<b>Say</b> , “Today we extended our knowledge of patterns to include number patterns. We will also begin looking for patterns found in language arts, science, and social studies.”

# Visualize It

## Second Grade: Math



**Gifted Behaviors to look for:**  
*Curious –  
 Communicative -  
 Perceptive*

<b>SBI(S)</b>	MTH.G2.25.a.5
<b>Materials</b>	
<b>ESOL Accommodations</b>	Activate and make connections to prior knowledge. Provide visuals. Peer buddy.
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	RELATIONSHIPS

<b>Link</b>	<b>Say</b> , “We have learned how to create and extend patterns using concrete objects, pictures, and numbers. To today we are going to visualize a pattern described in a story.”
	<b>Assessment:</b> Listen for prior knowledge of patterns and students who can define what it means to visualize something.
<b>Engage and Educate</b>	Show students the cover of the book and point out the cloak. Make certain that students understand what a cloak is.  Tell the children that you will not be sharing the illustrations so that they can predict visualizations (creating mental images in their head).  Read the book <i>A Cloak for the Dreamer</i> by Aileen Friedman (do not share the illustrations).  Discuss with the children if they ever felt they let someone down by not being able to do something well.  <b>Ask:</b> <ul style="list-style-type: none"> <li>• “Why do you think the father allowed Misha to follow his dreams?”</li> <li>• “What dream would you like to follow?”</li> </ul>
	<b>Assessment:</b> “Curious” students might add deeper questions about why Misha wanted to pursue his dreams elsewhere. “Communicative” students might want to elaborate on when they felt they let someone down.
<b>Active Learning</b>	Read the story again. Model and instruct students to fold drawing paper into four sections. As you read the description of each cloak, have the children draw the pattern they hear described. Students could include a short sentence on why each cloak was made.
	<b>Extension(s):</b> (1) Students will pair up and one student describes a pattern while the other one draws it; then students switch roles. (2) Students will design their own cloaks using patterns.
	<b>Assessment:</b> “Perceptive” students might display a vivid memory of the way in which each cloak was described.
<b>Reflect</b>	Reveal the illustrations and have student reflect on how the pattern they drew compares to the patterns in the story.
<b>Now and Then</b>	<b>Say</b> , “We have been learning about patterns that exist in math. Patterns can be found all around us. We will begin to explore patterns that exist in our environment.”

Name \_\_\_\_\_ Date \_\_\_\_\_

### **A Cloak for the Dreamer**

**1.**

**2.**

**3.**

**4.**


# Seats for All

## Second Grade: Math

FLUENCY,  
ORIGINALITY,  
FLEXIBILITY &  
ELABORATION



**Gifted Behaviors to look for:**  
*Communicative-Strategic*

<b>SBI(S)</b>	MTH.G2.12.a.5
<b>Materials</b>	 Paper; Graph Paper (optional)
<b>ESOL Accommodations</b>	Provide visuals. Utilize varied instructional groupings. Define unfamiliar vocabulary.
<b>Marzano Strategy</b>	Generating and Testing Hypothesis
<b>Patterns of Thinking</b>	DISTICTIONS

<b>Link</b>	<b>Say</b> , “We have been learning about perimeter. Today we are going to apply our knowledge of perimeter to solve a math problem.”
	<b>Assessment:</b> Listen for students who can define and describe the term perimeter.
<b>Engage and Educate</b>	<b>Ask:</b> <ul style="list-style-type: none"> <li>• “What is perimeter?”</li> <li>• “How do we use perimeter in our everyday lives?”</li> </ul> Read <i>Spaghetti and Meatballs for All</i> by Marilyn Burns to the students. Students will describe the problem that arose with the Comforts as they rearranged tables in order to accommodate more and more guests.
	<b>Assessment:</b> “Communicative” students will be able to encapsulate the problem and elaborate on how to go about solving the problem.
<b>Active Learning</b>	<b>Ask:</b> <ul style="list-style-type: none"> <li>• “Which rectangular table arrangement would be the least expensive for the Comforts to create if they had to rent the individual square tables?”</li> <li>• “Which would be the most expensive?”</li> </ul> Students can work in groups or pairs using tiles to solve the problem. Remind them that the tiles need to touch along the entire length of the side not just the corners. Record solutions.
	<b>Extension(s):</b> (1) Use graph paper and color their own design. Then, students switch papers and determine the perimeter of their partner’s design. (2) Use rulers to find the perimeter of various classroom or playground equipment. (3) Use the SMARTboard to draw shapes or insert pictures and have students use the interactive ruler to find the perimeter.
	<b>Assessment:</b> “Strategic” students will analyze and research potential solutions and may find multiple solutions to the problem.
<b>Reflect</b>	Stand in <i>Inside Outside Circles</i> (Cooperative Learning Strategy) to share how they solved the problem. Students should rotate three spots and share with a new partner. Discuss possible solutions.
<b>Now and Then</b>	<b>Say</b> , “Today we explored how perimeter can be used to solve an everyday problem. We will begin looking at area and how it is used in our daily lives.”

# Math, Math Everywhere

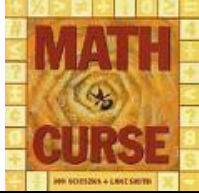
## Second Grade: Math

VISUALIZATION

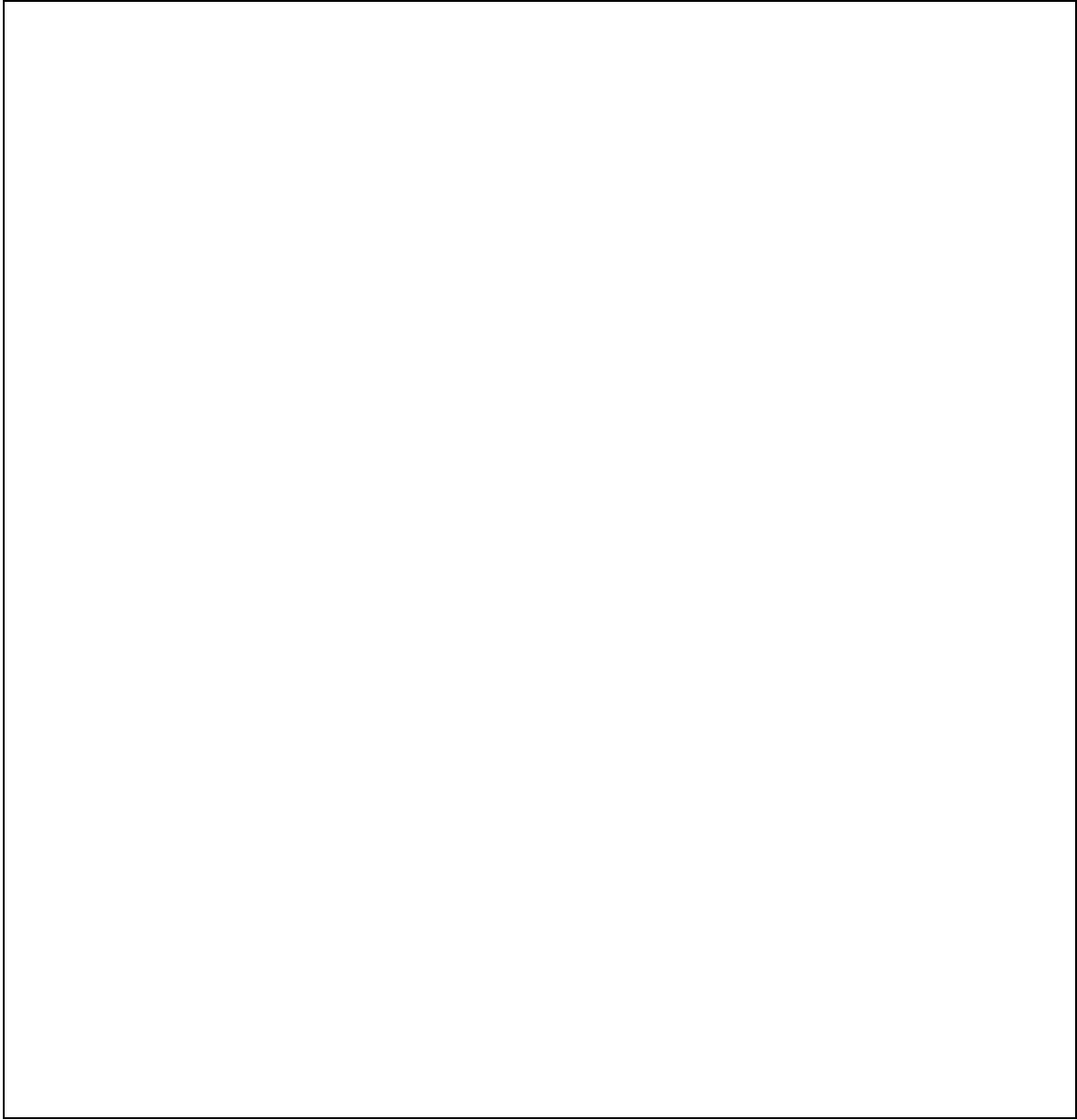


**Gifted Behaviors  
to look for:**  
Perceptive –  
Creative -  
Resourceful



<b>SBI(S)</b>	MTH.G2.25
<b>Materials</b>	
<b>ESOL Accommodations</b>	Activate and make connections to prior knowledge. Utilize a variety of instructional groupings.
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	PERSPECTIVES/RELATIONSHIPS

<b>Link</b>	<b>Say</b> , "Math can be found everywhere. Today we are going to read a book that shows us places we might find math every day."
	<u>Assessment:</u> Listen for students who can share where math is found in "real-life."
<b>Engage and Educate</b>	<p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>• "What are examples of things you have learned to do in math?" List responses on chart paper.</li> <li>• "Where do you see and example of math listed in the classroom?"</li> <li>• "Where can you find math at home?"</li> <li>• "Have you used any math today?"</li> </ul> <p>Read the <i>Math Curse</i> by Jon Scieszka and Lane Smith.</p>
	<u>Assessment:</u> "Perceptive" students will find relationships between skills they are learning in math and when they must apply their learning to real-life experiences.
<b>Active Learning</b>	Create a Math Curse Class book. Each student will write a page to the book that includes an illustration. Students may decide to work with a partner for this activity.
	<u>Extension(s):</u> (1) Students will interview parents or grandparents about the "math" they encounter in their everyday lives. (2) Share their real life math experiences by acting them out and having classmates guess what math skill they were using.
	<u>Assessment:</u> "Creative" students will demonstrate innovative and inventive ideas that clearly depicts math they have experienced in their life. "Resourceful" students will draw from previous experiences such as cooking, shopping, telling time, or taking a road trip with their family.
<b>Reflect</b>	Share their completed math page. Compile the pages to create a class book using all of the students work.
<b>Now and Then</b>	<b>Say</b> , "Today we saw that math can be found everywhere and how important math is in our everyday lives."



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Created by \_\_\_\_\_



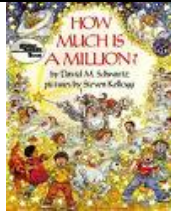
# How Much is a Million

## Second Grade: Math



**Gifted Behaviors to look for:**

- Perceptive –
- Curious –
- Resilient

<b>SBI(S)</b>	MTH.G2.12.a.7
<b>Materials</b>	 Paper; Chart Paper
<b>ESOL Accommodations</b>	Provide visuals. Peer buddy pairings. Define unfamiliar vocabulary.
<b>Marzano Strategy</b>	Generating and Testing Hypotheses
<b>Patterns of Thinking</b>	RELATIONSHIPS

<b>Link</b>	<p><b>Say</b>, “We have been discussing linear measurement this past week. Review with students the various units of measurement as well as the importance of standard measurement. Today we are going to examine the question, <i>How Much is a Million?</i>”</p>												
<b>Engage and Educate</b>	<p><b>Assessment:</b> Listen for students who can share prior knowledge of standard units of measurement.</p> <p>Read <i>How Much is a Million</i> by David M. Schwartz.</p> <p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>• “How long would it take to count to a million?”</li> <li>• “How large a room does it take to put in a million pennies?”</li> <li>• “How long would it take to gather a million pennies?”</li> <li>• “How could we figure out the length of 100 dollar bills laid out end to end?”</li> <li>• “How could we determine the height of 100 pennies stacked?”</li> </ul>												
<b>Active Learning</b>	<p><b>Assessment:</b> “Perceptive” students might have a sense of the enormity of one million and be able to describe the length of time it would take to accumulate one million of anything. “Curious” students might ask complex questions for clarification about ‘one million.’</p> <p>Students will work in groups to answer the following questions:          -How long would 100 dollar bills be if laid out end to end? How high would a stack of 100 pennies be?</p> <p>Students should use both systems of measurement. Students should find the answer in cm. and m., as well as in. and ft.</p> <p>-How long would 1,000 dollar bills be if laid out end to end to end? How high would a stack of 1,000 pennies be?          -How long would a million dollar bills be if laid out end to end to end? How high would a stack of a million pennies be?</p> <p><b>Answers: (depending on students, teachers might put these answers on cards to provide an additional visual)</b></p> <p><i>One million dollar bills:</i></p> <table style="margin-left: 20px;"> <tr> <td>15,500,000 cm</td> <td>6,125,000 in</td> </tr> <tr> <td>155,000 m</td> <td>510,417 ft</td> </tr> <tr> <td>155 km</td> <td>97 mi.</td> </tr> </table> <p><i>One million pennies:</i></p> <table style="margin-left: 20px;"> <tr> <td>142,857 cm</td> <td>55,555 in</td> </tr> <tr> <td>1,429 m</td> <td>4,630 ft</td> </tr> <tr> <td>1.43 km</td> <td>9/10 mi.</td> </tr> </table>	15,500,000 cm	6,125,000 in	155,000 m	510,417 ft	155 km	97 mi.	142,857 cm	55,555 in	1,429 m	4,630 ft	1.43 km	9/10 mi.
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	<p><b>Extension(s):</b> Students will describe something they would like one million of and why</p>												
	<p><b>Assessment:</b> “Resilient” students will exude strength and maintain integrity through the challenges they face. They will demonstrate an ability to work through difficult times.</p>												
<b>Reflect</b>	<p>Allow students an opportunity to share their strategies to solve the problem. Facilitate a discussion on different types of strategies students used.</p>												

Now  
and  
Then

**Say,** "Tell students that we will continue to examine different forms of measurement throughout the week."


# Square Patterns

## Second Grade: Math

VISUALIZATION



**Gifted Behaviors to look for:**  
Strategic – Resilient

<b>SBI(S)</b>	MTH.G2.26.a.4
<b>Materials</b>	 Paper Chessboard; rice
<b>ESOL Accommodations</b>	Provide visuals. Activate and make connections to prior knowledge.
<b>Marzano Strategy</b>	Testing and Generating Hypotheses
<b>Patterns of Thinking</b>	RELATIONSHIPS

<b>Link</b>	<b>Say</b> , “We have been learning about patterns. Today we are going to use our knowledge to solve a number riddle in a book.”
	<b>Assessment:</b> Listen for students who show excitement and enthusiasm for solving a riddle in the book.
<b>Engage and Educate</b>	<p>Read the <i>King’s Chessboard</i> by David Birch to the students stopping at the part the king makes the deal with the wise man.</p> <p>Write the beginning pattern on the board, (1, 2, 4, 8, and 16) and ask the students to determine the pattern.</p> <p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>“How much rice will be given to the wise man by the end of the agreement?”</li> <li>“Was this a wise agreement for the king to make?”</li> </ul> <p>Give students a copy of paper chessboards and rice. Allow some time for students to try and determine how much rice the wise man will receive on the twelfth day. The twelfth day the wise man received one ounce of rice.</p>
	<b>Assessment:</b> “Strategic” students will use a variety of strategies to solve the problem. “Curious” students might ask deep questions to initiate their investigation.
<b>Active Learning</b>	<p>Students will determine the amount of rice up to the twentieth day. Finish reading the story.</p> <p><b>*Note:</b> You can adapt the day to determine the amount of rice to each student depending on his/her abilities.</p>
	<b>Extension(s):</b> Students will develop their own number pattern and write a short story in which the number pattern is included.
	<b>Assessment:</b> “Resilient” students will show determination in solving the problem and exude strength even through their challenges.
<b>Reflect</b>	Share the amount of rice for the given day. Discuss what lesson the king learned or should have learned.
<b>Now and Then</b>	<b>Say</b> , “Today we used our knowledge of patterns to solve a riddle. We will continue to look at patterns found in our environment.”

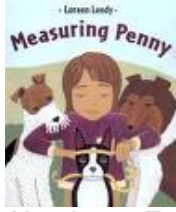
# Measuring Mania

## Second Grade: Math

VISUALIZATION



**Gifted Behaviors to look for:**  
*Resourceful –*  
*Curious –*  
*Creative*

<b>SBI(S)</b>	MTH.G2.12.a.7
<b>Materials</b>	 Aluminum Foil; Ruler or tape measure
<b>ESOL Accommodations</b>	Provide visuals. Use graphic organizers or sentence frames.
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	RELATIONSHIPS

<b>Link</b>	<b>Say</b> , “We have been discussing various units of measurement. We are going to create aluminum foil animals and then use various units of measurement to measure them.”
	<b>Assessment:</b> Listen for students who can recall the different units of measurement.
<b>Engage and Educate</b>	<b>Ask:</b> <ul style="list-style-type: none"> <li>• “What ways can you use to measure the length of a book?” Encourage nonstandard and standard units.”</li> <li>• “Why is it better to use standard units?”</li> <li>• “Why is it better to use nonstandard units?”</li> </ul> Read <i>Measuring Penny</i> by Loreen Leedy to the class.
	<b>Assessment:</b> “Resourceful” students might use available resources in the classroom to recall both standard and nonstandard units of measurement. “Curious” students might ask questions to obtain more information about the two types of measurements.
<b>Active Learning</b>	Students will create animals using aluminum foil. Give each student 2 strips that measure 20” x 12” and instruct them to place them in a “X” shape. Place a third 20” x 12” down the middle. Show students how to crumple the foil to form four legs and a body. Students will create an animal and measure its length and height in nonstandard and standard units. Record results on a chart.
	<b>Extension(s):</b> (1) Facilitate a debate as to which is better to use: standard or nonstandard units of measurement. (2) Use Think Blocks to compare the benefits and drawbacks of nonstandard units. (3) Create a PMI chart for nonstandard units of measurement.
	<b>Assessment:</b> “Creative” work samples might include a new and unusual animal measured in both standard units.
<b>Reflect</b>	Share their completed foil animal and describe both the standard and nonstandard measurements they used. Allow for comments and questions from other classmates.
<b>Now and Then</b>	<b>Say</b> , “Remind students the various ways to measure length. Tell students that we will be exploring other tools of measurement including time, money, temperature, as well as ways to measure liquids.”