

Story Questions A la Bloom


Third Grade: Language Arts

QUESTIONING



Gifted Behaviors to Look For:

- Perceptive –*
- Curious –*
- Resourceful –*

SBI	ELA.G3.1.b, ELA.G3.4.e, ELA.G3.5.f
Materials	 <p><i>The Three Little Pigs</i>, by Susanna Davidson</p> <p>Questions to Promote Higher Level Thinking (attached) <i>Three Little Pigs</i> Questioning Skills Quiz (attached)</p>
ESOL Accommodations	Provide illustrations and other visuals to help with understanding (specifics noted within the lesson).
Marzano Strategy	Cues, Questions, and Advance Organizers
Patterns of Thinking	DISTINCTIONS RELATIONSHIPS

Link	<p>Show the students a couple pictures from <i>Tuesday</i>, by David Wiesner. Ask, “What are some questions you are wondering as you observe the picture?” Allow students to share questions. Then, ask students to consider why we ask questions. Again, provide time for students to share ideas. Guide students through discussion so that they consider the following ideas:</p> <ul style="list-style-type: none"> • Effective questioning skills are essential to productive learning. • The types of questions we ask directly relate to the depth of the responses. • The types of questions we ask are linked to the quality of new understanding. • Ask questions can impact our learning and the way in which we, and others, think. <p>Note: Images can be found by typing “Tuesday by David Wiesner” into Google images.</p>
	<p><u>Look Fors:</u> “Curious” students ask many different types of questions. “Perceptive” students, who are aware of questioning strategies, make connections to other activities in which they used questioning techniques.</p>

Engage and Educate	<p>Say, “We know that we gather information from questions we ask.</p> <p>Ask:</p> <ul style="list-style-type: none"> • “Are questions valued in our class? Our school? Our culture?” • “What are characteristics of the most effective questions?” • “Why are composing and asking good questions important?” • “How does quality questioning turn us from passive learners into active learners?” <p>Explain that a vehicle for helping students compose different kinds of questions is a thinking skill organizer called “Bloom’s Taxonomy.” Define <u>taxonomy</u> as a system of organizing or classifying, in this case, levels of thinking. You can find a chart at: http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm. Explain to the group that higher levels of questioning require more complex, and often more abstract, thinking than lower levels. This means answers to questions based on each level will also be more complex, abstract, and open-ended.</p> <p>Ask:</p> <ul style="list-style-type: none"> • “What situations are best suited for a simple yes/no answer?” • “What situations require a short answer question?” • “What kinds of questions are best for discussion?” <p>Explain to the students that being able to ask/write all kinds of questions is as important as being able to answer quality questions at each level. If you don’t ask quality questions, you may not get the information you want or need. Clear questioning at all levels helps ensure you gather the desired information.</p> <p>Read aloud <i>The Three Little Pigs</i> by Susanna Davidson.</p>
	<p>Look Fors: “Perceptive” students show persistence and look beyond the obvious when answering questions.</p>
	<p>ESOL Accommodation: 1) http://www.sparklebox.co.uk/thumbs901-905/sb902prev.html provides sequencing cards. Sequence the cards and provide for ESOL to use as a reference throughout the lesson.</p>
Active Learning	<p>Option 1) After reading <i>The Three Little Pigs</i>, distribute the worksheet, “Questions to Promote Higher Level Thinking.” Review the different question prompts and allow students to use as a reference. Ask the class to come up with a Knowledge level question and record several possibilities. Repeat this step for each level of Bloom’s Taxonomy.</p> <p>Option 2) Students will take “Questioning Skills Quiz.” Students must identify the level of Bloom’s Taxonomy that matches each question and explain how they know. As an alternative, complete as a whole group assessment.</p>
	<p>Look Fors: “Curious” students ask complex questions and generate new ideas related to the story of <i>The Three Little Pigs</i>. “Resourceful” students draw their own experiences as they compile questions.</p>
	<p>ESOL Accommodations: 1) The students create visuals to represent each level of Bloom’s Taxonomy. 2) The students use the Bloom’s Questioning prompts to analyze a work of art rather than a piece of writing. 3) The students match premade questions to the corresponding levels of Bloom’s Taxonomy.</p>
	<p>Extensions: 1) The students create questions using a different fairy tale. They should aim to write questions at various levels of Bloom Taxonomy. 2) The students create a Blooming Questions Cube. The students label each side of the cube with a different level of Bloom’s Taxonomy. They then create leveled questions about a story they have read. As a follow-up, the students can ask questions to a classmate.</p>

<p style="text-align: center;">Reflect</p>	<p>Option 1) Allow students to share their questions and/or extension projects with the class. Discuss the different levels of questioning and how different information (more complex, abstract, etc.) was gathered based on the type of question asked.</p> <p>Option 2) Allow students to share why they think it is important to ask a variety of questions and what they found easy and challenging about using this type of thinking skill. Allow students time to reflect on the types of questions they created and if they tended to write questions at a particular level of Bloom's Taxonomy.</p>
<p style="text-align: center;">Now and Then</p>	<p>Say, "Today we practiced using questioning strategies to deepen our understanding of fiction. We will continue to use questioning strategies throughout the year with both fiction and nonfiction and think about how the strategies help us better understand texts."</p>



Name: _____

Date: _____

Questions to Promote Higher Level Thinking

Evaluation:

Do you agree with the actions...? How would you prove...? Disapprove?
What is your opinion of...? Would it be better if...? Why did they...?
How would you...?

Synthesis:

What changes would you make to solve...? How would you improve...? Can you
invent...? How would you test...? What facts can you use to prove...?

Analysis:

How is _____ related to...? What are the parts or main features of...? Why do you
think...? Can you list the reasons why...? What is the relationship between...?

Application:

How would you use...? What examples can you find...? How would you
organize...? What facts would you select to show...?
How would you show your understanding of...?

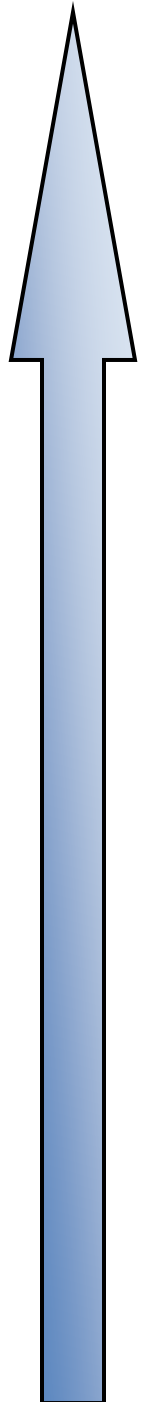
Comprehension:

How would you classify the type of...? How would you compare...? Contrast?
Would you state or interpret in your own words...? How would you rephrase the
meaning of...? What can you say about...? Which is the best answer?

Knowledge:

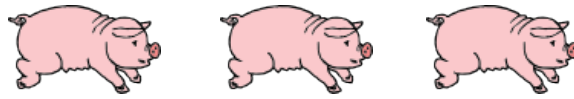
What is...? Where is...? How did _____ happen? Why did...? When did...?
How is...? Can you recall...? Who was...? Who were the main...?
How would you explain...? Can you list...?

TOPIC:



Questioning Skills Quiz

The Three Little Pigs



Identify the level of Bloom's Taxonomy that matches each question about the story *The Three Little Pigs*. Then, write an explanation of how you know it matches that particular level.

1. What happened to the three little pigs?
2. Do you think the pigs were good thinkers or bad thinkers? Why?
3. How were the pigs' houses different?
4. How many pigs were in the story?
5. What would you do if a bad person knocked on your door?
6. What are some other ways that the pigs could have handled the wolf problem?

Should I Join Columbus?

Third Grade: Social Studies

QUESTIONING




PLUS,
MINUS,
INTERESTING



**Gifted Behaviors
to Look For:**

- Perceptive –
- Communicative –
- Resourceful –
- Curious –

SBI	SS.G3.11.a, SS.G3.12.a
Materials	 <p><i>The Life of Christopher Columbus: From His Own Letters and Journals</i> by Edward Everett Hale</p> <p>1492 Person Profile (attached) Plus, Minus, Interesting Chart (attached)</p>
ESOL Accommodations	Provide additional time for students to gather background information on Columbus (specifics noted within the lesson).
Marzano Strategy	Cues, Questions, and Advanced Organizers
Patterns of Thinking	DISTINCTIONS RELATIONSHIPS

Link	<p>Say, “We have been learning that effective questioning is an important step in making quality decisions. People who lived in the past were faced with difficult, and sometimes dangerous, decisions. Recall a time when you had to make an important decision and had a difficult time deciding one way or another.”</p> <p>Ask,</p> <p>“What made this decision difficult?”</p> <p>“When was a time you needed more information before making a final decision?”</p>
	Look Fors: “Communicative” students will share their experiences with questioning strategies.
Engage and Educate	<p>Pretend you have the opportunity to represent your school at a conference in Washington, D. C.</p> <p>Ask:</p> <ul style="list-style-type: none"> • “What are some questions you would ask before deciding whether to participate?” • “Why do people ask questions before starting something new or having a new experience?” • “What are the benefits of asking questions before you have to make an important decision?” • “How are the needs, worries, and concerns of people living in the present the same as those who lived in the past?”
	Look Fors: “Perceptive” students understand the importance of questioning before starting something new and be able to explain how questions influences decision making and outcomes. “Communicative” students make inferences about characteristics of different people and compare and contrast people who lived in the past to people who live in the present.

Active Learning	<p>Option 1) Students role play a person from 1492 who must decide whether to join Columbus' voyage to the New World. (<i>The Life of Christopher Columbus: from His Own Letters and Journals</i> by Edward Everett Hale is a good reference to review the experiences of that time.) Share <i>1492 Person Profile</i> with the class.</p> <p>Ask questions about the fisherman's situation such as:</p> <ul style="list-style-type: none"> • "If you were the fisherman, what additional information would you need?" • "What would be your concerns, worries or hopes?" <p>As the students share various ideas, list them on the board and determine what information would be most helpful when deciding whether to go on Columbus' voyage. Students should explain their reasoning. Next, the students will create 4-5 questions using the following prompt: <i>If I were a person from 1492, I would ask Columbus...</i></p> <p>Option 2) Students create a PMI (Plus, Minus, Interesting) chart to organize ideas. The students then use the PMI charts and create questions they would ask Columbus to help make a decision about whether to join Columbus' crew.</p>
	<p><u>Look Fors:</u> "Curious" students continue to ask clarifying questions in order to understand what was going on at that time. "Resourceful" students gather additional information about the late 1400s to help understand the time period better.</p>
	<p><u>ESOL Accommodation:</u> 1) Provide students additional time to learn about the life and accomplishments of Christopher Columbus.</p> <p>http://www.brainpopjr.com/socialstudies/holidays/columbusday/preview.weml provides a "Brain Pop" video on Columbus. (You will need to subscribe for a free trial.)</p> <p>http://kids.yahoo.com/directory/School-Bell/Social-Studies/History/By-Subject/Exploration/Explorers/Columbus--Christopher provides several kid-friendly links.</p>
	<p><u>Extensions:</u> 1) Students create a set of questions to help them make a difficult decision using either a real life or imaginary situation. 2) Students role play people from a different time period (a different explorer, an important American, etc.) and ask questions about different events to make a decision. For example, students might pretend they are a person from the mid 1700s and ask questions to determine what they think of Thomas Jefferson and if they will sign the Declaration of Independence. They might also role play a person from the Civil Rights era who has learned of Rosa Park's arrest. They must ask questions to determine how they will respond and if they will support the boycott of buses.</p>
Reflect	<p>Option 1) Students work in small groups and share questions they created.</p> <p>Ask:</p> <ul style="list-style-type: none"> • "Which of the questions were the most original?" • "Which questions were the most common?" • "Which questions are the most important?" • "Which would result in the most helpful answers?" <p>Option 2) Students work in small groups and share questions they created. After everyone has shared, ask, "If you could ask only one question from your lists, what would it be and why?" Students must evaluate the questions and determine the most important. They should be prepared to share their reasoning with the class.</p> <p>With both options, ask questions to summarize students' learning.</p> <ul style="list-style-type: none"> • "Why would questioning skills have been important to people trying to decide whether to sail with Columbus?" • "Why are effective questioning skills important to us today?"
Now and Then	<p>Say, "Today we discovered how people use their own point of view and questions to make decisions. We will continue to study other people and ask questions to better understand decisions made."</p>

1492 Person: Profile

The following information describes information about you which might influence the kinds of questions you ask Christopher Columbus.

Personal Information

- 28 years old
- Wife
 - skilled seamstress
 - doesn't want to go with you
- Two children
 - Daughter, who is an infant
 - 12-year-old son, who wants to go with you
- Poor – simple life, no luxuries

Experience

- Cannot read or write
- Have sailed on small fishing boat
- Earn your living as a fisherman

Other Information

- Not sure if world is round or flat
- Don't know much about Christopher Columbus
- Heard that if gold is discovered you could get rich
- Worried about staying healthy
- Concerned about your safety
- Love adventure
- Brother in the same town



Sailing to the New World With Columbus

Plus

Minus

Interesting

Questioning Quakes

Third Grade: Science

QUESTIONING



Gifted Behaviors to Look For:
Communicative –
Perceptive –
Resourceful –
Curious - Resilient

SBI	SCI.G3, SCI.G3.10.c, SCI.G3.8.a
Materials	<i>Late Night Musings of an Earthquake Seismologist</i> essay posted at http://earthquake.usgs.gov/learn/essays/reasenberq.php
ESOL Accommodations	Provide additional background information on earthquakes (specifics noted within the lesson).
Marzano Strategy	Cues, Questions, and Advance Organizers
Patterns of Thinking	DISTINCTIONS / RELATIONSHIPS

Link	Place an object, such as small ball or other toy, in a bag. Say , “You cannot look in the bag or touch the object inside, but you must figure out what object I’ve placed in the bag.” Ask , “What can you do to figure out what the object is?” The students should understand they must ask questions. Guide the students to consider other situations in which questions must be used to gather information. If they do not suggest it, tell the students that effective questioning is used in gather information and research.
	Look Fors: “Communicative” students share background knowledge on earthquakes and other changes in nature.
Engage and Educate	Review the basics for creating quality questions. The students should consider simple versus complex questions and also how to incorporate different levels of thinking into the questions they create. Provide each student with a copy of “Questions to Promote Higher Level Thinking” and review the question prompts for each level of thinking. Say , “Questions help us gather information. We can use the information learned to learn from what has happened in the past and prepare for the future. Effective question is the key to successful research.” Tell students to share what they know about the tsunami that hit Japan in March of 2011. Ask , “What types of questions would you ask to gather information about the tsunami?” As a class, brainstorm a list of questions they would ask to gather information about the tsunami, its effects, and how to prepare for future natural disasters. Discuss how different questions incorporate different levels of thinking.
	Look Fors: “Perceptive” students recognize patterns in nature and can predict potential changes in the future. “Resourceful” students connect issues with earthquakes to other natural disasters.
	ESOL Accommodation: http://www.weatherwizkids.com/weather-earthquake.htm , http://www.historyforkids.org/scienceforkids/geology/earthquakes/ , and http://earthquake.usgs.gov/learn/kids/ provide background information on earthquakes.

Active Learning	<p>Introduce the lesson by telling students they are going to use their questioning skills to learn more about earthquakes and their effects on communities.</p> <p>Say, “We will use our questioning skills to learn more about earthquakes and their effects on communities. To gather information, we will read an interview by seismologist, Mr. Paul Reasenber.” The students will create questions for each of thinking levels to gather information.</p> <p>Provide students with a copy of the essay, <i>Late Night Musings of an Earthquake Seismologist</i>. The essay can be accessed at http://earthquake.usgs.gov/learn/essays/reasenber.php, the U. S. Geological Survey Website. Explain the essay originally was published in a San Jose newspaper in January 1994, one week after an earthquake in Northridge, California. The essay will help students understand Reasenber’s thoughts, as he describes his experience during the earthquake. His essay provides the viewpoint of not only a scientist but also a home owner living in a very old house near the San Andreas Fault.</p> <p>Either read the essay to the students or allow the students to read in pairs. As they read the essay, they should focus on questions used within the essay. Ask, “Why do you think the Mr. Reasenber used questions in his essay?”</p> <p>Next, the students to pretend to be reporters who will conduct an interview with Mr. Reasenber. Ask, “Based on information in his essay, what questions would you ask him?” They write six questions using the handout, “Questions to Promote Higher Level Thinking.” The students edit questions with a partner to make improvements and to ensure different thinking levels have been incorporated into the types of questions asked.</p>
	<p>Look Fors: “Curious” students ask complex questions that tap into the seismologist’s experience with earthquakes. “Resilient” students follow through on the assignment and show a motivation to complete it to their best ability.</p>
	<p>Extension: 1) Students identify the most effective interview questions composed by the class. Then, contact Mr. Reasenber at reasen@usgs.gov and ask for responses to the interview questions.</p>
Reflect	<p>Students share their best questions with the class. Discuss similarities and differences in the questions and focus on the different levels of questions used. The students should discuss how higher level thinking questions gather more in depth information on earthquakes.</p> <p>Ask:</p> <ul style="list-style-type: none"> • “Why is quality questioning an important thinking skill?” • “What was the most challenging part of writing the interview questions?”
Now and Then	<p>Say, “Today we worked on developing complex questions to ask a seismologist. We will continue to work on questioning techniques throughout the year.”</p>

Name: _____

Date: _____



Questions to Promote Higher Level Thinking

Evaluation:

Do you agree with the actions...? How would you prove...? Disapprove?
What is your opinion of...? Would it be better if...? Why did they...?
How would you...?

Synthesis:

What changes would you make to solve...? How would you improve...? Can you invent...? How would you test...? What facts can you use to prove...?

Analysis:

How is ____ related to...? What are the parts or main features of...? Why do you think...? Can you list the reasons why...? What is the relationship between...?

Application:

How would you use...? What examples can you find...? How would you organize...? What facts would you select to show...?
How would you show your understanding of...?

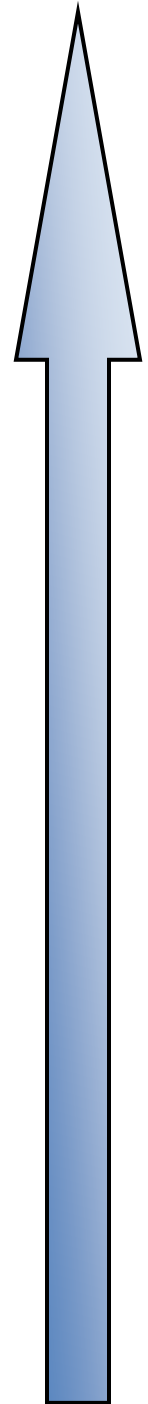
Comprehension:

How would you classify the type of...? How would you compare...? Contrast?
Would you state or interpret in your own words...? How would you rephrase the meaning of...? What can you say about...? Which is the best answer?

Knowledge:

What is...? Where is...? How did ____ happen? Why did...? When did...?
How is...? Can you recall...? Who was...? Who were the main...?
How would you explain...? Can you list...?

TOPIC:



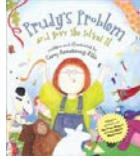
Collections

Third Grade: Science

QUESTIONING



Gifted Behaviors to Look For:
 Perceptive –
 Strategic –
 Creative

SBI	SCI.G3.1.b, SCI.G3.1.c
Materials	 <p><i>Prudy's Problem and How She Solved It</i> by Carey Armstrong-Ellis</p> <p>Mystery box with a collection item Brainstorming sheet (attached) Index cards Modeling clay</p>
ESOL Accommodations	Define unfamiliar vocabulary (specifics included in the lesson).
Marzano Strategy	Nonlinguistic Representations
Patterns of Thinking	DISTINCTIONS RELATIONSHIPS

Link	Ask , “What do baseball cards, stamps, and seashells all have in common?” Allow the students to share ideas. They should understand they all are items people collect. Provide time for students to share different collections they have. Ask , “What does it mean to collect? What are some synonyms for collecting?”
	Look Fors: “Perceptive” students quickly understand they all are collectors. They also understand many different types of people are collectors and provide additional examples of collections.
Engage and Educate	<p>Ask:</p> <ul style="list-style-type: none"> • “Why do people collect things?” • “What types of things do people collect?” • “What types of things can you do with items in a collection?” <p>Read <i>Prudy's Problem and How She Solved It</i> by Carey Armstrong-Ellis. Discuss the solution to Prudy's problem.</p>
	Look Fors: “Perceptive” students identify Prudy's problem quickly. “Strategic” students have numerous ideas on how to solve the problem.
	ESOL Accommodation: http://classroom.jc-schools.net/waltkek/Prudy's%20Problem.ppt provides a PowerPoint presentation which reviews vocabulary used in the text.
Active Learning	<p>Show the students a mystery box, which includes items from your personal collection. Students speculate on what one could do with these objects and then work in groups to think of ways to classify these items. Allow students to share ideas with the class.</p> <p>Ask:</p> <ul style="list-style-type: none"> • “What could you add to these objects to make them useful in another way?” • “If money or space were no object, what would you most like to collect? Why?” <p>Give each student a small amount of clay to make an item that they would like to collect. As an alternative, students may draw a picture. Remind them to consider items others might not think to collect. Then, on an index card, the students identify the item and list two reasons for collecting that particular item. They also should note why the item is unique from others' collections.</p>
	Look Fors: “Creative” students design an original item that in which others might be interested.
	Extension: 1) Students prepare a museum of the collections to share with peers or another grade level.
Reflect	<p>The students share their collections with the class. Use a cooperative learning strategy, like a carousel walk, so that students view as many collections as possible.</p> <p>Ask:</p> <ul style="list-style-type: none"> • “Does sharing ideas from others spark, diminish, or inhibit your thinking process?” • “When else might we use the classification process?”

Now
and
Then

Say, "Today we practiced classifying objects into two or more sets. We will continue to use this skill throughout the year to find similarities and differences in items."



Brainstorm!
What do people collect?

Carousel Feedback

The Carousel Feedback may be used with Carousel Walk cooperative learning activity.

Teams rotate from project to project to give feedback to other teams.

1. Teams stand in front of their own projects.
2. Teams rotate clockwise to the next project.
3. For a specified amount of time, teams verbally discuss their reactions to the other team's project.
4. Person #1 records feedback on a feedback form.
5. Teams rotate, observe, discuss, and give feedback on the next project.
A new recorder is selected each round.
7. Teams continue until each team rotates back to its own project or until time is called.
8. Teams review the feedback they received from the other teams.

Who, What, Where?

Third Grade: Social Studies

QUESTIONING



Gifted Behaviors to Look For:

Communicative –
Strategic –
Perceptive

SBI	SS.G3.3.11;SS.G3.3.12
Materials	Hidden Identity Cards (attached) Tape or paper clips
ESOL Accommodations	Provide time for students to review key words before participating in the activity (specifics noted within the lesson). Students may also pair up with a classmate.
Marzano Strategy	Generating and Testing Hypotheses
Patterns of Thinking	DISTINCTIONS RELATIONSHIPS

Link	<p>Say, “We have learned how learned how to develop questions when reading a book to clarify the content. Today, we will develop questions that target topics we’ve learned about in social studies.” Review different questioning techniques discussed in class.</p> <p>Note: <i>Strategies That Work</i> by Stephanie Harvey and Anne Goudvis and <i>The Next Step in Guided Reading</i> by Jan Richardson are good resources for questioning.</p>
	<p>Look Fors: “Communicative” students share information about what they are learning in social studies and apply their knowledge to provide specific examples about content.</p>
Engage and Educate	<p>Say, “We have learned that questions help us gather information, make decisions, and solve problems. Ask, “When has questioning helped you gather information, make a decision, or solve a problem?” Provide time for students to share ideas. Students should see that questions help answer the who, what, where, when, why, and how. Say, “Today, we will use yes and no questions to discover hidden identities.” The students brainstorm ideas in a small group and create a list of questions. Allow time for students to share as a class and record ideas on the SMART Board. Discuss which questions best help the students gather needed information. Some examples of questions which students may list are below:</p> <ul style="list-style-type: none"> • Am I a person? • Am I a place? • Am I a thing? • Am I a famous American? • Did I invent something? • Do animals live near me? • Am I a holiday? <p>Next, the students practice as a whole group, asking questions to identify a key person, place, or thing you have selected. (A person such as Rosa Parks, who most students know, could be used for the whole-group example). Once the students have discovered the hidden identity, discuss which questions were most helpful. Review with the students the “Who Am I?” directions (attached).</p>
	<p>Look Fors: “Strategic” students make connections independently between the hidden identities and the types of questions they should ask.</p>
Active Learning	<p>Cut out the attached fact cards and tape one card to the back each student. Instruct students to mingle around the classroom, asking each other yes and no questions to determine their hidden identity. Provide assistance to students having difficulty solving their hidden identity.</p>
	<p>Look Fors: “Perceptive” students will understand the object of the game and will show a persistent focus to figure out their hidden identity.</p>
	<p>ESOL Accommodation: 1) Provide opportunities for students to gather background information on the hidden identities. A list of Discovery Education clips can be found on 24-7 (Blackboard). Click on the eCART tab and then Advanced Resource Search. Scroll down and type R000EE1 for the FCPS serial number.</p>
	<p>Extensions: 1) Students make up their own hidden identities and play “Who Am I?” using</p>

	<p>explorers, Native American tribes, or science concepts. 2) Students create a PowerPoint presentation to display facts about selected people, places, and things. Slides should reflect information that would be gathered using who, what, where, when, why, and how questions.</p>
<p style="text-align: center;">R Reflect</p>	<p>Have students sit in a circle and discuss the activity.</p> <p>Ask:</p> <ul style="list-style-type: none"> • “What did you find easy/challenging about the activity?” • “Were some people/places/things/ideas easier to guess than others? Why do you think this was the case?” • “If you were to play the game again, what would you do differently to help you discover the hidden identity more quickly?”
<p style="text-align: center;">N Now and T Then</p>	<p>Say, “Today we created questions related to what we’ve learned in social studies. We will continue to use questioning to obtain more information.”</p>

Who Am I?

Purpose: Students attempt to discover the secret identity of a person, place or thing related to the social studies curriculum.

Advanced Preparation: Print and cut apart hidden identity cards. Using a paperclip or piece of tape, attach one mystery card on each student's back.

Directions:

- 1) Students stand up and raise their hand until they find a partner (Sticky High Five).
- 2) Partner A turns around to show Partner B the card on his/her back. Partner A then asks three yes/no questions to discover the hidden identity. Partner A gets one guess. *
- 3) Switch roles.
- 4) Partners thank each other and raise their hand to find a new partner.

* When a partner guesses, if correct, he/she moves the identity card to the front and becomes a helper to other classmates. If incorrect, he/she keeps playing and finds a new partner to ask three additional yes/no questions.

George
Washington

Thomas
Jefferson

Abraham
Lincoln

Rosa
Parks

Thurgood
Marshall

Martin Luther
King, Jr.

Veterans'
Day

Memorial
Day

Helen Keller

Susan B. Anthony

James River

Jackie Robinson

Capital
Resources

Natural Resources

Mississippi River

Rio Grande

Appalachian Mountains

Great Lakes

Rocky Mountains

Richmond, VA

Washington, DC

Producer

Consumer

Washington Monument

Daring Debate: Influence from the Past

Third Grade: Social Studies

FLUENCY,
ORIGINALITY,
FLEXIBILITY &
ELABORATION



Gifted Behaviors to Look For:

- Creative –
- Communicative –
- Strategic –

SBI	SS.G3.1
Materials	Discovery Education video segments (links noted within the lesson) Trade books on Greece and Rome Sticky notes Drawing paper
ESOL Accommodations	Provide examples, visuals, and trade books at different reading levels.
Marzano Strategy	Generating and Testing Hypotheses
Patterns of Thinking	DISTINCTIONS

Link	<p>Show students the problem $6 + \underline{\quad} = 13$. Ask, “What number completes the number sentence? How did you solve the problem?” Allow students time to share different ways they solved the math problem. Say, “There are different ways to solve problems. Similarly, there are different ways to explain things. Using fluency (many ideas) and flexibility (different types of ideas) leads to original and creative ideas. Elaboration helps clarify and justify your thoughts and ideas.” Share different inventions that were created from existing ideas (i.e., post-it notes, scooters).</p>
	<p>Look Fors: “Creative” students have a variety of ideas and experiences. “Communicative” students share and elaborate on some of their original ideas.</p>
Engage and Educate	<p>Explain the steps of SCAMPER. http://activelearning.uta.edu/facstaff/assets/eduScamper%20-%20QEP.pdf provides a link that explains the acronym and lists examples of questions for each step.</p> <p>Ask:</p> <ul style="list-style-type: none"> • “How do <i>Fluency, Originality, Flexibility, and Elaboration</i> enhance your creativity?” • “How can <i>Fluency, Originality, Flexibility, and Elaboration</i> help to brainstorm many explanations to one question or belief?” • “Why is your first idea not always your best?” • “Why is it important to elaborate on your ideas?” <p>Provide the students with an object so that they can practice using SCAMPER. Some ideas of what you could use include a backpack, desk, or bicycle. Allow students to brainstorm ideas in a small group before sharing. As they share, students should identify which step(s) of SCAMPER they used. This part of the lesson should take only 5-10 minutes.</p>
	<p>Look Fors: “Strategic” students think through their response before sharing their ideas. They show this by having examples to support their ideas.</p>
	<p>ESOL Accommodation: 1) Provide students with examples and visuals of how to change an existing item with SCAMPER. “New Uses for Old Things” from <i>Real Simple Magazine</i> is a great resource. The article can be found in each month’s edition of the magazine. In addition, the following sites provide examples: http://www.realsimple.com/home-organizing/new-uses-for-old-things/news-uses-for-old-cd-case-00000000023433/index.html and http://www.realsimple.com/home-organizing/new-uses-for-old-things/new-uses-for-penny-cd-case-00000000028566/page4.html.</p>

Active Learning	<p>The students watch Discovery Education streaming video segments focused on contributions of ancient Greece and Rome. A list of clips on Greece can be found on 24-7 (Blackboard). Click on the eCART tab and then Advanced Resource Search. Scroll down and type R000E8D for the FCPS serial number. Clips on Rome can be found on Discovery Education.</p> <p>http://player.discoveryeducation.com/index.cfm?guidAssetId=E0333E0F-57F6-4489-88DF-85B0F0EF7E05&blnFromSearch=1&productcode=US provides a video on the building on bridges, http://player.discoveryeducation.com/index.cfm?guidAssetId=35FC88E1-E562-400B-882C-800E8520DCD3&blnFromSearch=1&productcode=US about the development of democracy and contributions to our government, and http://player.discoveryeducation.com/index.cfm?guidAssetId=B0F0182D-B47D-4907-9521-83FD47020E14&blnFromSearch=1&productcode=US provides general information about ancient Rome.</p> <p>Ask:</p> <ul style="list-style-type: none"> • “Why are the contributions from these ancient civilizations important?” • “How do the contributions influence our lives today?” • “How might one contribution be more important than another?” <p>Option 1) Allow students to choose one contribution from either Greece or Rome. The students, using the SCAMPER, will create a new invention. They may draw or construct their new creation and share final products with the class.</p>
	<p>Look Fors: Students with “Leadership” qualities assume a leadership role and organize participation of other group members. “Strategic” students research potential rebuttals for the debate.</p>
	<p>Extensions: 1) Students write a newspaper article highlighting a new invention based on a contribution from ancient Greece or Rome. The article should discuss the original idea, how this new product has been adapted for modern times, and why it is an improvement. 2) Students debate whether Ancient Greece or Ancient Rome made more influential contributions to our lives today. Assign students a position to defend and provide time for them to research. Students will work in groups to brainstorm arguments, generate original ideas, and elaborate on their opinions. Students then debate their positions. 3) Students create a PowerPoint or Photo Story explaining contributions from one of the ancient civilizations.</p>
Reflect	<p>Students share ways in which they changed the Greek or Roman invention. They should discuss thinking used and how their changes have improved upon the original ideas.</p> <p>Ask:</p> <ul style="list-style-type: none"> • “Why is it important to elaborate on your ideas?” • “How can you use ideas that exist already and make them original?”
Now and Then	<p>Say, “Today we learned about contributions to our culture by civilizations like Ancient Greece and Ancient Rome. We will continue to study other ancient cultures and their contributions.”</p>


Saving Sea Creatures

Third Grade: Science

FLUENCY,
ORIGINALITY,
FLEXIBILITY &
ELABORATION



Gifted Behaviors to Look For:
Creative –
Perceptive –
Curious

SBI	SCI.G3.10.a, SCI.G3.10.b, SCI.G3.10.d
Materials	 <p><i>Dive! A Book of Deep Sea Creatures</i> by Melvin Berger</p>
ESOL Accommodations	Provide additional background information on pollution (specifics noted within the lesson).
Marzano Strategy	Generating and Testing Hypotheses
Patterns of Thinking	DISTINCTIONS/RELATIONSHIPS

Saving Sea Creatures (attached)

Link	<p>Ask:</p> <ul style="list-style-type: none"> • “What are some dangers from which we have to protect ourselves?” • “What are dangers from which animals have to protect themselves?” • “What has been invented to help protect people and animals?” <p>Students list items such as clothing, shelter, armor, fences, radar, alarms, and locks. Say, “Sometimes, natural disasters harm animals and people.” Ask, “What are some natural disasters you have learned about in the past (or experienced)?” Provide time for students to share different natural examples, such as forest fires, floods, hurricanes, and hurricanes. Say, “Natural disasters, like the oil spill in the Gulf of Mexico, call on people to use their creative thinking to solve problems. Just like inventors use their imaginations to create new and improved products, people use creativity to solve environmental problems.”</p>
	<p><u>Look Fors:</u> “Perceptive” students understand how original ideas often are used to solve environmental problems.</p>
Engage and Educate	<p>Say, “People can have a negative effect on ecosystems.”</p> <p>Ask:</p> <ul style="list-style-type: none"> • “How have people had a negative effect on the creatures that live in the ocean ecosystem?” • “What can we do to preserve the health and safety of creatures in the ocean?” • “What kind of thinking is useful in designing products or practices that will solve environmental problems?” <p>The students share what they know about pollution and how to protect the environment.</p>
	<p><u>Look Fors:</u> “Creative” students share inventive ideas on how to protect sea creatures and solve environmental problems. “Perceptive” students understand that fluency, flexibility, originality, and elaboration are important parts of the creative thinking process.</p>
<p><u>ESOL Accommodation:</u> http://tiki.oneworld.net/pollution/pollution_home.html provides background information on pollution. Clicking on a country’s flag translates the information into the country’s language.</p>	

Active Learning	<p>Begin with a visualization activity. Say, “Imagine you are scuba diver in the ocean. Look around you.”</p> <p>Ask:</p> <ul style="list-style-type: none"> • “What do you see?” • “What do you feel?” • “What dangers do fish encounter?” • “How do fish protect themselves?” • “What dangers do other animals in the ocean face?” • “How do they protect themselves?” <p>The students act as inventors and design something for a sea creature to protect itself from danger (fishing nets, fishing lines, pollution, careless snorkelers and divers, other sea creatures, etc.). Students should work to be original thinkers and elaborate on their invention by adding directions for its use, labeling the important parts of their design, and naming their invention. Students share their inventions with the class.</p>
	<p><u>Look Fors:</u> “Creative” students design an original contraption to collect dangerous objects in the ocean. “Curious” students ask complex questions to explore, test, and evaluate their new invention.</p>
	<p><u>Extensions:</u> 1) Students write an advertisement for their invention. 2) Students write a newspaper article from the perspective of a sea creature who is the lead reporter for the Ocean Times. The article should tell about a dangerous event and how a sea creature used the invention to protect itself. 3) Students create an invention to solve problems facing creatures living in other environments, such as the wetlands, desert, or rainforest.</p>
Reflect	<p>Ask:</p> <ul style="list-style-type: none"> • “What kind of thinking did you use to come up with your invention?” • “How did you elaborate on your invention (details, labels, directions for use)?” • “What similarities and differences did you notice between your design and your classmates’ designs?” • “What made certain designs unique?”
Now and Then	<p>Say, “Today we created inventions to save sea creatures. We will continue to study the effects of human activity on animals and their habitats.”</p>

Saving Sea Creatures

Designed by: _____

Design a new way to save sea creatures.

Label the parts of your new invention.

Be an original and creative thinker!


Zookeeper Problem

Third Grade: Math



Gifted Behaviors to Look For:

- Communicative* –
- Resourceful* –
- Strategic* –
- Resilient*

SBI	MTH.G3.25.a, MTH.G3.26.a
Materials	 <i>I Want to Be a Zookeeper</i> by Dan Liebman Problem Solving Strategies (attached) Zoo Keeper Problem (attached) Chart paper
ESOL Accommodations	Provide information and visuals about zoos (specifics noted within the lesson).
Marzano Strategy	Generating and Testing Hypotheses
Patterns of Thinking	DISTINCTIONS/RELATIONSHIPS

Link	<p>Ask, “Who would like to share about a day he/she has spent at the zoo?” Provide time for the students to share ideas. Next, ask students to discuss problems a zookeeper might face in his/her job. Say, “We have learned there are multiple approaches to problem solving and, consequently, multiple solutions. When we solve problems, we need to elaborate and find connections that go beyond the obvious. These strategies – fluency, originality, elaboration, and flexibility – help find alternate solutions to different situations.”</p>
	<u>Look Fors:</u> “Communicative” students will want to share their ideas throughout the lesson.
	<u>ESOL Accommodations:</u> Some students may not have been to a zoo before. To provide background information, allow students to explore different books and websites to learn about zoos. The National Zoo’s website can be found at http://nationalzoo.si.edu/default.cfm , where students can visit a virtual zoo. Additionally, http://www.northvalley.net/kids/zoos.shtml provides link to different zoos around the United States.
Engage and Educate	<p>Read <i>I Want To Be a Zookeeper</i> by Dan Liebman to give background knowledge about the job of a zookeeper. Tell students they will be using problem solving strategies to solve a problem for a zookeeper. Ask, “Which problem solving strategies work best when solving problems with multiple answers?” Allow students to share the different strategies they use when solving math problems. Once several strategies have been shared, display a list of strategies on the SMART Board (attached).</p>
	<u>Look Fors:</u> “Resourceful” students will share several problem solving strategies. “Strategic students will understand and discuss how, when, and why they used a particular strategy.
Active Learning	<p>Provide each student a copy of “The Zookeeper Problem” (attached). Discuss the problem and clarify any questions regarding the parameters. Review the commutative property so that students understand an answer of 1-2-3-9 is the same as 2-9-1-3 and will not be counted as a separate solution. The students then work independently or in pairs to solve the problem. After about 10 minutes, the students connect with other classmates, working in groups of 4-5. The group members collaborate and merge their solutions to find one solution that represents the group’s thinking. Each group shares their solution with the whole class, focusing on the strategy or strategies used.</p> <p>Note: The goal of this lesson is to stimulate fluency of thinking while encouraging students to generate multiple answers. The teacher can assess mathematical thinking by observing each student’s approach to solving the problem. The best way to determine all answers to the problem is to create an organized list.</p>
	<u>Look Fors:</u> “Strategic” students find a pattern in the numbers when solving the zookeeper problem. Continue to prompt other students to find patterns, as well. “Resilient” students work on the problem until they are unable to find new solutions.
	<u>Extension(s):</u> 1) Change the number of tigers to three or four digit numbers. 2) Create a class chart where students can record multiple solutions and discuss options.

R _{eflect}	<p>The students discuss which strategies worked best for solving the problem. Encourage students to focus on advantages and disadvantages of using particular strategies with this type of problem. Also, encourage students to discuss any pitfalls they encountered while solving the problem.</p> <p>Ask:</p> <ul style="list-style-type: none">• “Why is fluent thinking important for mathematicians?”• “Why is it important for mathematicians to elaborate on the ideas of other mathematicians?”• “How does flexible thinking allow you to try a new approach?”
N _{ow} and T _{hen}	<p>Say, “Today we practiced using problem solving strategies to solve a math problem. We will continue to find new problem solving strategies.”</p>



1. Act it out or use objects
2. Draw a picture
3. Look for patterns
4. Guess and check
5. Use logical reasoning
6. Make an organized list
7. Make a table
8. Solve a simpler problem
9. Work backwards/sdrawkcab

Student Name: _____

Date: _____



The Zookeeper Problem

*The zookeeper has a problem. He just received 15 tigers from Asia to add to the zoo's collection. However, he only has four habitat cages available. The zookeeper must decide how to display the tigers for the zoo's visitors. The owner of the zoo likes for each animal habitat to be unique so the zookeeper knows he cannot put the same number of tigers in any two cages. **How many different ways could the zookeeper display the tigers in the four habitat cages so that each habitat has a unique number of tigers?***

Pick a problem-solving strategy and show your thinking.

More Than Meets the Eye

Third Grade: Language Arts

VISUALIZATION



Gifted Behaviors to Look For:

*Communicative –
Perceptive –
Creative*



SBI	ELA.G3.9.a, ELA.G3.9.c, ELA.G3.9.d
Materials	Pictures of famous artwork Strawberry visualization exercise (attached)
ESOL Accommodations	Define unfamiliar vocabulary.
Marzano Strategy	Nonlinguistic Representations
Patterns of Thinking	RELATIONSHIPS/PERSPECTIVES

Link	<p>Say, “Visualization is a technique that artists and writers use to build and expand their imagination.”</p> <p>Ask:</p> <ul style="list-style-type: none"> • “What is visualization?” • “When have you used visualization?” • “How does visualization help you with problem solving?” • “How might visualization help an artist or writer expand their imagination?” <p>Allow students to share their ideas. They should understand that visualization allows us to imagine how something might look, feel, smell, taste, or sound and understand how someone might react in different situations. Students also should understand that visualization helps us solve problems by thinking about possible solutions before experimenting with them.</p>
	<p><u>Look Fors:</u> “Communicative” students elaborate on previous experiences with visualization. “Perceptive” students understand visualization helps people experience different situations before having to engage in an activity.</p>
Engage and Educate	<p>Say, “We use visualization to imagine how something feels, looks, tastes, smells, and sounds, even if it’s not in front of us.” Tell students to close their eyes and imagine a scenario (e.g., beach, amusement park, etc.). The “Strawberry Visualization Exercise” (attached) can be used as well.</p>
	<p><u>Look Fors:</u> “Creative” students share specific details about their visualizations. Their ideas extend beyond the obvious and include all senses.</p>
Active Learning	<p>Say, “Even though we do not actually have strawberries, we can visualize what the experience would be like. We use each of our senses. Similarly, visualization allows us to experience situations we are not part of, such as music and visual arts. Show the students a piece of art. (Some suggested artists are Vincent Van Gogh, Edward Hopper, Claude Monet, and Pablo Picasso.) Tell students to imagine they are in the painting. They close their eyes to visualize. Say, “Imagine you could be there.” Ask, “What do you see? Hear? Smell? Feel? Taste?”</p> <p>After the students have had time to visualize being in the painting, they share their ideas. They should understand artists use visualization to create paintings, sculptures, and other forms of artwork. Ask, “How could a writer or author use visualization (pictures or artwork to create a story)?” Again, provide time for the students to share their ideas.</p> <p>Next, display a piece of art for the students to observe. The students visualize themselves in the picture and use the visualization to write an original story.</p> <p>Note: As an alternative, music clips could be used instead of artwork.</p>
	<p><u>Look Fors:</u> “Creative” students imagine themselves in a scene and share a variety of events using all five senses.</p>
	<p><u>Extensions:</u> 1) Create a class book of stories to compliment major artworks. 2) Students choose a picture, imagine they are the artist, and use visualization to answer the question, “What is happening during that moment in time?” Then, they write an original story describing how the artist might feel when painting or sculpting.</p>

R e f l e c t	Ask: <ul style="list-style-type: none">• “How does visualization produce more or less than I expected?”• “How does visualization allow me to notice more in a piece of artwork than if I only look at the piece?”• “How does visualization help me as a writer?”
N o w a n d T h e n	Say , “Today we learned to visualize in order to create a picture in our mind. When else might visualization help us learn something?”

Strawberry Visualization Exercise



A fresh bowl of strawberries sits on the kitchen counter. You reach out and select a ripe red berry the size of a ping pong ball. You hold it in the palm of your hand. You can feel the soft green leaves and bumpy surface with your fingers. You bring the strawberry close to your nose and smell the delicious strawberry scent. You can no longer resist and you take a big bite. The juice runs into your mouth and the fresh strawberry flavor makes you smile.

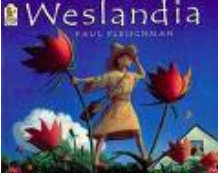
Colony of the Future

Third Grade: Social Studies

VISUALIZATION



Gifted Behaviors to Look For:
Perceptive – Creative

SBI	SS.G3.10.a.1
Materials	 <p><i>Weslandia</i> By Kevin Hawkes</p> <p>Elements of Civilization worksheet (attached) Drawing materials</p>
ESOL Accommodations	Define unfamiliar vocabulary. Provide additional background information on civilizations (specifics noted within the lesson).
Marzano Strategy	Nonlinguistic Representations
Patterns of Thinking	RELATIONSHIPS PERSPECTIVES

Link	<p>Ask, “What are some civilizations you have studied in the past?” Allow students to share what they know. Some may connect to second grade lessons on ancient Mali. Say, “Even though civilizations change, they remain the same in some ways.” Allow students to share their thoughts on this idea. Guide the discussion to touch on the concepts listed below.</p> <ul style="list-style-type: none"> • All civilizations must meet the basic needs of humans (food, clothing, and shelter). • All communities have certain things in common. • Communities are affected by their environments, and people must adapt. • Communities change over time.
	<u>Look Fors:</u> “Communicative” students share prior knowledge about civilizations or the basic needs of humans.
Engage and Educate	<p>Read <i>Weslandia</i> to the students, asking them to look for how Wesley, the main character, creates his own civilization. While reading the book, pull out key ideas and list them on a chart (example with answers attached).</p> <p>Ask:</p> <ul style="list-style-type: none"> • “What are some things that all communities have in common?” • “What predictions can we make about the future of our civilization?” • “How would colonists need to adapt to survive in a future colony (e.g., space, underwater, underground)?”
	<u>Look Fors:</u> “Perceptive” students identify main components of all civilizations (staple crop, arts and entertainment, contributions and inventions, jobs, and government) and notice how Wesley’s civilization meets his basic needs. “Creative” students share ideas for creating their own civilizations.
	<u>ESOL Accommodation:</u> <i>A Country Far Away</i> , by Nigel Gray and Philippe Dupasquier could be used prior to the lesson. The book, which is composed primarily of illustrations, compares and contrasts American culture with the culture of “a country far away.”

Active Learning	<p>Remind students that even though civilizations change, they remain the same in some ways. Invite students to make predictions about the future of their community. Ask, “What will stay the same in your community? What will change?”</p> <p>Say, “Many areas of our world are becoming overpopulated.” Tell them to imagine they are charged with starting a new colony.</p> <p>Ask:</p> <ul style="list-style-type: none"> • “Where would you set up the new colony?” • “When colonists first arrive, what will be their first concerns?” • “Besides meeting their basic needs, what other special needs would the colonists have?” • “How would they meet these needs?” <p>The students choose a location for a colony and visualize its future. Read the following prompt. Say, “Take a look around your colony. What does the scenery look like? What do the buildings look like? How are people getting around? What are people wearing? What are they doing? What unusual things do you see? What types of stores are there? Do you see some inventions?”</p> <p>The students then draw a picture of their new colony. Encourage students to use labels and explain how colonists would meet their basic needs. They also should make sure to include the colony’s location and name and to incorporate common elements of civilizations (discussed during the “Engage and Educate” part of the lesson).</p>
	<p>Look Fors: “Creative” students add details to their new colony and elaborate on their creation with new inventions and original ideas.</p>
	<p>Extensions: 1) Instruct students to visualize a city or town that may have existed in ancient China, Egypt, Greece, or Rome and draw what they would see if they were a time traveler from the 21st century. The students then create a postcard with a message about what they saw and did while visiting. 2) The students create a three-dimensional figure of their colony.</p>
Reflect	<p>Ask:</p> <ul style="list-style-type: none"> • “How did visualization help you create a design for your future colony?” • “What adaptations did you make to ensure your colonists would survive?” • “How did the environment affect the decisions you made?”
Now and Then	<p>Say, “Today we considered the way communities adapt due to the basic needs of humans. We will continue to reflect on the way other things change over time.</p>

Elements of Civilizations

1. crop: **swist**



How was the crop used?

- a. **shelter**
- b. **food/drink**
- c. **cup**
- d. **clothing**
- e. **suntan lotion**
- f. **mosquito repellent**



Why were these uses important?

- a. **meet basic needs**
- b. **\$, cash crop**

2. art and entertainment: **sports/games, flute**

3. system of writing: **80-letter alphabet (symbols), records history**

4. jobs: **make clothes, suntan lotion, artists, servant for Wesley, sales people, help w/writing (scribe), farmers**

5. government: **helps keep civilization organized and people safe, Wesley is leader**

geography:

architecture:

inventions/ contributions:

Seeing Mystery Numbers

Third Grade: Math

SBI	MTH.G3.25.a, MTH.G3.26.a
Materials	Hundreds Chart (attached) Mystery Number worksheet (attached) Mystery Number answer key (attached)
ESOL Accommodations	Provide visuals (Hundreds Chart) to assist them in completing this activity.
Marzano Strategy	Nonlinguistic Representations
Patterns of Thinking	RELATIONSHIPS/PERSPECTIVES

VISUALIZATION



Gifted Behaviors to Look For:

Resourceful –
Perceptive –



Link	<p>Ask, “When have you used visualization?” The students share ideas about when they have used visualization at school, at home, during sports, etc. If they do not mention it, tell them that visualization can be used in math. The students should understand the following ideas:</p> <ul style="list-style-type: none"> • The process of visualization aids in problem solving situations. • Spatial visualization is a critical skill for mathematical understanding. • Visualization provides visual spatial cues, which strengthen connections and helps in the retention of knowledge.
	<p>Look Fors: “Perceptive” students will quickly identify previous experiences with visualizations.</p>
Engage and Educate	<p>Instruct students to close their eyes and visualize the following math concepts: the number three, a cube, a triangle, the number 20, the number 100, the number one thousand, one-half, one dollar and seventy-five cents. Students share the details of their mental images. Discuss which concepts were harder to visualize.</p> <p>Next, provide each student with a copy of a hundreds chart. Then, ask them to discuss how they’ve used hundreds charts in the past. Ask, “What patterns can you identify?” They should notice that as they move vertically the numbers change +/- 10 and as they move horizontally they change +/-1. Students may also see that as they move diagonally the numbers change either +/- 9 or +/- 11. Ask, “How do the patterns help you visualize the chart?”</p> <p>Model how to solve “Arrow Math” problems using the hundreds chart. Explain that the arrows indicate what direction to move on the chart. Practice a few as a whole group.</p> <p>Note: A similar lesson can be found in the Project M3 Unit, <i>Awesome Algebra</i>. Chapters 2, lessons 2 and 3 work with hundreds chart patterns, extensions, and arrow math.</p>
	<p>Look Fors: “Resourceful” students will understand visualization can be used to solve real life math problems (e.g., grocery store trips, mileage on a road trip, elapsed time).</p>
Active Learning	<p>Remove the hundreds charts from view. Distribute the “Mystery Numbers” handout. Solve a couple problems as a whole group, connecting the patterns discovered. Then, students work independently or in pairs to solve the problems. Allow students who are having difficulty to use the hundreds chart for a few problems. When they get the hang of patterns and strategies used, they should again attempt to solve the problems without the chart.</p> <p>Next, share answers as a whole group. Encourage students to discuss how visualization helped them find the mystery numbers and any strategies they used.</p>
	<p>Extension(s): 1) Students create their own arrow math problems and share them with others. 2) Provide additional arrow math problems, incorporating diagonal arrows. You can also provide problems that would force the students to extend their patterns beyond the hundreds chart. For example, 88 ↓ ↓ → → .</p>
	<p>Look Fors: “Perceptive” students quickly demonstrate their understanding of patterns and are able to extend and generalize.</p>
Reflect	<p>Ask:</p> <ul style="list-style-type: none"> • “How can the process of visualization help you solve problems?” • “How might visualization be a beneficial thinking strategy when studying other subjects?” • “How else can you use this thinking strategy in your daily life?”

Now
and
Then

Say, "Today, we used visualization to solve math problems. We will continue to look at math problems and decide which strategy will help solve them."

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Name: _____

MYSTERY NUMBERS



Study the Hundreds Chart at least one minute in order to visualize the mystery numbers. Use the arrow clues to find the mystery number.

1. What number is one above 83 (\uparrow)? _____
2. What number is three below 65 ($\downarrow\downarrow\downarrow$)? _____
3. What number is two to the left and one above 40 ($\leftarrow\leftarrow\uparrow$)? _____
4. What number is 33 $\uparrow\rightarrow\rightarrow$ (read as 33, up one space and two spaces to the right!)? _____

Continue solving the mystery numbers! Visualize the hundreds chart to help you discover the correct number.

5. 72 $\uparrow\uparrow\rightarrow$ _____
6. 85 $\downarrow\rightarrow\rightarrow$ _____
7. 33 $\uparrow\uparrow\rightarrow\rightarrow$ _____
8. 45 $\uparrow\uparrow\rightarrow\downarrow\rightarrow$ _____
9. 1 $\rightarrow\rightarrow\downarrow\downarrow\downarrow\downarrow$ _____
10. 74 $\rightarrow\downarrow\downarrow\rightarrow\rightarrow\rightarrow$ _____
11. 4 $\downarrow\downarrow\downarrow\rightarrow$ _____
12. 30 $\uparrow\leftarrow\leftarrow\downarrow\downarrow$ _____

Create your own problems on the back!

Name: _____

MYSTERY NUMBERS KEY



Study the Hundreds Chart at least one minute in order to visualize the mystery numbers. Use the arrow clues to find the mystery number.

1. What number is one above 83 (\uparrow)? 73
2. What number is three below 65 ($\downarrow\downarrow\downarrow$)? 95
3. What number is two to the left and one above 40 ($\leftarrow\leftarrow\uparrow$)? 28
4. What number is 33 $\uparrow\rightarrow\rightarrow$ (read as 33, up one space and two spaces to the right!)? 25

Continue solving the mystery numbers! Visualize the hundreds chart to help you discover the correct number.

5. 72 $\uparrow\uparrow\rightarrow$ 53
6. 85 $\downarrow\rightarrow\rightarrow$ 97
7. 33 $\uparrow\uparrow\rightarrow\rightarrow$ 15
8. 45 $\uparrow\uparrow\rightarrow\downarrow\rightarrow$ 37
9. 1 $\rightarrow\rightarrow\downarrow\downarrow\downarrow\downarrow$ 43
10. 74 $\rightarrow\downarrow\downarrow\rightarrow\rightarrow\rightarrow$ 98
11. 4 $\downarrow\downarrow\downarrow\rightarrow$ 35
12. 30 $\uparrow\leftarrow\leftarrow\downarrow\downarrow$ 38

Create your own problems on the back!

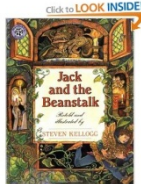
All About Me!

Third Grade: Language Arts

MINDMAPPING



Gifted Behaviors to Look For:
Perceptive –
Resourceful –

SBI	ELA.G3.3.5
Materials	 <i>Jack and the Beanstalk</i> , by Steven Kellogg drawing paper, 18 x 12
ESOL Accommodations	Provide pictures of traits and additional practice identifying them in stories (specifics noted within the lesson).
Marzano Strategy	Cues, Questions, and Advance Organizers
Patterns of Thinking	SYSTEMS/RELATIONSHIPS

Link	<p>Ask, “What do a file cabinet, computer folders, and binders have in common?” The students should understand that all three help people organize different things. Say, “We also organize ideas in our mind.” Discuss with students how memories and other information are stored in our brains in organized and unique ways. Say, “Mind maps are one way we display the pathways in our brains. They help us organize important content with visual connections.”</p>
	<p><u>Look Fors:</u> “Perceptive” students will understand how the human brain works, how memories are stored, etc.</p>
Engage and Educate	<p>Read a version of <i>Jack and the Beanstalk</i>. As you read, model for the students how to identify different character traits of Jack. Allow students to share character traits they think describe him, and encourage them to share what part of the story makes them think so. Create a list of the character traits as you go. After finishing the story, discuss which traits are Jack’s strongest and why. The students then discuss various kinds of visual representations that could be used to depict the traits. Students draw their ideas.</p>
	<p><u>Look Fors:</u> “Perceptive” students make accurate comparisons between themselves and Jack.</p>
	<p><u>ESOL Accommodations:</u> 1) http://learningenglish-esl.blogspot.com/2010/04/jack-beanstalk-story-12.html provides an online version of <i>Jack and the Beanstalk</i>. Additional tales, such as <i>Little Red Riding Hood</i> and <i>Goldilocks and the Three Bears</i>, can be found here as well. The stories could be used with the students before the lesson, and students can work to identify character traits. 2) Create pictures of various traits (e.g., helpful, artistic, athletic, funny, intelligent) so that students can match an illustration of a trait to the trait, itself.</p>
Active Learning	<p>Ask, “How are you like or different than Jack?” Students share ideas, comparing and contrasting Jack’s personality to theirs. Add any new personality traits to the list you already started and have the students additional pictures to depict the new traits. After the list is finished, ask, “What traits would your parents say are your strongest? What about your friends?”</p> <p>The students will then draw a symbol to represent themselves. This symbol will serve as the center of their mind maps. They will attach three branches to represent the following:</p> <ul style="list-style-type: none"> • What they think are their strongest character traits. • What they think their parents would say are their strongest traits. • What they think their friends would say are their strongest traits.
	<p><u>Look Fors:</u> “Resourceful” students connect to characters and other people who have similar traits.</p>
	<p><u>Extension:</u> 1) Students create a mind map for characters in a story they read. They then compare and contrast the information displayed.</p>
Reflect	<p>Students walk around the classroom with their completed mind maps and find a classmate who has similar traits. Allow a few minutes for students to discuss their similarities. They then find another classmate whose mind map is different than theirs so that they can discuss differences. Provide time for students to share ideas to the class. Ask, “What are similarities and differences you noticed between your mind map and others in the class?”</p>

Now
and
Then

Say, "Today we used a tool called mind mapping to organize ideas about ourselves. We will continue to create mind maps throughout the year to organize other topics about which we are learning."

Celebrate

Third Grade: Social Studies



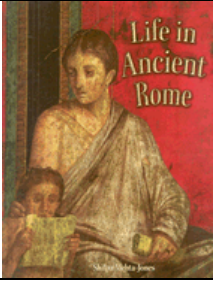
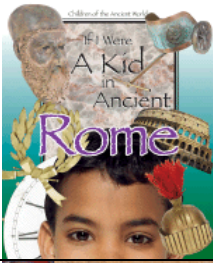
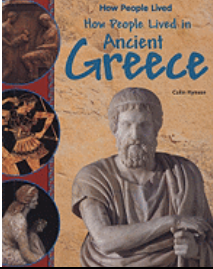

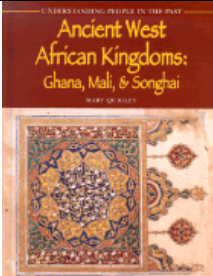
Gifted Behaviors to Look For:
Communicative –
Perceptive –
Creative

SBI	SS.G3.4.b; SS.G3.4.c
Materials	Drawing paper, 18 x 12 Trade books (suggested list attached)
ESOL Accommodations	Define unfamiliar vocabulary. Provide books at various reading levels on holidays.
Marzano Strategy	Cues, Questions and Advance Organizers
Patterns of Thinking	SYSTEMS/RELATIONSHIPS

Link	<p>Say, “During the year, we celebrate different holidays and remember important days of the year. Other countries also observe different holidays – some of the same ones and some different ones.”</p> <p>Ask, “What are some holidays that your family celebrates? What things do you do that are special?” After students share about their families, discuss that different cultures observe different holidays.</p>
	<p>Look Fors: “Communicative” students share details of their family celebrations/holidays. “Perceptive” students understand that different cultures celebrate different holidays because of varying religious and cultural beliefs.</p>
Engage and Educate	<p>Ask:</p> <ul style="list-style-type: none"> • “Why do people celebrate?” • “How do other cultures celebrate special occasions?” • “What special occasions were celebrated by ancient societies, and how did they celebrate them?” <p>Share with students some information on holidays from around the world. The following kid-friendly websites provide information about numerous holidays from around the world.</p> <ul style="list-style-type: none"> • http://www.kidsturncentral.com/holidays/glossary/holidaysgloss.htm • http://kids.yahoo.com/directory/Around-the-World/Holidays <p>Students should discuss different ideas and describe some traditions observed by other cultures (including ancient cultures).</p>
	<p>Look Fors: “Perceptive” students will show an in-depth understanding of the celebrations and holidays by sharing the meaning behind each one.</p>
Active Learning	<p>Distribute resource books on ancient cultures (list of suggestions attached). Provide time for students to work with a partner or small group to explore different cultures and find examples of celebrations. The students then share their research. As the students share what they’ve found, record ideas. (They will be used for the mind mapping activity later in the lesson).</p> <p>Next, the students work independently to create a mind map that compares the celebrations of the ancient cultures (Egypt, China, Greece, and Rome). The middle of the mind map should have a symbol to represent <i>celebration</i>. Each mind map should have four branches, one for each of the ancient cultures. Students may include a fifth branch so that they can include information about their own culture and celebrations. Remind students to include symbols, color, and key words to describe the different celebrations.</p>

	<u>Look Fors:</u> "Creative" students think independently of peers and show inventive and original ideas in their mind maps.
	<u>Extensions:</u> 1) In small groups, students create a short PowerPoint presentation for one of the celebrations using the information from each student's mind map. Provide time for students to share the PowerPoint presentation with the whole class. 2) Students create a similar presentation using Photo Story.
Reflect	The students choose one of the ancient civilizations and share connections they made in that section of their mind map. They should discuss similarities and differences between their own beliefs and the beliefs of the chosen civilization.
Now and Then	Say, "Today we reviewed several ancient civilizations and their celebrations. We will continue to study the traditions and contributions of the ancient civilizations."

Possible Trade Books to Distribute

<i>Book Cover</i>	<i>Title and Author</i>
	<p><i>Life in Ancient Rome</i></p> <p>Mehta-Jones, Shilpa</p>
	<p><i>If I Were a Kid in Ancient Rome</i></p> <p>Waryncia, Lou.</p>
	<p><i>How People Lived in Ancient Greece</i></p> <p>Hynson, Colin</p>
	<p><i>Life and Times in Ancient Greece</i></p> <p>Ferris, Julie</p>
	<p><i>Ancient West African Kingdoms: Ghana, Mali, & Songhai</i></p> <p>Quigley, Mary</p>

High Energy

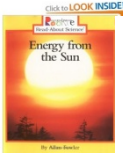
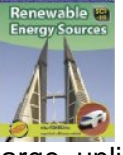
Third Grade: Science

MINDMAPPING



Gifted Behaviors to Look For:

Communicative –
Perceptive –
Creative

SBI	SCI.G3.11.b;SCI.G3.11.d
Materials	 <p><i>Energy from the Sun</i> by Allan Fowler</p>  <p><i>Renewable Energy Sources</i> by Andrew Solway</p> <p>Large, unlined drawing paper Colored pencils or thin markers</p>
ESOL Accommodations	Allow increased time for ESOL students to make connections. Provide additional background information (specifics noted within the lesson).
Marzano Strategy	Cues, Questions, and Advance Organizers
Patterns of Thinking	SYSTEMS RELATIONSHIPS

Link	<p>Say, “We have learned about different ways to collect and organize information. Mind maps are one of the ways we organize information and make visual connections. Tell students to visualize the sun. Ask, “What images come to mind?” Provide time for the students to share ideas. They should discuss what they’ve learned about the sun (e.g., drives the water cycle, source of heat and light). They also might connect to personal experiences (e.g., getting sun burned at the beach).</p> <p>Say, “The Sun is the source of most of the energy on Earth. Some energy sources are renewable and some are not.”</p>
	Look Fors: “Communicative” students will initiate conversation about what they already know about energy sources.
Engage and Educate	<p>Read to the students about different energy sources to provide background information. <i>Energy from the Sun</i> by Allan Fowler and <i>Renewable Energy Sources</i> by Andrew Solway review renewable energy concepts.</p> <p>Ask:</p> <ul style="list-style-type: none"> • “How does the Sun provide energy for us?” • “What are some advantages to using renewable energy sources?” • “What are some disadvantages to using renewable energy sources?” <p>The students should understand renewable energy sources are plentiful and produce no pollution. They also should understand renewable energy sources do not produce enough electricity to power large cities, can affect the environment (dams can flood habitats), and cannot always be used. After students have discussed their ideas, list on the board renewable energy sources (i.e., solar, water, wind, geothermal).</p>
	Look Fors: “Perceptive” students differentiate between the advantages and disadvantages of renewable energy sources. “Communicative” students share information about nonrenewable resources as well.
	ESOL Accommodation: http://www.harcourtschool.com/activity/resource_trail/index.html provides additional information on resources.

Active Learning	Tell students they are going to create a mind map with the main idea of energy. Ask , “When you hear the word energy, what comes into your mind?” Provide time for students to share ideas in pairs or small groups so that students can brainstorm ideas. Next, instruct students to draw a representation of “renewable energy” in the middle of their paper as the focus for their mind map. Attach branches to the center to represent each of the renewable sources of energy. For each branch, students attach symbols using color and key words to facilitate remembering facts about each source. Remind student to include as many details as possible. Use interactive notebooks for content details.
	<u>Look Fors:</u> “Creative” students think independently of peers and show inventive and original ideas and connections in their mind maps.
	<u>Extension:</u> Students use the information from the mind map to create a persuasive poster. The posters should convince people to be more energy conscious.
Reflect	Students share their mind maps with peers to compare the symbols and connections they made to using renewable energy sources. Then, allow some students to share their mind maps with the class.
Now and Then	Say , “Today we created mind maps to organize ideas about renewable sources of energy. We will continue to use other graphic organizers as we learn about other energy sources.”

Mighty Operations

Third Grade: Math

MINDMAPPING



Gifted Behaviors to Look For:
*Perceptive –
 Strategic –
 Leadership*

SBI	MTH.G3.11.a.6
Materials	Drawing paper Word wall with mathematical vocabulary (optional)
ESOL Accommodations	Provide visual support (models, manipulatives, pictures, and charts).
Marzano Strategy	Cues, Questions, and Advance Organizers
Patterns of Thinking	SYSTEMS RELATIONSHIPS

Link	<p>Ask, “What are some languages other than English that you have heard of or know how to speak?” Say, “You all know a second language – mathematics! Mathematics has its own language. Mathematicians acquire a specialized vocabulary and explore mathematical patterns in order to understand concepts.” Ask, “What is some specialized math vocabulary you have learned?” Students should share not only key vocabulary terms they’ve learned, but they should also include mathematical symbols. Create a list of key vocabulary (i.e., word wall) to which students can refer.</p>
	<p><u>Look Fors:</u> “Perceptive” students might show an exceptional ability to learn by sharing their in-depth knowledge of math language.</p>
Engage and Educate	<p>Ask:</p> <ul style="list-style-type: none"> • “Why do you think the study of mathematics has its own special vocabulary?” • “What are the four basic mathematical operations?” • “How do these operations relate to each other?” <p>As the students share ideas, guide them to consider how the operations connect to one and other and how these operations find their way into the students’ everyday lives. Some guiding questions are listed below.</p> <ul style="list-style-type: none"> • “What is addition?” • “What is multiplication?” • “How are addition and multiplication related?” • “What happens when we divide?” • “How are subtraction and division related?” • “What are fact families?” • “What do fact families teach us about each operation?”
	<p><u>Look Fors:</u> “Strategic” students might analyze specific mathematics vocabulary to figure out their roots.</p>
Active Learning	<p>Tell students they will work in small groups to create a mind map to show what they know about the different operations. After reviewing the guidelines for creating a mind map, assign the students to groups of 2-4. Each group should begin by creating a symbol for “mighty operations” in the center of the paper. Then, they attach four branches, one for each operation. The goal of this mind map is for students to make connections between and build a conceptual understanding of the operation. Students should include words used in word problems that identify each operation. Encourage students to use all the symbols associated with each operation.</p> <p>As students work, they may use other resources gather information. Encourage them to be creative with their connections and provide examples. Students should embrace the idea that mind maps are unique; they allow for individual thinking and approaches.</p>
	<p><u>Look Fors:</u> Students with “Leadership” qualities might show an exceptional motivation to succeed</p>

	by leading their group and seeing the task through to completion.
	Extensions: 1) Students create their own mind maps. 2) Students explore different numeration systems and look for similarities and differences with the Hindu-Arabic system. Refer to Project M3, <i>Unraveling the Mystery of the MoLi Stone: Place Value and Numeration</i> for specific lessons.
Reflect	Share the completed mind maps as a class. Each group should present their mind map and explain the thinking behind its creation. Ask: <ul style="list-style-type: none"> • “How does creating a mind map help you to understand math concepts more deeply?” • “How will your mind map enable you to expand your problem solving skills?”
Now and Then	Say , “Today we practiced making mind maps to reinforce mathematics vocabulary. We will continue to learn new vocabulary throughout the year.”

The Power of Advertising

Third Grade: Language Arts

POINT OF VIEW



**Gifted Behaviors
to Look For:**
*Communicative –
 Resourceful –
 Leadership*

SBI	ELA.G3.9
Materials	Magazine advertisements 5–6 decks of Perspective Cards (attached)
ESOL Accommodations	Define unfamiliar vocabulary and provide illustrations and other images to help with understanding. Students may also pair up with a classmate. Provide additional background information on advertising and commercials.
Marzano Strategy	Identifying Similarities and Differences
Patterns of Thinking	PERSPECTIVES

Link	<p>Play an excerpt of a current pop song for the students. Ask, “What do you think of the song?” Students will share their opinions and quickly see that some students liked the song while others did not. Ask, “Why do you think different people like different things (e.g., song, professional sports teams)?” As students share, guide them to consider the following ideas:</p> <ul style="list-style-type: none"> • There are many different ways to view and interpret events or situations. • Personal experiences impact one’s perspective. • An individual’s perspective may affect his or her actions. • A person’s perspective can be enhanced and may change as a result of new knowledge.
	<p>Look Fors: “Communicative” students clarify their opinions by explaining why they like or dislike the song. They may also connect to other examples and share that people’s perspectives affect their opinions and ideas.</p>
Engage and Educate	<p>Ask “Do you have a favorite commercial? Why do you like it?” Provide time for students to share different commercials that stick out to them. Students will begin to notice similarities between the commercials that are favorites. Ask, “Does your favorite commercial make you want to buy the product?” Show students various advertisements and provide time for them to discuss what they see. Students should notice the ads are used to convince people to buy different items.</p> <p>Ask:</p> <ul style="list-style-type: none"> • “Why do people advertise?” • “Do advertisements show multiple perspectives?” <p>Note: Select several different types of advertisements, such as ads for a restaurant, toy store, sports store, kids clothing store, and car company.</p>
	<p>Look Fors: “Communicative” students give multiple supports for their opinion. “Resourceful” students will draw from their own personal/family experiences.</p>

Active Learning	<p>Display a magazine advertisement. Students look at it and write down a sentence or two explaining how they feel about it. Shuffle the Perspective Card deck and draw a card. Tell students to imagine looking at the advertisement on display through the eyes of the person described on the Perspective Card. Students write another sentence or two to describe their impression of the advertisement from the perspective of the individual described on the card.</p> <p>Ask, “How is the perspective of the individual described on the card different from your perspective?” Allow a few minutes for discussion.</p> <p>Divide the class into groups of 4–6. Give each group a deck of Perspective Cards and several different magazine advertisements. Students each draw a Perspective Card and view the advertisements through the eyes of the individuals described on their cards. Groups discuss their perceptions of the advertisements.</p> <p>Lead a discussion on perspective. Ask, “Why might a person who views an advertisement react differently from the way the advertisers hoped they would react?” Explore the idea that advertisements sometimes are designed to appeal to multiple perspectives.</p> <p>Ask, “Can advertisements change people’s perspectives about using a product?” Encourage all students to share their thinking. As the students share, generate a list of student recommendations for updating advertisements to be more persuasive to multiple perspectives.</p>
	<p>Look Fors: Students with “Leadership” qualities organize their group and initiate ideas about the advertisements.</p>
	<p>Extensions: 1) Students create an advertisement scrapbook that includes personal reactions and 1–2 alternative responses. 2) Students create a series of advertisements for the same product that would appeal to different types of people (e.g., differences in age, part of the world). 3.) Students change an existing advertisement to create an updated version.</p>
Reflect	<p>Students share ideas (in writing or aloud) on how viewing advertisements from different perspectives can help advertisers make the most of their ads. They also should explain how they might view advertisements differently in the future.</p>
Now and Then	<p>Say, “Today we learned about perspective and how it impacts an advertisement. We will continue to study perspective in the stories we read.”</p>

Perspective Cards

<p>You are a 12-year-old boy who enjoys playing soccer, baseball, and video games. Your favorite subject in school is PE.</p>	<p>You are an 11-year-old girl who loves horses but is allergic to all furry animals. Your favorite subject in school is math.</p>	<p>You are an 87-year-old man who lives in a retirement home. You use a motorized wheelchair to get around. You love history, and often watch The History Channel.</p>
<p>You are an elementary school principal and have two children of your own. You are allergic to peanuts and seafood.</p>	<p>You are a 6-year-old boy who lived at the beach before moving to Fairfax County. You love surfing, studying the ocean, and eating seafood.</p>	<p>You are an 8-year-old girl who enjoys camping. You often pick up trash from the playground during recess, and care a lot about the environment. Your favorite subject in school is science.</p>
<p>You are an NFL wide receiver. You are paid to wear certain brands of shoes and other clothing. You need to eat healthy food so you'll stay in shape for playing football.</p>	<p>You are a mother of three elementary school children. You worry about what they watch on television, make them do their homework, and don't let them eat junk food.</p>	<p>You are a woman elected to the United States Senate. You travel a lot, and eat in many restaurants. Finding clean sources of energy is very important to you.</p>

Who's in the Mirror?


Third Grade: Language Arts

Need to edit

POINT OF VIEW



Gifted Behaviors to Look For:
Perceptive –
Curious –
Creative

SBI	ELA.G3.9
Materials	 <p><i>Mirror Mirror: A Book of Reversible Verse</i> by Marilyn Singer and Josee Masseé</p>
ESOL Accommodations	Define unfamiliar vocabulary. Provide additional background information on poetry and fairy tales (specifics noted within lesson).
Marzano Strategy	Identifying Similarities and Differences
Patterns of Thinking	PERSPECTIVES

Link	<p>Say, “Imagine having school uniforms is being discussed at our school.” Ask, “What is your opinion on wearing a uniform to school?” Allow students to discuss ideas. After they have shared what they think, encourage them to consider how others (e.g., other students, parents) might view the prospect of uniforms. Say, “Point of view is a tool we use to look at an issue or situation in different ways. Taking a new perspective or looking at something in a different way helps us to be open-minded and make good decisions.”</p> <p>Look Fors: “Perceptive” students will easily understand the reason to explore other perspectives.</p>
Engage and Educate	<p>Ask, “What is the meaning of two sides to every story?” Allow students to share their ideas. Say, “Marilyn Singer’s book, <i>Mirror Mirror</i>, examines familiar tales from two perspectives so that we consider both sides of the story. Read several poems for the students. The students should notice the unique writing style – the poems are written bi-directionally to evidence two points of view. Provide time to share thoughts and ideas.</p> <p>Ask:</p> <ul style="list-style-type: none"> • “Which poem do you prefer? Why?” • “How does perspective help us understand the meaning of the poem?” • “Why does Marilyn Singer want us to see both sides of the story?” <p>Look Fors: “Curious” students ask complex questions or seek more information to understand the meaning behind the two poems from each fairy tale.</p> <p>ESOL Accommodation: 1) Expose students to various fairy tales so that they better understand poems in <i>Mirror Mirror</i>. http://learningenglish-esl.blogspot.com/2010/04/jack-beanstalk-story_12.html provides simple versions of various tales. Students can listen to the tales as they read.</p>
Active Learning	<p>Students will choose a story they know well (e.g., fairy tale, tall tale, picture book, chapter book, TV show). The students will take two different perspectives from the story and create mirror poem. Remind them that the poem must make sense in both directions (top to bottom and bottom to top). After they have completed the poem, the students will add an illustration that captures the ideas in the poem.</p> <p>* Mirror poems could be made into a class book.</p> <p>Look Fors: “Creative” students demonstrate innovative ideas to show relationships between characters and tap into their different perspectives.</p> <p>ESOL Accommodation: 1) Review poetry vocabulary with students. http://library.thinkquest.org/J0112392/ provides terms, definitions, and examples for students.</p> <p>Extension: 1) Students write a mirror poem about content specific curriculum in science or social studies.</p>
Reflect	<p>The students share their mirror poems with partners. After the poem has been read, the partners discuss the different points of view. If time allows, students may share their poems with the class.</p>
Now and Then	<p>Say, “Today we looked at poetry and learned how meanings can change depending on the perspective. We will continue to look at other forms of poetry throughout the year.”</p>

President of the Ocean

Third Grade: Social Studies

POINT OF VIEW



Gifted Behaviors to Look For:

*Resourceful-
Communicative-
Leadership-
Resilient*

SBI	SCI.G3.5;SCI.G3.6.a
Materials	Chart paper Voting process video
ESOL Accommodations	Provide additional information on specific animals that live in the ocean (specifics noted within lesson).
Marzano Strategy	Identifying Similarities and Differences
Patterns of Thinking	PERSPECTIVES

Link	<p>Say, “We live in a democratic community, which means the people vote for leaders and are part of decisions made. People have different perspectives and viewing a decision from various perspectives provides greater understanding.” Ask, “When was a time that you voted for something you wanted?” Allow students to share different times when they voted (e.g., school officers and representatives, captains for teams) and have them consider if the outcome was always what they voted for.</p>
	<p><u>Look Fors</u>: “Resourceful” students have background knowledge about democracy and why taking on different perspectives is important for a leader.</p>
Engage and Educate	<p>Ask:</p> <ul style="list-style-type: none"> • “What are benefits and limitations of majority rule?” • “What do we consider when voting for leaders?” • “What influences a person’s point of view?”
	<p><u>Look Fors</u>: “Communicative” students elaborate on their experiences with politics and the voting process.</p>

Active Learning	<p>Discuss the topic of majority rule with the students.</p> <p>Ask:</p> <ul style="list-style-type: none"> • “Where do we see majority rule used?” • “How is majority rule beneficial?” • “What are the weaknesses of majority rule?” • “Why is voting important?” • “What should people think about when voting?” <p>Present the following scenario to the class: You are citizens of the ocean community. Your job is to select a fish or mammal that you think should be president and the reason(s) for your selection. Listed below are criteria for candidates of the president of the ocean:</p> <ol style="list-style-type: none"> 1. Experience 2. Physical characteristics 3. Predator vs. Prey 4. Mobility 5. Suitability <p>As a class, create a list of four sea animals that might be effective leaders of the ocean community. Next, divide the class into four groups. Assign each group one of the four animals and provide five minutes for groups to generate a list of the qualities that would make their assigned animal the most effective leader.</p> <p>Select two of the groups to argue for their assigned animals. The groups should present their candidate’s strong qualities and the reason their candidate should be elected president of the ocean. The other two groups, acting as an audience, listen and then vote for the strongest leader. Afterwards, the other two groups present their animals, and the first two groups listen and vote. Next, create a graphic organizer to list the leadership qualities of each of the winning sea animals. The students participate in a final discussion to discuss which animal would make the better leader and why. Finally, the students vote to choose the winner.</p>
	<p>Look Fors: Students with “Leadership” qualities interact effectively with their group members and foster the talents of the group. “Resilient” students exude strength for the good of the team, even when faced with difficulties.</p>
	<p>ESOL Accommodation: http://exchange.smarttech.com/details.html?id=074d2ede-3164-4448-89f9-438fc419efd4 provides a SMART Notebook file that reviews various ocean animals.</p>
	<p>Extensions: 1) Students design campaign posters and slogans to promote their ocean creature prior to voting. 2) Students research the top candidates and hold a debate between the top two ocean creatures prior to the final vote. Students create questions about various ocean issues (e.g., “How would you respond if there were an oil spill in our water?”).</p>
Reflect	<p>Ask:</p> <ul style="list-style-type: none"> • “What was beneficial about the voting process?” • “What was problematic?” • “How did you make your decision to vote for the first animal?” • “What was different about the way you voted for the final winner?” • “Why are voting and majority rule important to us?” • “How does this process relate to the electoral process we undergo every four years?”
Now and Then	<p>Say, “Today we thought about perspective in terms of electing a leader. We will continue to learn about government and why it is necessary in communities.”</p>

Environmental Perspectives

Third Grade: Science

POINT OF VIEW



Gifted Behaviors to Look For:
*Resourceful –
 Perceptive –
 Communicative*

SBI	SCI.G3.6
Materials	Chart paper <i>Environmental Problem Statements</i>
ESOL Accommodations	Provide additional background information on habitats (specifics noted within lesson). Also considering pairing students with a buddy.
Marzano Strategy	Identifying Similarities and Differences
Patterns of Thinking	PERSPECTIVES

Link	<p>Ask, “What do you think of the Washington Redskins?” Students share their opinions (and discuss why they feel a certain way) and quickly see that some students root for the team, some against it, and some have no opinion about football in general and the Redskins specifically. Ask, “Why do you think different people like different things?” As students share, guide them to consider the following ideas:</p> <ul style="list-style-type: none"> • There are many different ways to view and interpret events and situations. • Personal experiences may impact one’s perspective. • An individual’s perspective may affect his or her actions. • A person’s perspective can be enhanced and may change as a result of new knowledge.
	Look Fors: “Resourceful” students make connections to specific examples of when using perspective has helped them make a decision or understand something in a different way.
Engage and Educate	<p>Say, “People’s point of view and their needs affect decisions they make.” Provide time for students to discuss the statement and share examples. As students share thoughts, guide them to consider the following questions:</p> <p>Ask:</p> <ul style="list-style-type: none"> • “How might the needs of different individuals affect their perspectives on similar situations?” • “What human decisions have a positive impact on the population in an ecosystem?” • “What human decisions have a negative impact on population in an ecosystem?” • “How can viewing situations and problems from multiple perspectives lead to compromise?” • “How can viewing situations and problems from multiple perspectives lead to conflict?”
	Look Fors: “Perceptive” students look beyond the obvious to determine answers to the above questions.
Active Learning	<p>Divide students into four habitat groups: pond, swamp, desert, and forest. Using trade books and interactive notebooks, the students will work in small groups to review the characteristics of their habitat. A recorder will create notes to use during the large group discussion.</p> <p>After student groups have investigated their habitats, reorganize groups into Environmental Think Tanks. Each Think Tank should include one representative from each habitat. Provide each group with an Environmental Problem Statement (attached). The group members should then discuss the environmental problem, suggest possible solutions, and record ideas. As students work, monitor the students to ensure each habitat representative offers his/her perspective.</p> <p>Ask:</p> <ul style="list-style-type: none"> • “How did different perspectives enhance or frustrate the groups’ progress?” • “How did your perspective change as you worked with group members?” • “How does your perspective impact our ability to problem solve throughout the school day?”
	Look Fors: “Communicative” students articulate solutions to their problem statements based on various perspectives.
	ESOL Accommodation: 1) http://exchange.smarttech.com/search.html?q=%20habitats provides SMART Notebook on the habitats. Select “Habitats Final” (yellow). The file includes pictures,

	information, and links on different habitats.
	Extensions: 1) Students create an environmental issue mind map. The mind map should include the different habitats explored during this lesson and environmental issues that affect each. 2) Students research the pros and cons of an environmental issue of personal interest.
R reflect	In writing or through a class discussion, students reflect on how viewing situations from different perspectives can help people make informed decisions about environmental issues. A prompt, such as the following, can be used: "If you were a _____, how would you react to this situation?"
N ow and Then	Say , "Today we practiced solving problems by analyzing different perspectives. We will continue to use point of view as a way to better understand various situations."

Environmental Problem Statements

A dry-land environment has been experiencing a drought lately. Trees, plants, and crops are dying. The local government has proposed pumping water from a nearby freshwater source. How will this impact your habitat positively? How will it impact your habitat negatively?

A new species has been introduced to your habitat. This animal is an amphibious herbivore with a very large appetite. The other creatures in your community want to get along with the new one but have some concerns about its impact on the habitat. What concerns and compromises could exist in your habitat?

A new species has been introduced to your habitat. This animal is a carnivore with a very large appetite. The other creatures in your community want to get along with the new one but have some concerns about its impact on the habitat. What concerns and compromises could exist in your habitat?

There has been an oil spill in your habitat. People are working to clean it up but it will have a lasting impact. What will the oil spill do to the habitats?

People who are tired of aquarium-dwelling pets have been turning them loose in your habitat. The people are pouring fish, snails, frogs, and aquarium grasses into local ponds and swamps. How will these new creatures and plants impact your habitat?

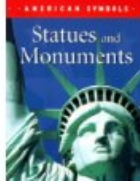
Majestic Monuments

Third Grade: Social Studies

ANALOGIES

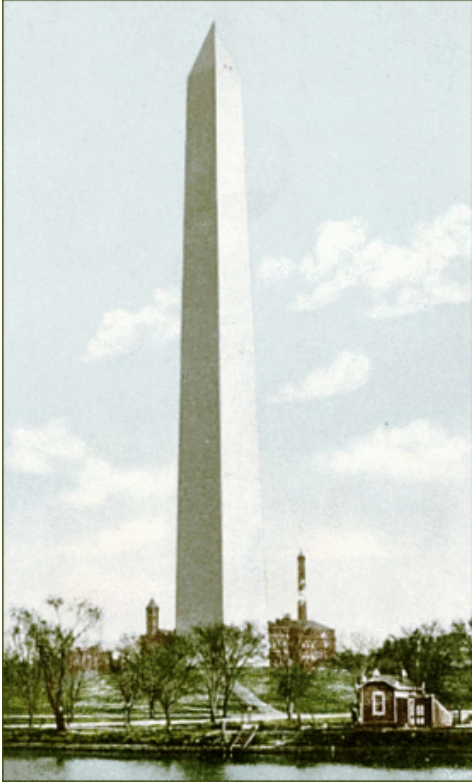


Gifted Behaviors to Look For:
Perceptive –
Resourceful –
Curious –
Creative

SBI	SS.G3.11.b
Materials	 <p><i>Statues and Monuments</i> By Jill Foran</p> <p>Pictures of various monuments</p>
ESOL Accommodations	Provide pictures of monuments for the students. Include pictures from the students' cultures/countries.
Marzano Strategy	Identifying Similarities and Differences
Patterns of Thinking	RELATIONSHIPS

Link	<p>Show students various symbols of the United States. Include some monuments in the pictures you choose. The students identify the symbols and monuments they know and add some others not included in the pictures. Ask, "What do all of these pictures have in common?" As students answer the question, guide the discussion to include the following:</p> <ul style="list-style-type: none"> • Symbolic structures are indicative of the beliefs, values, and norms of a culture. • Analogies are comparisons between two or more items to discover similarities. • Analogies deepen our understanding of ourselves and our world. <p>Note: Pictures can be found by typing <u>symbols of the United States</u> into a search engine. Also, some pictures of monuments are attached.</p>
	Look Fors: "Perceptive" students show the ability to recognize relationships related to monuments.
Engage and Educate	<p>Read <i>Statues and Monuments</i> by Jill Foran and stop at certain pages to discuss the purpose of each monument in more detail.</p> <p>Ask:</p> <ul style="list-style-type: none"> • "What purposes do monuments serve?" • "How do monuments help us understand ourselves as individuals and as a culture?" • "What are some monuments you know from other countries?" • "How are these monuments similar and different than monuments in the United States?"
	Look Fors: "Resourceful" students recognize other resources and/or lessons that help them make connections.

Active Learning	<p>Display pictures of monuments and ask students to choose one that stands out to them. Each student selects a picture and brings it back to his or her work area. The students consider the characteristics of the monuments in their pictures.</p> <p>Ask:</p> <ul style="list-style-type: none"> • “What is striking?” • “What does the monument symbolize or what do you think it might stand for?” • “How does the structure evoke the emotions and ideas of what it symbolizes?” <p>Next, the students will draw personal analogies, thinking about the similarities between their beliefs and convictions and the monument they’ve chosen. The students work to list similarities individually and then share with another student.</p> <ul style="list-style-type: none"> • direct analogy = simple comparison which compares two things • personal analogy = compare oneself to different person or object (e.g., identify with feeling or function of an object) <p>After the students have had time, allow them to share ideas with the class. The students should discuss the connection between the monuments selected and themselves.</p>
	<p>Look Fors: “Curious” students ask complex questions to gather more information about the monument. “Creative” students see the monument in a new or unusual way.</p>
	<p>Extension: 1) Students draw direct analogies between a symbolic structure and someone they identify as a great thinker.</p>
Reflect	<p>Ask:</p> <ul style="list-style-type: none"> • “How did our personal analogies help us better understand monuments?” • “How can analogies help us better understand other subjects we study at school?” • “How do analogies help us better understand ourselves?” • “How do analogies help us better understand the world?”
Now and Then	<p>Say, “Today we looked at different monuments and their meaning. We will continue to study other famous people, events, and the monuments built to honor them.”</p>



Ladybug Analogies

Third Grade: Science

ANALOGIES



Gifted Behaviors to Look For:

Communicative –
Perceptive –
Resilient - Creative

SBI	SCI.G3.4
Materials	<i>Like a Ladybug</i> <i>Ladybug Analogies</i> pictures of ladybugs ladybug science trade books and library books (optional)
ESOL Accommodations	Provide visual aids to help ESOL students identify the ladybug.
Marzano Strategy	Identifying Similarities and Differences
Patterns of Thinking	RELATIONSHIPS

Link	<p>To start the lesson, the students complete a few simple analogies. Some suggestions have been written below. At this point, it should be noted that they do not need to know they are analogies. After the students have had time to complete the activity, share answers. The students should consider and discuss the thinking they used in order to complete the analogies.</p> <ul style="list-style-type: none"> • day : night :: on : _____ (off) • giraffe : zoo :: shark : _____ (aquarium) • English : America :: _____ : France (French) • _____ : dog :: scales : fish (fur)
	Look Fors: “Communicative” students share their understanding of analogies.
Engage and Educate	<p>Say, “One way we compare two things is with an analogy. With analogies, we compare two items to discover a similar characteristic which connects the two items. There are different kinds of analogies: direct analogies and personal analogies. In this lesson you will be working with both types as they relate to our ladybug unit.”</p> <ul style="list-style-type: none"> • direct analogy = simple comparison which compares two things • personal analogy = compare oneself to different person or object (e.g., identify with feeling or function of an object) <p>The students begin with a direct analogy. Ask, “In what ways are a ladybug and an airplane alike?” Guide the students as they draw comparisons, asking them to consider what ladybugs and airplanes both have, what ladybugs and airplanes both are, or what ladybugs and airplanes both do. As students contribute ideas, make a list of similarities on the board or chart paper.</p> <p>Say, “The more unlike the items being compared are, the more it challenges our thinking. This is because the connections and similarities are not so obvious. The most original and unique ideas come from these more challenging comparisons. The students then practice with a more difficult comparison. Say, “How is a ladybug like a stone?” Again, students will share their ideas.</p> <p>Next, the students will work with personal analogies. Say, “Imagine you are an insect, such as an ant. Ask,</p> <ul style="list-style-type: none"> • “How do you feel?” • “How do others treat you?” • “What do you look like?” • “What do you do as an ant?” • “If you could talk, what would you say?” • “What is good in your life?” • “What is not so good?”
	Look Fors: “Perceptive” students notice connections not obvious to others.

Active Learning	The students now work on two analogy activities in this lesson: a direct analogy and personal analogy. Pass out the “Like a Ladybug” and “Ladybug Analogies” worksheets. Review the activities with students and break them into groups. Provide them approximately 20-30 minutes to complete the activities. When they have finished, allow them to share their responses.
	<u>Look Fors:</u> “Resilient” students will show the ability to overcome difficulties and challenges experienced with the analogy concept. “Creative” students will make connections not obvious to others or show a deeper understanding of the life and structure of a ladybug.
	<u>Extensions:</u> 1) Students create a personal analogy for another insect, following the same prompts as <i>Like a Ladybug</i> . 2) Students extend <i>Be Ladybug</i> by writing a story about adventures they have as a ladybug.
Reflect	<p>Ask:</p> <ul style="list-style-type: none"> • “Which kind of analogy, direct or personal, did you enjoy the most? Why?” • “What kind of thinking did you use in this lesson?” • “How does using analogies help you communicate information more effectively?”
Now and Then	Say, “Today we made connections between ladybugs and other unlike objects. We will continue to study the life of ladybugs.”

Name _____

Date _____

Like a Ladybug



Use your knowledge of ladybugs and your imagination to respond to the questions below. Be a ladybug. Remember, thinking, acting, and feeling like a ladybug is a personal analogy.

What size ladybug are you? What do you look like?

Where do you live?

What do you do all day long?

Who are your friends? Who are your enemies?

Should humans study you? Why or why not?

If you could have one wish, what would it be?

What's the BEST part about being a ladybug?

Name _____ Date _____

Ladybug Analogies



Think of what you know about ladybugs to make the following direct analogies. First, explain the connection. After finding one connection, stretch your thinking by finding other explanations for how each pair connects. Try to think of original ideas.

1. A ladybug is like an airplane because _____

Other connections for a ladybug and an airplane:

2. A ladybug wing is like paper because _____

Other connections for a ladybug wing and paper:

3. A ladybug's leg is like a spider's web because _____

Other connections for a ladybug's leg and a spider's web:

4. A ladybug's body is like a house because _____

Other connections for a ladybug's body and a house:

5. A ladybug is like a four-leaf clover because _____

Other connections for a ladybug and a four-leaf clover:

Make your own analogies by completing the sentences below.

6. A ladybug moves like a _____ because both _____.

7. Ladybug eggs look like _____ because both _____.

8. Ladybug antennae are like _____ because both _____.

9. The taste of a ladybug is like _____ because both _____.

Bonus Thinking: Make up your own butterfly direct analogy. Then, explain your thinking.

Domino Analogies

Third Grade: Math

ANALOGIES



Gifted Behaviors to Look For:

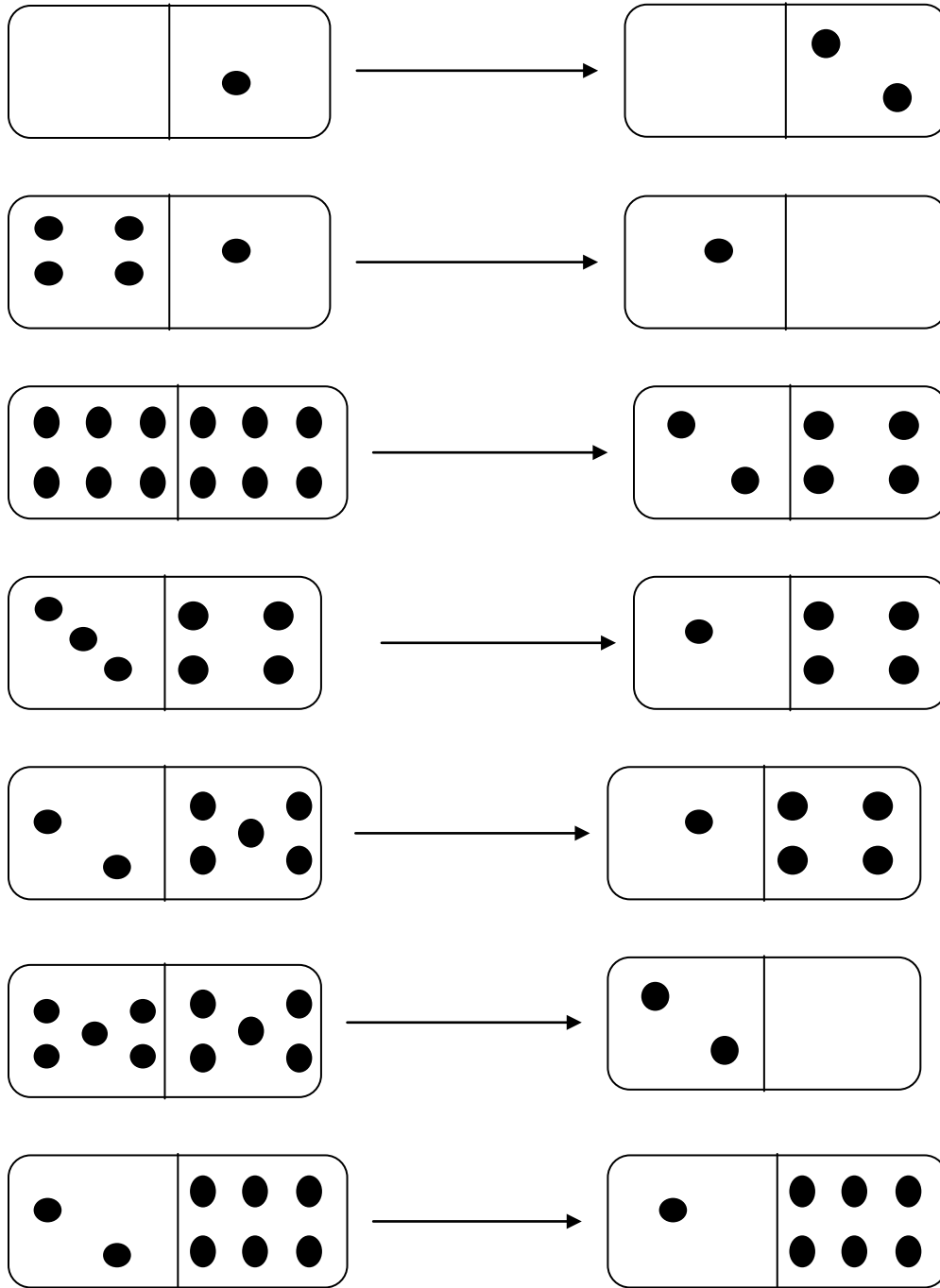
Communicative –
Perceptive
Strategic – Curious -
Resilient

SBI	MTH.G3.24.a; MTH.G3.25.a
Materials	set of double six dominos for demonstration Transparencies 1 & 2 Student Handouts 1, 2 <i>Try It!</i>
ESOL Accommodations	Provide students additional time to practice analogies (specifics included within lesson). Provide picture clues with analogies used.
Marzano Strategy	Identifying Similarities and Differences
Patterns of Thinking	RELATIONSHIPS

Link	<p>Display pictures for the students to observe. Their goal is to find the similarity between two pictures and then relate it to the second pair of pictures, finding the connection between the items. Some examples that you can use are listed below.</p> <p style="text-align: center;"> or </p> <p>Allow the students to discuss the comparisons of the items. As they share ideas, have the students discuss how analogies help our thinking and problem solving. Make sure students hit the following concepts:</p> <ul style="list-style-type: none"> • Analogies help us visualize our thinking. • Analogies help us see the world in a new way and discover new ideas. • Analogies provide opportunities for us to persist at our thinking and problem solving.
	Look Fors: “Communicative” students articulate their previous experience with analogies and elaborate on what they know.
	ESOL Accommodation: 1) Provide additional time for students to work on analogies. One example can be found by typing Analogies Practice ESL Students in a search engine. Select <i>Types of Analogies Practice for ESL 1</i> . (This is a pdf.)
Engage and Educate	<p>Say, “Analogies compare two items in order to discover a perceived resemblance or similarity. Ask, “How can we find analogies with numbers or number concepts?” Allow students to share ideas in small groups. After they have had time to discuss, provide time for a few students to share with the whole group.</p> <p>Say, “We now will compare different mathematical ideas. Give the students two terms: area and parallel lines. Draw a representation of each term, and then ask for the students to share ideas about how the two terms are similar. Repeat the process with <u>square numbers</u> and <u>fractions</u> and <u>mean</u> and <u>exponents</u>. Although the items may at first seem not to connect, the students are working with their conceptual knowledge and showing their flexibility of thinking to explain the resemblance.</p>
	Look Fors: “Perceptive” students will make connections between the different terms.

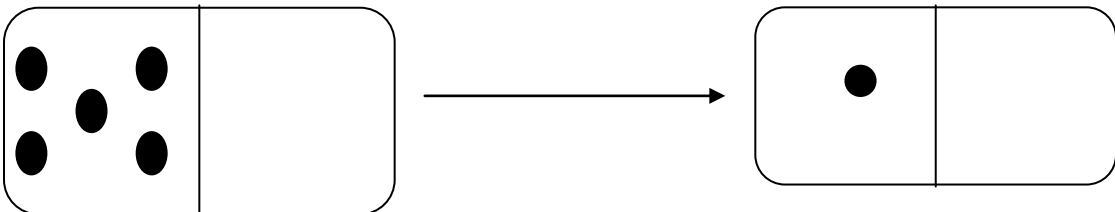
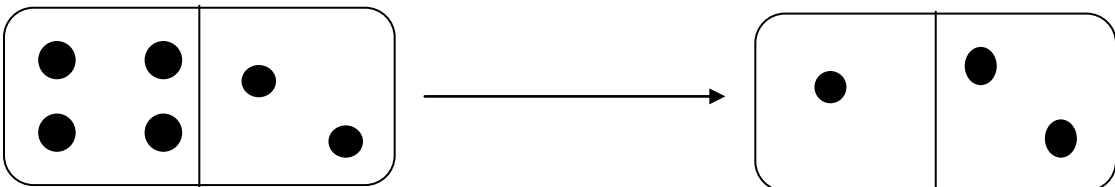
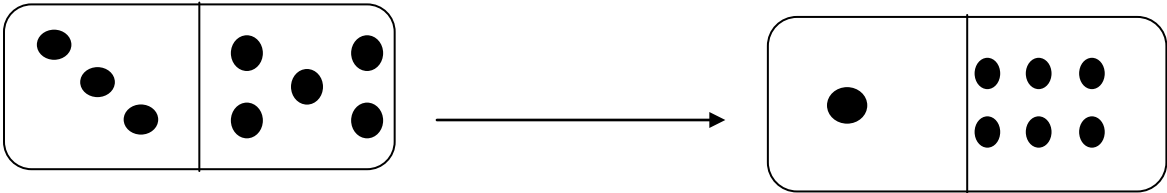
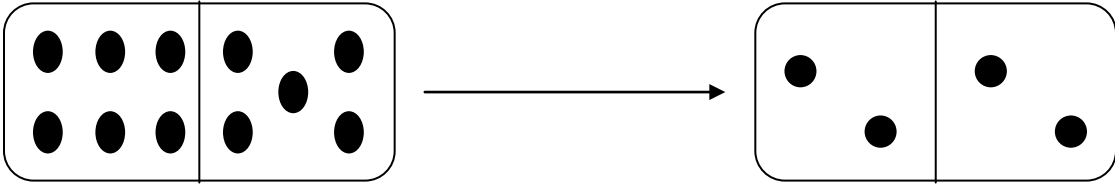
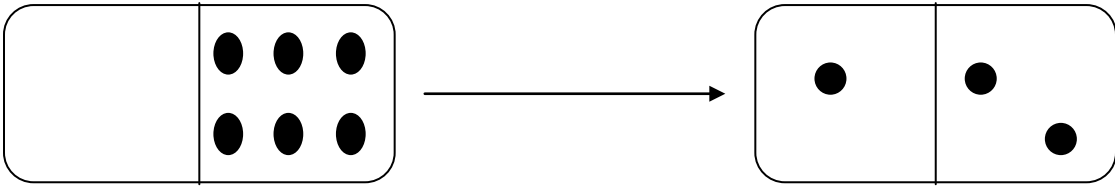
Active Learning	<p>Say, “We now will look at different domino tiles. Your task is time find the analogous relationship.” Starting with the first sheet of dominoes, the students work as a class to find the pattern between the dominoes. (The activity is similar to students working to find patterns/a rule in a function machine.) Reveal each pair of dominoes one at a time. The students brainstorm ideas as a whole group, working to reveal the pattern. Discuss the solution and strategies used to find it. Repeat the steps for the dominoes on the second page.</p> <p>Next, the students work to solve other domino analogies. They can work individually or in pairs. If time remains, the students can work on <i>Try It!</i> (attached), create their own analogies, and trade their creations with their classmates.</p>
	<p><u>Look Fors:</u> “Strategic” students use previously learned strategies to solve the domino analogies. “Curious” students ask deep questions to help them make connections. “Resilient” students remain on task even while faced with a difficult problem.</p>
	<p><u>Extension:</u> 1) Create other analogies from different math units that already have been studied.</p>
Reflect	<p>Ask:</p> <ul style="list-style-type: none"> • “How do analogies help you become a self-directed learner?” • “How and why do analogies assist you in math?” • “How do analogies help you in other aspects of your life?”
Now and Then	<p>Say, “Today we used analogies to understand mathematical relationships. We will continue to study relationships between numbers and mathematical operations.”</p>

Determine the analogy from the following relationships.



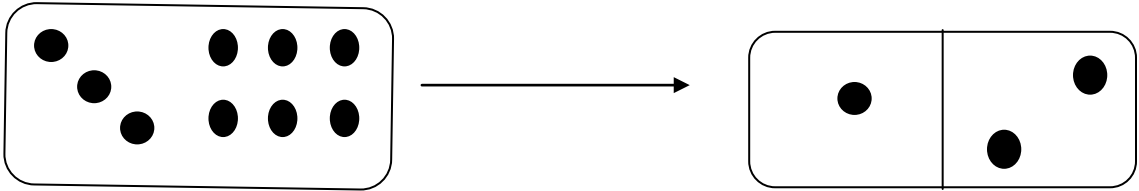
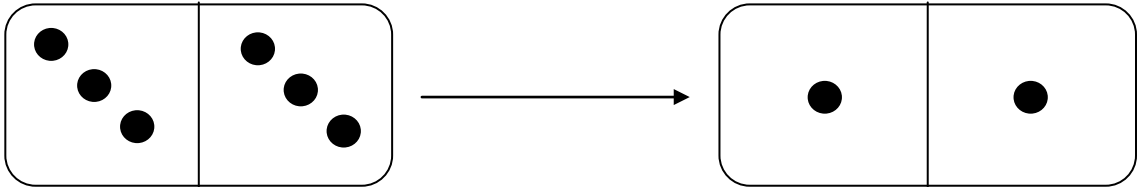
Solution: Add both sides of the first domino together and double the answer. The result on the second domino is in place value.

Solve the following relationships.

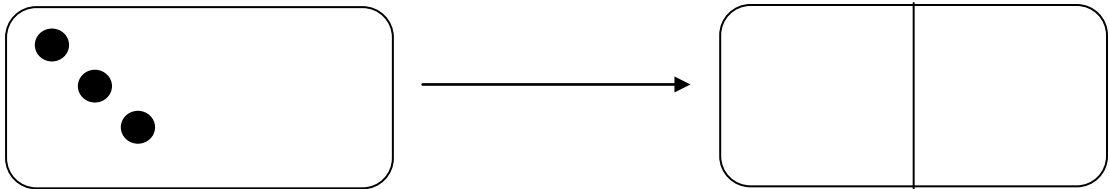
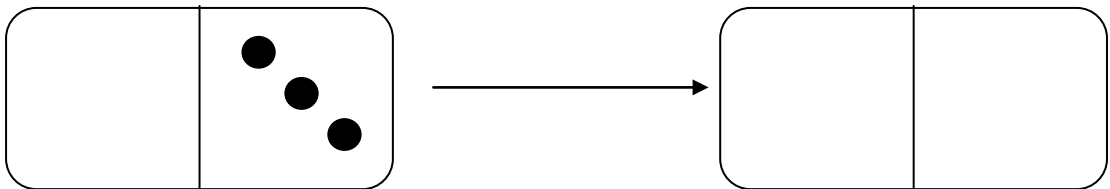
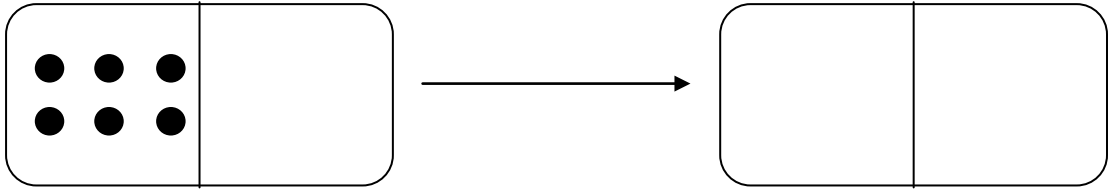


Solution: Add the sides together and double that sum. The solution domino is the sum in place value positioning.

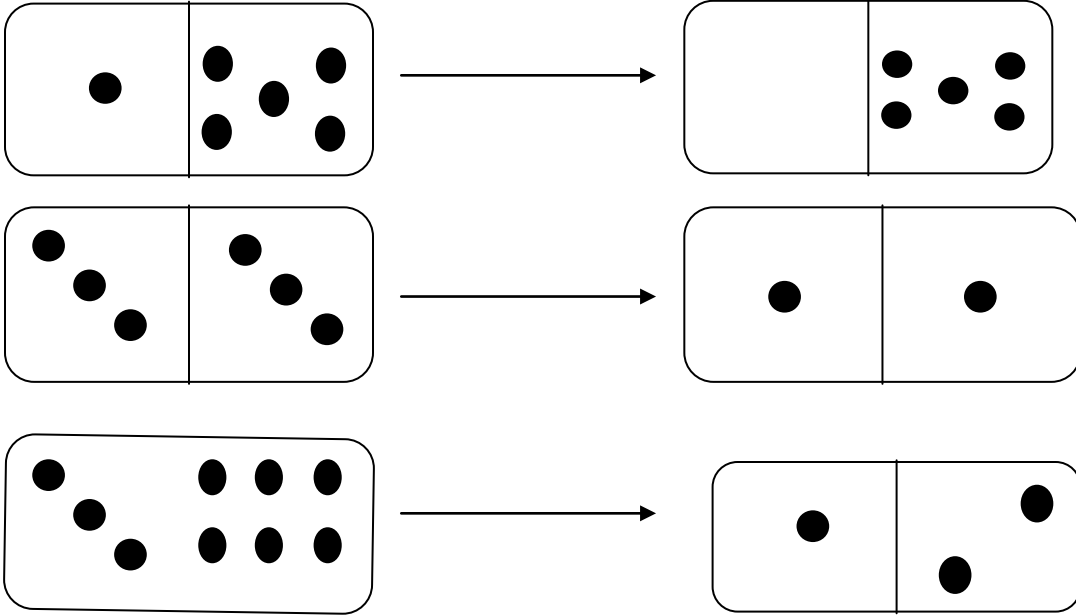
NAME: _____



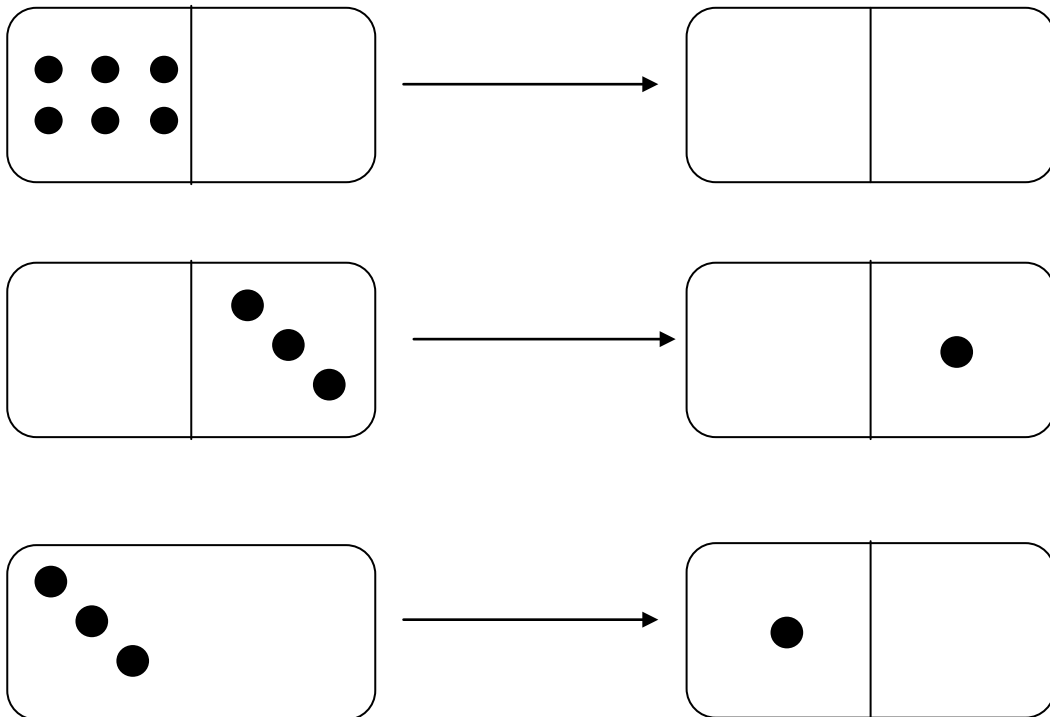
Explain the analogy in the space and complete the following domino analogy.



NAME: _____

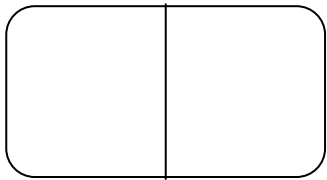
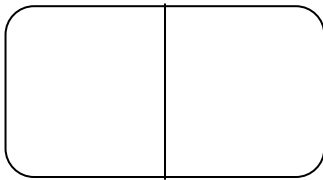
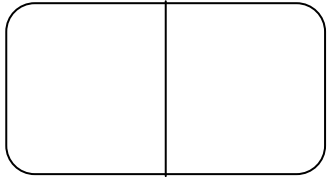
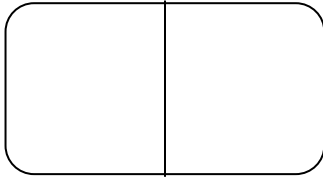
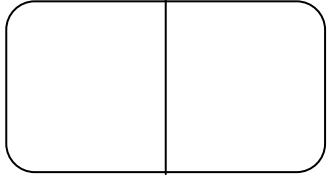
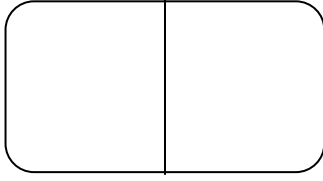


Explain the analogy in the space and complete the following domino analogy. Left domino is place value. Right domino is divided by 3, in place value.

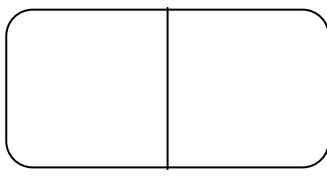
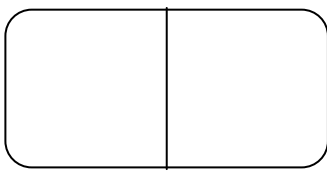
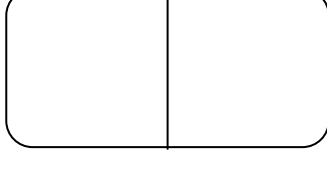
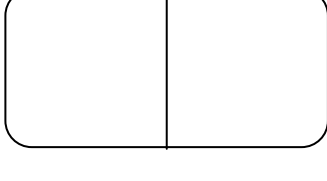
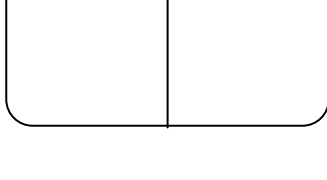
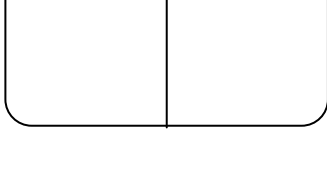


TRY IT!

Think of an analogy and give three examples of it.

	→	
	→	
	→	

Ask a classmate to solve your analogy. Be careful. There may be several solutions.

	→	
	→	
	→	


Personality Banner

Third Grade: Language Arts

ENCAPSULATION



**Gifted Behaviors
to Look For:**
Communicative –
Creative –

SBI	ELA.G3.1.a.4, ELA.G3.10.a.1, ELA.G3.10.a.5, ELA.G3.6.d
Materials	 Drawing Paper
ESOL Accommodations	Seek connections students have with symbols from their own culture. Provide an online version of <i>Jack and the Beanstalk</i> to prepare the students for discussing Jack's personality (website noted in lesson).
Marzano Strategy	Summarizing and Note Taking
Patterns of Thinking	DISTINCTIONS

Link	Display the following symbols for the students. Provide time for the students to identify the symbols. Then, say , "Symbols can communicate information as effectively as words. They communicate ideas in concise ways, which is necessary when time or space is limited."
	Look Fors: Listen for students who have background knowledge about symbols. "Creative" students generate new ideas for symbols.
Engage and Educate	<p>Provide time for students to share some other symbols they know.</p> <p>Ask:</p> <ul style="list-style-type: none"> • "Why do people use symbols?" • "In what ways is a visual image a good way to communicate ideas?" • "In what ways is a visual image not a good way to communicate ideas?" <p>Tell students that symbols can be used to evidence traits of different characters. Using a familiar story, such as <i>Jack and the Beanstalk</i>, the students will brainstorm a list of Jack's characteristics. (You might also use the main character from a read aloud from your class.) Discuss various kinds of visual representations that can be used to stand for the character traits listed during the brainstorming sessions.</p>
	Look Fors: "Communicative" students share personal experiences where a symbol helped them to understand something better.
	ESOL Accommodation: 1) http://learningenglish-esl.blogspot.com/2010/04/jack-beanstalk-story_12.html provides an online version of <i>Jack and the Beanstalk</i> . Students can read along as they listen to the story.

Active Learning	<p>Say, “Symbols are a way of encapsulating ideas. Ask, “How can we use these symbols for Jack’s personality to create a banner or flag? How would that banner symbolize who Jack is?” Allow the students to discuss their ideas, specifically how the banner would symbolize Jack. They also should discuss what the banner would like, being sure to consider shape, color, design, size and balance.</p> <p>Then, shift the focus to the students and personalize the process of encapsulation.</p> <p>Ask:</p> <ul style="list-style-type: none"> • “What are your strongest personality traits?” • “What traits would your parents say are your strongest?” • “Who sees you differently than your parents? Why do they see you differently?” • “What would they say about your traits?” <p>The students work to answer the questions, forming lists about their personalities. After they have had some time to create their lists, the students select the ideas they feel best encapsulate their personalities, ideas, and who they are. Students circle the selected terms and create pictures to symbolize each word. Next, the students bring together the symbols to create personal banners that show what they believe to be most important characteristics about who they are.</p> <p>When the students are finished, provide time for them to share their creations in small groups or with the class. They should discuss what their personal banners communicate about them and how they illustrate their personalities, ideas, and who they are.</p>
	<p><u>Look Fors:</u> “Creative” students create a banner that shows feelings about who they are and might include a sense of humor in their banner.</p>
	<p><u>Extension(s):</u> 1) Students select a character from a reading selection done in class and create a personality flag using the same steps. 2) Students read the biography of an eminent person and create a representative banner for that person.</p>
Reflect	<p>Ask:</p> <ul style="list-style-type: none"> • “What thinking processes did you use to complete your banner?” • “How did encapsulation make a difference in communicating about you? Was it easier, faster, or more enjoyable than sharing your ideas orally or in writing?” • “In what other circumstances can encapsulation be useful?”
Now and Then	<p>Say, “Today we used encapsulation to create personality banners. We will continue to practice using encapsulation to make concise and precise statements.”</p>

Honoring Explorers

Third Grade: Social Studies

ENCAPSULATION



SBI	SS.G3.11.b
Materials	pictures of various monuments art materials and supplies books about explorers
ESOL Accommodations	Provide images of monuments from the students' cultures/countries.
Marzano Strategy	Summarizing and Note Taking
Patterns of Thinking	DISTINCTIONS

Gifted Behaviors to Look For:

- Resourceful –
- Communicative –
- Perceptive –



Link	<p>Display images of different monuments. Allow students to identify the ones they know and discuss the purpose of different monuments. Help guide the students through the discussion so that they hit the key ideas listed below.</p> <ul style="list-style-type: none"> • People throughout history have honored important people by building symbolic structures. • A memorial or monument encapsulates the spirit or highlights of a person or event. • Encapsulation is expressing an idea in a concise way.
	<p>Look Fors: “Resourceful” students recall visiting or studying certain monuments. “Communicative” students elaborate on what they know about the different monuments.</p>
Engage and Educate	<p>Focus the lesson by showing a picture of the Washington monument or other symbolic building. Ask, “What is this monument, and what is its purpose?” After the students have identified the monument and that it honors George Washington, have the students consider the following questions:</p> <p>Ask,</p> <ul style="list-style-type: none"> • “Why would we build this structure? (Why do we view this person as important to us?)” • “How does it evoke the memory of George Washington?” • “What characteristics of Washington are present in the structure?” <p>As the class discusses the questions, they should reach the shared conclusion that monuments attempt to encapsulate important qualities of people or events. More specifically, the people and/or events have had a significant impact on our culture or the world.</p>
	<p>Look Fors: “Perceptive” students give examples, such as “Explorers made discoveries, and we want to remember their contributions so we make structures to honor them.”</p>
Active Learning	<p>Direct student thinking by asking them to consider different explorers they have studied. Ask, “Which explorers have had a significant impact on us?” The students will work in groups to brainstorm names of explorers, making sure to list their contributions to the expansion and understanding of the world. They then select an explorer they would most like to commemorate.</p> <p>The students create a list or a mind map to identify qualities of their explorer. Next, they identify the qualities they believe were most important in helping their explorer succeed. Students may use resources, such as books and online references, to expand their notes. After they have had enough time to gather the needed information, the students create monuments that encapsulate their explorer’s outstanding qualities and significant impact. Provide time for students to sketch their monuments. The sketches should include labels not only to explain key elements but also to show how the structure evidences the qualities of their explorer. The finished designs should be displayed with index cards identifying the explorer, date, and sponsoring country.</p>
	<p>Look Fors: “Creative” students design unique structures with ideas independent of their peers.</p>
	<p>Extensions: 1) Students use their sketch and create the monument using clay, blocks, or any other medium available. 2) Students create a monument (tower, building, arch) that encapsulates themselves, a friend, a teacher, or a family member. 3) Students create a monument that encapsulates an important event that impacted their school or class.</p>

R e f l e c t	Ask: <ul style="list-style-type: none">• “What kind of thinking did you use to design your monument?”• “What sets your monument apart from other students’ monuments?”• “How does your monument encapsulate your explorer’s qualities and accomplishments?”
N o w a n d T h e n	Say , “Today we used the encapsulation strategy to study explorers. We will continue to study other famous people and the influence they had on our world.”

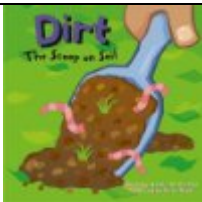
Soil Components

Third Grade: Science

ENCAPSULATION



Gifted Behaviors to Look For:
Perceptive
Resourceful – Strategic

SBI	SCI.G3.7.a, SCI.G3.7.b.3, SCI.G3.7.d
Materials	 <p><i>Dirt: The Scoop on Soil</i> by Natalie Rosinsky</p>
ESOL Accommodations	Soil RAFT Provide additional background on soil and its components (specifics noted within lesson).
Marzano Strategy	Summarizing and Note Taking
Patterns of Thinking	DISTINCTIONS

Link	<p>Display a picture involving a system of living things. One can be found at http://www.zunal.com/myaccount/uploads/kids_garden_lg.jpg. Provide time for students to observe the picture and draw connections between the different items within the illustration. Guide the discussion so that the following points are made:</p> <ul style="list-style-type: none"> • Systems are man-made or are naturally occurring. • Systems consist of a set of interconnected elements that form a whole. • There are systems within systems and they are interrelated. • Components of systems interact with other systems. • Systems are found across all disciplines.
	Look Fors: “Perceptive” students independently make connections and share ideas about various systems.
Engage and Educate	<p>Read <i>Dirt: The Scoop on Soil</i> by Natalie Rosinsky and review the layers of soil with students. After the students hear the book,</p> <p>Ask:</p> <ul style="list-style-type: none"> • “What are the essential elements of bedrock, topsoil, and subsoil?” • “Why is soil important to us?” • “How do we interact with the soil?”
	Look Fors: “Resourceful” students use what they learned about soil and the function of each layer to answer the questions.
	ESOL Accommodation: http://school.discoveryeducation.com/schooladventures/soil/ provides information on the soil.
Active Learning	<p>Tell the students to consider the relationship between the layers of soil. Discuss as a class how bedrock, topsoil, and subsoil are interconnected. After the students have had time to share their ideas, they should talk about how the layers of soil are interdependent.</p> <p>Make three columns on the chalkboard, labeled <u>bedrock</u>, <u>topsoil</u>, and <u>subsoil</u>, and tell students to brainstorm the essential elements of each layer of soil. Provide time for them to talk in groups. After they have had enough time, share ideas as a class, listing their responses under the columns. Then, have them rejoin the small group setting to brainstorm the ways in which humans’ interactions with soil are positive and negative. Students again share ideas in the whole group setting. Record ideas.</p> <p>Next, the students encapsulate the knowledge they know by completing an activity from the Soil RAFT (attached). You may assign a RAFT activity or students may choose their own. After the students have had time to complete their RAFT, they share their completed product.</p>
	Look Fors: “Strategic” students consider multiple RAFT combinations before choosing the one they think will work best.
	Extensions: 1) Students explore and illustrate the rock cycle. 2) Students research soil quality and report on the role various nutrients in soil play in plant growth.

R _{eflect}	Ask: <ul style="list-style-type: none">• “How did each of the RAFTs encapsulate essential knowledge about soil?”• “What information about soil was highlighted in each activity?”• “Why were different elements important to the various activities?”• “How can this thinking help us in other subjects at schools?”
N _{ow} and T _{hen}	Say , “Today we used the encapsulation strategy to study soil. We will continue to study how soil provides support and nutrients for plant growth.”

Soil RAFT



Role	Audience	Format	Topic
Rock	Soil	Picture	We're made for each other.
Soil	Plants	Letter	You'd be lost without me.
Subsoil and Bedrock	Topsoil	Song or Poem	Here's where you got your start.
Soil	People	Chart	Why you can't do without me.
Subsoil	Bedrock	Two Riddles	Why I'm important to you.

Symbols Among Us


Third Grade: Social Studies

ENCAPSULATION



Gifted Behaviors to Look For:

Communicative –
Resourceful –
Creative –

SBI	SS.G3.11.b, SS.G3.11.b.8
Materials	 <p><i>Red, White, Blue, and Uncle Who?: The Story Behind Some of America's Patriotic Symbols</i> by Teresa Bateman</p>
ESOL Accommodations	Provide pictures to support vocabulary used (specifics noted within lesson). Also, consider working in a small group or pairing students with a buddy.
Marzano Strategy	Summarizing and Note Taking
Patterns of Thinking	DISTINCTIONS

Link	<p>Provide students with a long list of ideas surrounding a topic. A topic like the beach can be used, listing words such as waves, sand, buckets, shovels, towels, umbrellas, fences and sea grass used to prevent erosion, water, dock, jelly fish, sand crabs, suntan lotion, and people. Ask, "After looking at the list, what topic encapsulates these ideas?" Discuss the advantages and disadvantages of having such a long list. The students might suggest an advantage is a long list provides many examples, making it easy to visualize the topic. A disadvantage, however, is the information can be overwhelming and disorganized. Say, "Encapsulating ideas in a precise and concise manner helps others better understand the information."</p> <p>Ask:</p> <ul style="list-style-type: none"> • "What symbol could we use to encapsulate these ideas about the beach?" • "How else might we encapsulate them?" • "When was a time you were given too much information?" • "What might encapsulation have helped you?"
	Look Fors: "Communicative" students independently make connections to times they have had difficulty organizing information, and they articulate the challenges and how encapsulation would have helped them.
	ESOL Accommodation: Provide students with images of your topic. The students not only can use the visual to understand terms used but also can manipulate the images so that they can organize them into groups (helping to understand how to organize concepts as they work to encapsulate ideas).
Engage and Educate	Read select stories from the book <i>Red, White, Blue, and Uncle Who?: The Story Behind Some of America's Patriotic Symbols</i> by Teresa Bateman. As you read, students share ideas and summarize the meaning behind various symbols.
	Look Fors: "Resourceful" students use content they have learned as they discuss ideas about events and symbols from the book.
Active Learning	Provide students with a list of the table of contents page from the book. The students pick one symbol/monument/memorial and list all the facts they can remember about its origin, creator, and meaning on the graphic organizer (attached). Once the students have listed different facts, they work to encapsulate all the details into one brief paragraph (1-5 sentences).
	Look Fors: "Creative" students find innovative ways to connect information listed. "Communicative" students evidence in their paragraphs important information about their chosen symbol.
	Extension: 1) Students dress up as a famous American and share his/her accomplishments and contributions. 2) Students create a slide show using PowerPoint or Photo Story to encapsulate information learned about an ancient culture.

Reflect	The students share the paragraphs written. Using a cooperative learning strategy, they partner up. One of the students reads his/her encapsulated statement, as they other guesses which symbol is being described. They switch roles and then move to find a new partner.
Now and Then	Say , "Today we encapsulated information to make concise and precise paragraphs about America's symbols. We will continue to practice encapsulating information throughout the year."

Name: _____

America's Patriotic Symbols



Flag, Eagle, Great Seal, Liberty Bell, "The Star-Spangled Banner," Uncle Sam, Pledge of Allegiance, Statue of Liberty, Mount Rushmore, The White House, The Capitol, National Mall, Washington Monument, Lincoln Memorial, Vietnam Veterans Memorial, Korean War Memorial, Thomas Jefferson Memorial



Pick one symbol from the box above. Then, write all the important facts you can remember about its origin, creator, and meaning.

Now, write 1-5 sentences encapsulating this symbol. Be concise and precise!

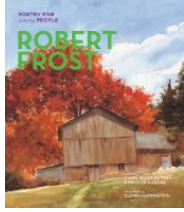
Stopping by Woods on a Snowy Evening

Third Grade: Language Arts

DECISIONS
&
OUTCOMES



Gifted Behaviors to Look For:
Perceptive – Leadership

SBI	ELA.G3.1.a.4, ELA.G3.1.b, ELA.G3.1.d.1, ELA.G3.4.a.1, ELA.G3.5.a, ELA.G3.5.b.3
Materials	 <p>Name tents with surnames (optional)</p>
ESOL Accommodations	Pair with a buddy who speaks the same language or allow students to listen to the poem. Provide background information on asking open-ended questions (specifics noted within lesson).
Marzano Strategy	Generating and Testing Hypothesis
Patterns of Thinking	RELATIONSHIPS

Link	<p>Say, “Think of a time when you had to make a difficult choice.”</p> <p>Ask:</p> <ul style="list-style-type: none"> • “How was your life affected by the choice you made?” • “How would your life have been different if you had made the other choice?” <p>Provide time for the students to share their ideas. As the discussion progresses, guide the discussion so that students consider the following:</p> <ul style="list-style-type: none"> • Life is a series of decisions and outcomes. • Choices have short- and long-term effects. • Making decisions requires choosing from alternatives.
	<p><u>Look Fors:</u> “Perceptive” students make connections about decisions and outcomes they have made at school, at home, etc.</p>
Engage and Educate	<p>After students have discussed how their decisions have shaped their lives, have them generalize their thinking. Say, “People throughout time have to make decisions. Some decisions affect individuals and some affect a larger whole.</p> <p>Ask:</p> <ul style="list-style-type: none"> • “How have the decisions made by people in history shaped the world around us?” • “How do the Habits of Mind affect the decisions you make?” <p>Note: If you and/or your students are unfamiliar with Habits of the Mind, use the following websites: http://www.ecta.org.au/dbase_upl/07_EY_Article_Moulds_Ragen.pdf and http://tewhakatipurangahouictpdcluster.wikispaces.com/file/view/Habits.png/65904838/Habits.png.</p>
	<p><u>Look Fors:</u> “Perceptive” students transfer knowledge about contributions of people in history to the decisions they made.</p>

Active Learning	<p>Distribute and read the poem, <i>Stopping By Woods on a Snowy Evening</i> by Robert Frost. Discuss ideas as a group, focusing on the meaning of each stanza. Students should use reading comprehension strategies (e.g., questioning, visualization, inference) to support their thinking. Next, the students write what they think is the meaning of the poem. They should include connections to other poems, stories, and experiences as they write.</p> <p>Next, they will prepare for abbreviated Socratic Seminar by writing three open-ended questions about the poem. Students also identify vocabulary words that were new to them or that they think were used in an interesting way.</p> <p>For the seminar, students sit in a circle and address each other by their surnames, prefacing a response with “Ms.” or “Mr.” As they share different viewpoints, they must support their opinions with clear reasoning and evidence, consider alternative views, and identify areas of agreement and disagreement.</p> <p>If this is one of the first Socratic Seminars for the class, the teacher should lead the discussion. If the class is experienced in seminars, the teacher selects a student leader. The leader selects student-generated questions and asks them to the class. As the leader calls on participants, he or she checks off names of those who respond, making an effort to give everyone a chance to be heard. In either case, although the leader guides the discussion, the participants respond to each other. As the discussion of each question tapers off, the leader poses a new question. Remind students that the quality of the conversation is the goal, not quantity of questions posed. Consequently, the leader may or may not get through all of the questions.</p> <p>Note: http://www.halfhollowhills.k12.ny.us/uploaded/PDFs/DI_Pdfs/Day_1/hertberg.pdf provides a PowerPoint presentation on Socratic Seminars, which can be used for teacher background.</p>
	<p><u>Look Fors:</u> “Perceptive” students make connections from to the poem to how making certain decisions in life lead to specific outcomes. Students with “Leadership” qualities initiate discussion to the open-ended questions and naturally guide the discussion.</p>
	<p><u>ESOL Accommodation:</u> 1) Students listen to the poem. In SMART Notebook, type <u>poetry</u> in the gallery search. Click on <u>Interactive and Multimedia</u>. Select <u>Robert Frost – Stopping by the Woods on a Snowy Evening</u>. 2) Provide support on writing open-ended questions. http://www2.scholastic.com/browse/article.jsp?id=4412 provides several lessons on the topic. The lessons can be used prior to this lesson so that students have needed background information on writing open-ended questions.</p>
	<p><u>Extensions:</u> 1) Students compose original poems in response to the Socratic Seminar. 2) Create a class PowerPoint presentation of the cooperative/collaborative groups’ poems and their corresponding questions.</p>
Reflect	<p>Ask:</p> <ul style="list-style-type: none"> • “After our seminar, what did you learn about the poem and how decisions in life affect specific outcomes?” • “Which Habits of Mind are most important to you? Why?” • “What have you learned about yourself?”
	<p><u>Extension:</u> 1) Students take ideas from the Socratic Seminar and write a brief reflection about a decision made in the poem. 2) Students reflect on ideas shared during the Socratic Seminar and write about a life decision they have made, what happened, and what might have changed if they had made a different choice.</p>
Now and Then	<p>Say, “Today we considered decisions and outcomes as we read a piece of poetry. We will continue to look at different types of poetry and the decisions people make.”</p>

Goals for Change

Third Grade: Language Arts

DECISIONS
&
OUTCOMES



Gifted Behaviors to Look For:
Curious –
Perceptive –
Creative

SBI	ELA.G3.1.b, ELA.G3.1.c.4, ELA.G3.10.a.5
Materials	Construction Paper or Legal-sized paper Drawing supplies
ESOL Accommodations	
Marzano Strategy	Generating and Testing Hypotheses
Patterns of Thinking	RELATIONSHIPS

Link	<p>Say, “Reflect on your second grade year.” Ask, “How have you changed from second grade to now.” Provide time for students to share how they have changed. Encourage them to focus on traits and other aspects about their personalities (as opposed to how they have changed physically). Guide the discussion to address the following concepts.</p> <ul style="list-style-type: none"> • Change is part of the process of growing up. • Changes impact personal long-term goals. • Results and outcomes are affected by choices we make. • Decision-making involves choosing from alternatives.
	<p>Look Fors: “Curious” students ask complex questions about how they and others have changed.</p>
Engage and Educate	<p>After students have considered how they have changed since the last school year, extend the discussion to consider changes people go through as they grow up.</p> <p>Ask:</p> <ul style="list-style-type: none"> • “What behaviors are expected of a grown-up that aren’t expected of a child?” • “What do you look forward to the most about growing up?” • “What are some different ways that people show they are growing up?” • “How do you know when a person has grown up?”
	<p>Look Fors: “Perceptive” students identify changes that humans go through as they age.</p>

Active Learning	<p>Write the word “change” on the board or chart paper and draw a timeline beginning with the word “Born” and extending the line to the words “Mature Adult.” Together, identify the location on the timeline where students are as present third graders. Brainstorm and record significant changes that have happened so far in their lives (e.g., learned to walk, learned to talk, grew taller, got a dog, went on a trip to see Grandma, etc.)</p> <p>Ask,</p> <ul style="list-style-type: none"> • “How have changes affected you as you have grown up?” • “How have you gained independence?” • “What would it be like if you hadn’t changed?” <p>As the students consider the different questions, reach an understanding that changes have helped us grow and advance to reach higher levels of potential. More developed minds help us accomplish harder tasks. Taller bodies help us access more resources. More responsibilities provide new opportunities. Traveling introduces us to new surroundings and new ways of living.</p> <p>Say, “Thinking about changes in our lives helps us understand where we are right now. Let’s see plan for changes that will help get us ready for the future we want.” Ask students to visualize themselves as grown-ups as a way to prepare them to set personal goals. Distribute construction paper, instructing the students to fold it into eighths.</p> <p>In the first cell, the students will draw a picture of themselves present day. In the last cell, students will draw what they hope they will be like when they are grown up. The last cell should represent a goal the students set for themselves. The details could include information about their occupation, beliefs, personality traits, etc. In the remaining cells, students will draw or write changes that will have to happen in order for them to reach their goal(s) indicated in the last cell. During the process, encourage students to use resources (e.g., career books), brainstorm with other students, and incorporate the <i>Habits of Mind</i>.</p> <p>At the end of the activity, provide time for students to share their organizers with the class. The students should think critically about the changes and explain how they can make the identified changes happen. Some examples of what the students might share are below.</p> <ul style="list-style-type: none"> • “What they can do to ensure they go to college?” • “How they can maintain the traits illustrated in their organizers?” • “What to do if things do not happen the way they planned?” • “What they would do if, as they grew up, they decided they wanted a different end goal?” <p>Note: If you and/or your students are unfamiliar with Habits of the Mind, use the following websites: http://www.ecta.org.au/dbase_upl/07_EYC_Article_Moulds_Ragen.pdf and http://tewhakatipurangahouictpdcluster.wikispaces.com/file/view/Habits.png/65904838/Habits.png.</p>
	<p>Look Fors: “Creative” students show changes in behavior and/or thinking not obvious to their peers.</p>
	<p>Extension: 1) Students investigate an eminent person and identify important life changes and decisions that led to that person’s success.</p>
	<p>Ask:</p> <ul style="list-style-type: none"> • “What kind of thinking did you do in this lesson?” • “What role does decision making play in the process of growing up?” • “What decisions of yours will have long-term affects?”
<p>Now and Then</p>	<p>Say, “Today, we set personal goals and considered how our decisions will affect our future. We will continue to study the <i>Habits of Mind</i> and consider how they affect our decisions in life.</p>

Reaping the Soil of Mars


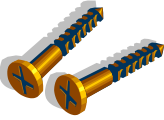
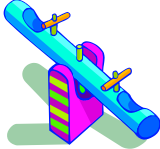
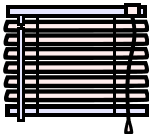
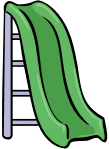

Third Grade: Science

DECISIONS
&
OUTCOMES



Gifted Behaviors to Look For:
Perceptive –
Strategic –
Curious –
Creative

SBI	SCI.G3.7.a, SCI.G3.7.b.1, SCI.G3.7.c, SCI.G3.7.d.2
Materials	Large drawing paper Drawing supplies
ESOL Accommodations	Provide visuals and additional background information on systems and perspective. Consider pairing students with a buddy.
Marzano Strategy	Generating and Testing Hypotheses
Patterns of Thinking	RELATIONSHIPS

Link	<p>Show the following pictures to the students. Ask, “What do these objects have in common?” The students should notice they all include simple machines. The students should review the six different simple machines.</p> <div style="display: flex; justify-content: space-around; align-items: center;">       </div> <p>Ask:</p> <ul style="list-style-type: none"> • “How do simple machines work together?” • “What effect does the use of simple machines have on our life?” <p>Say, “Machines are an example of a man-made system. There also are naturally occurring systems.”</p> <p>Ask, “What are some examples of naturally occurring systems?” Provide time for the students to share. As they discuss ideas, guide them so that they consider how man-made systems are affected by the people who create them. Students should understand the following:</p> <ul style="list-style-type: none"> • There are systems within systems and these systems are interrelated. • Components of systems interact with other systems. • Perspectives and systems can be interrelated. • A person’s perspective can be enhanced and may change as a result of new knowledge.
	<p>Link For: “Perceptive” students draw from personal experiences and show background knowledge on systems.</p>
	<p>Engage and Educate</p> <p>Say, “Perspectives and systems can be interrelated.” Discuss the concept as a whole group and provide time for students to share examples to support this statement. If they do need some help, ask students to consider how their perspectives could relate to natural resources (e.g., energy from water, wind, sun, and fossil fuels) or an ocean ecosystem. Ask, “How does your perspective affect decisions about systems?”</p>
	<p>Link For: “Strategic” students analyze various ways man-made and naturally occurring systems are interrelated.</p>

Active Learning	<p>Say, “NASA will soon be continuing the exploration and colonization of Mars. NASA scientists are interested in your perspective for this endeavor and want to find a way to explore the planet and gather information. They are looking to you to design an interstellar robotic device that will perform various tasks and do what man is unable to do at this time.”</p> <p>The students should understand the following information:</p> <ul style="list-style-type: none"> • Mars is the closest planet to Earth and is also the nearest in composition. • With the exception of liquid water, Mars and Earth are about the same mass. • The major components of soil • The origin of soil • The importance of soil to plants and animals, including humans <p>The students should consider the following goals and questions:</p> <ul style="list-style-type: none"> • Which machines will be used for different parts of the robotic device? • How will the robotic device interact and influence the Martian environment? • How will humans interact and influence the Martian environment? <p>The students will work in small groups and create blueprints of the interstellar robotic device. The blueprints should include a description of the device’s capabilities. Students also should include information to persuade NASA to implement their plans. Provide time for students to share blueprints of the different devices.</p>
	<p><u>Look Fors:</u> “Curious” students ask complex questions to explore, test, and evaluate their plans. “Creative” students design an interstellar robotic device with inventive and original parts.</p>
	<p><u>Extension:</u> 1) Students create a PowerPoint presentation that outlines the plans for the robotic device and device’s effect on the environment.</p>
Reflect	<p>Ask:</p> <ul style="list-style-type: none"> • “What considerations did you make as you worked with a man-made system (simple machines) and a naturally occurring system (soil)?” • “How did your perspective affect decisions you made while designing the interstellar robotic device?” • “How did the Habits of Mind assist you in making group decisions and help you communicate desired outcomes?” • “How do understanding decisions and outcomes assist scientists?”
Now and Then	<p>Say, “Today you used your knowledge of simple machines and soil to construct an interstellar robotic device. We will continue to study these units throughout the year.”</p>

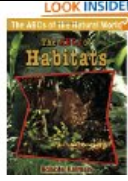
Best Home for a Ladybug

Third Grade: Science

PLUS,
MINUS,
INTERESTING



Gifted Behaviors to Look For:
Communicative –
Resourceful –
Perceptive –
Strategic –

SBI	SCI.G3.4
Materials	 <p><i>The ABCs of Habitats</i> by Bobbie Kalman</p> <p>United Streaming video (optional) Two PMI graphic organizers written on chart paper</p>
ESOL Accommodations	Provide additional background information on habitats (specifics noted within lesson).
Marzano Strategy	Generating and Testing Hypotheses
Patterns of Thinking	SYSTEMS

Link	<p>Say, “Imagine you have been studying different animals on an island in the South Pacific. Your team has discovered a new species of insect, and as you’ve studied it, you discover its venom has medicinal qualities. Some of your team want to bring home the insect because of the medical breakthroughs that could follow. Others do not want to bring home the insect because of fear it would disrupt various ecosystems. Your vote will break the tie.” Ask, “What do you decide?” Allow students to share their ideas, making sure to support the reason for their choice. Guide them to consider advantages and disadvantages of both scenarios.</p>
	<p>Look Fors: “Communicative” students share opinions about the condition of our environment. “Resourceful” students share knowledge from units studied in school.</p>
Engage and Educate	<p>Review various habitats by using a book such as <i>The ABCs of Habitats</i> by Bobbie Kalman or with video clips. http://player.discoveryeducation.com/index.cfm?guidAssetId=E8538C42-0B7B-4020-8BA5-2C802803A244&blnFromSearch=1&productcode=US provides a Discovery Education video on five different habitats. After the students hear about the various habitats, allow time for students to share ideas about the different habitats reviewed. Guide students to consider the following:</p> <ul style="list-style-type: none"> • The environment around us, and how we interact with it, affects the survival of different species. • Thinking critically to consider multiple aspects of an issue allows us to make informed decisions and recommendations. • Sharing informed decisions may impact others and our environment. <p>Ask:</p> <ul style="list-style-type: none"> • “How does critical thinking impact our culture and environment?” • “In what ways do people try to persuade others to change?”
	<p>Look Fors: “Perceptive” students look beyond the obvious and share the power of persuasion in relation to how and why people change.</p>
	<p>ESOL Accommodation: 1) http://exchange.smarttech.com/search.html?q=%20habitats provides SMART Notebook on the habitats. Select “Habitats Final” (yellow). The file includes pictures, information, and links on different habitats.</p>

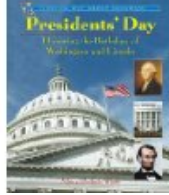
Active Learning	<p>The students compare elements of the ladybugs' artificial habitats used in class with insects' natural habitats. Facilitate a discussion in which students share ideas. Next, divide the students into two groups. One group focuses on artificial habitats and the other focuses on natural habitats. Provide each group a piece of chart paper with the PMI graphic organizer. The students work to identify different aspects of the two environments and analyze advantages and disadvantages of each. After a few minutes, the groups will switch places. One of the group members will read the existing responses, and then the students will brainstorm and record additional ideas.</p> <p>After the students have had time to share information on each environment, return to the whole group setting and discuss what has been recorded on the PMI graphic organizers. Then, provide each student with three stickers. They will evaluate the importance of the recorded ideas by placing a sticker next to the three ideas they believe are most important for a ladybug's survival.</p> <p>When students have placed their stickers, use the visual representation to understand what issues the class believes are of greatest importance for the survival of ladybugs.</p> <p>Ask:</p> <ul style="list-style-type: none"> • "Which issues seem to be most important and why?" • "Which habitat contains most of the important elements for survival?" • "What does this say about the other habitat?"
	<p>Look Fors: "Strategic" students carefully select the three ideas and explain why their choices best support a ladybug's chance of survival.</p>
	<p>Extension: 1) Students write a persuasive paragraph to the teacher, offering suggestions for altering the ladybug unit for next year's third graders or for leaving it the same as it currently exists. Paragraphs should contain recommendations with supporting evidence.</p>
Reflect	<p>Ask:</p> <ul style="list-style-type: none"> • "When was a time you had to make a decision where using a PMI would have helped you make the choice?" • "How did using a PMI helps us to evaluate natural versus artificial habitats?"
Now and Then	<p>Say, "Today we used a PMI chart to determine the issues of certain habitats for ladybugs. We will continue to use PMI charts to organize our thoughts and ideas."</p>

Washington or Lincoln for a Day

Third Grade: Social Studies



Gifted Behaviors to Look For:
Resourceful – Resilient

SBI	SS.G3.11.b, SS.G3.11.b.3, SS.G3.11.b.5
Materials	 <p><i>Presidents' Day: Honoring the Birthdays of Washington and Lincoln</i> by Mary Dodson Wade</p> <p>PMI graphic organizer (2 copies per student) Washington/Lincoln trade books and other resources</p>
ESOL Accommodations	Provide trade books at different reading levels.
Marzano Strategy	Generating and Testing Hypotheses
Patterns of Thinking	SYSTEMS

Link	<p>Say, "Imagine it is your birthday. Your parents say you can choose what you will eat for dinner that you night. You are excited, but you want both pizza and tacos. You must make a choice, though." Ask, "How do you make your decision?" The students share ideas about the process they would use to make the decision. Remind them that, in this scenario, they must think as if they love both pizza and tacos (even if they do not in real life). Say, "Thinking critically to consider multiple aspects of an issue allows us to make informed decisions."</p>
	<p>Look Fors: "Communicative" students will share positives and negatives about both options and explain how they used them to make a decision.</p>
Engage and Educate	<p>Tell students one technique used to help make decision is a PMI (plus, minus, interesting). Allow students to share different times when they have use a PMI or a similar thinking process. They should understand that a PMI is a personally linked process, as it is based on individual ideas, likes, and dislikes.</p> <p>Ask:</p> <ul style="list-style-type: none"> • "How do PMIs help us expand our knowledge beyond facts, allowing us to use our imaginations?" • "How do PMIs help us make decisions?" <p>Read <i>Presidents' Day: Honoring the Birthdays of Washington and Lincoln</i> by Mary Dodson Wade to give additional information on George Washington and Abraham Lincoln.</p> <p>Ask:</p> <ul style="list-style-type: none"> • "What valuable contributions did Washington and Lincoln make to our country?" • "What are the important differences between Washington and Lincoln?" <p>Note: Depending on the amount of experience the students have, consider reviewing the PMI process.</p>
	<p>Look Fors: "Resourceful" students share knowledge learned in class about the presidents.</p>

Active Learning	<p>Tell students they will need to make a decision. Ask, “If you could be either Washington or Lincoln for one day, who would you decide to be?” Tell students they will use the PMI process to decide. Remind them that the <u>P</u> and <u>M</u> steps explore the positive and negative aspects using critical thinking skills and the <u>I</u> step allows for creative thinking and new ideas as they list interesting aspects of the topic.</p> <p>Give each student two PMI graphic organizers. On the top of one of the charts, they write “I am George Washington” and the on top of the other “I am Abe Lincoln”. In each chart, the students write at least three entries for each section. Remind students that in the <u>I</u> step, they may write questions such as “I wonder...” or “What if...” Students work for 10 -15 minutes to complete each organizer. If time allows, encourage students to go beyond three entries for each section (fluency practice). Once they have completed the PMIs, the students read over and decide who they would rather be. They indicate their choice by circling Washington or Lincoln at the top of their organizer.</p>
	<p><u>Look Fors</u>: “Resilient” students stick with the activity, even when faced with challenges.</p>
	<p>Extensions: 1) Students write a journal or diary entry about a day in their life as George Washington or Abe Lincoln. 2) Students debate the topic, “George Washington did more for our country than Abraham Lincoln.”</p>
Reflect	<p>Divide class into two groups: those who chose Washington and those who chose Lincoln. Students share their PMIs and discuss reasons for making their choice. Provide time for several students from each group to share some ideas.</p> <p>Ask:</p> <ul style="list-style-type: none"> • “How did the PMI process help you make your decision?” • “Which step in the PMI process was the hardest for you? Why was it more challenging?” • “What are some other times I can use PMI?”
Now and Then	<p>Say, “Today we used a PMI chart to help us make a decision. We will continue to use PMI charts or other graphic organizer to help us make decisions or organize ideas.”</p>

I am

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Minus

Interesting
