

# Wacky Weather

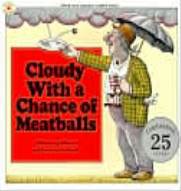
Kindergarten: Language Arts/  
Science

VISUALIZATION

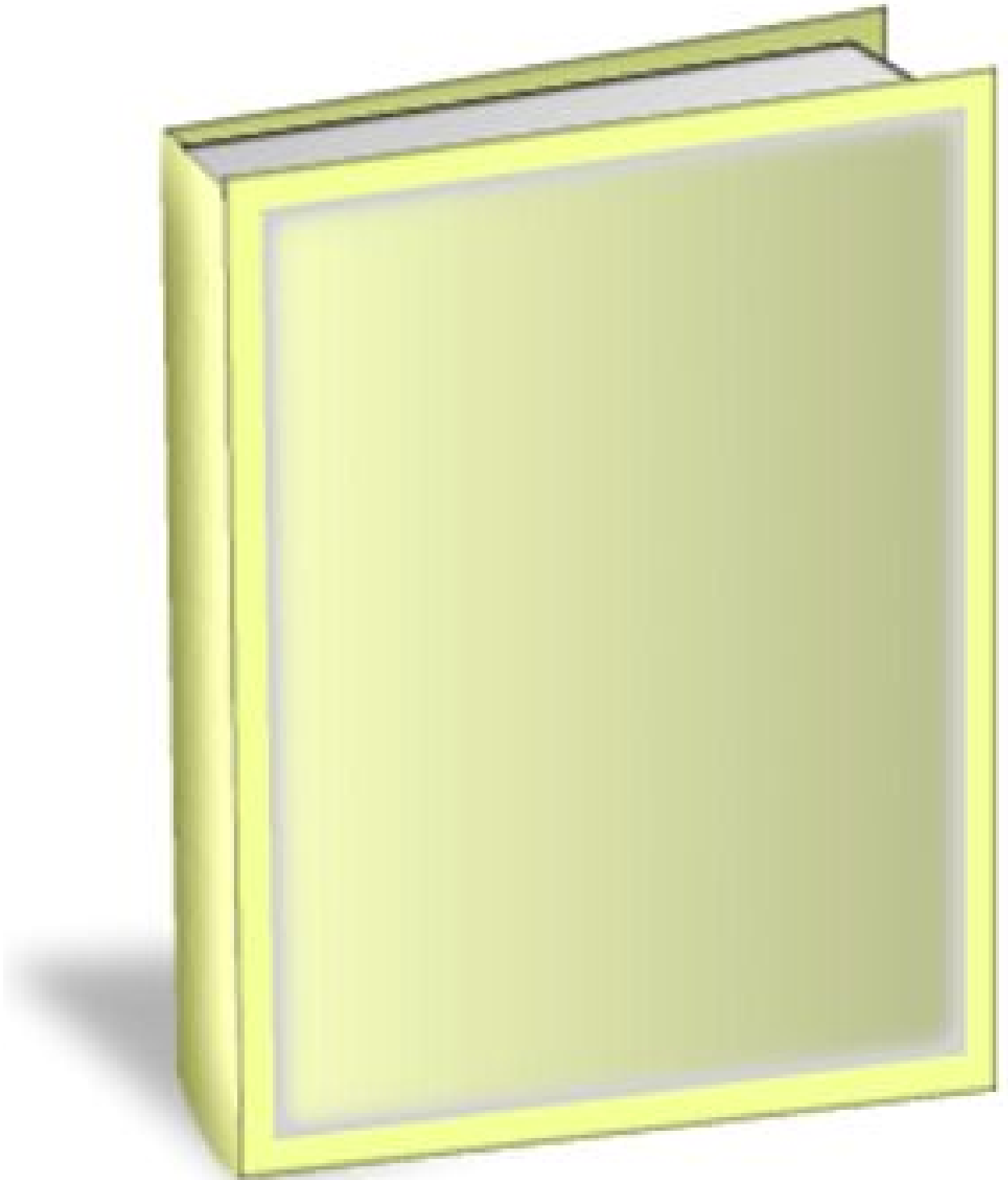


**Gifted Behaviors to look for:**

*Perceptive –  
Resourceful –  
Creative – Curious*

<b>Materials</b>	 <p>Drawing Paper</p>
<b>ESOL Accommodations</b>	Some ESOL students from warm climates may not have experience with snow. Provide Visual Aids.
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	RELATIONSHIPS

<b>Link</b>	Review the reading strategies learned thus far this year. <b>Say</b> , “This week we have been focusing on making predictions. We have used pictures in stories to help us form our predictions. Today we will learn about how patterns in the weather can help us form predictions.”
	<b>Assessment:</b> Listen for students who understand how to make predictions and who make connections beyond the obvious.
<b>Engage and Educate</b>	<p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>• “What things do we need to think about when it rains? When it snows?”</li> </ul> <p>Show students the cover of <i>Cloudy With a Chance of Meatballs</i> by Judi and Ron Barrett. Encourage students to make predictions about what the story will be about using the illustrations on the cover. Read the story.</p> <p><b>Ask</b> questions such as:</p> <ul style="list-style-type: none"> <li>• “What would happen if food fell from the sky?”</li> <li>• “What if too much fell?”</li> <li>• “What if it was a food you didn’t like?”</li> <li>• “How can you protect yourself from falling objects?”</li> <li>• “What are some things that could help you?”</li> </ul>
	<b>Assessment:</b> An example of a “perceptive” response would be a student who understands too much (of anything) falling from the sky might destroy the environment and make people sick.
<b>Active Learning</b>	Ask students to brainstorm what they would hope to come falling from the sky. Discuss possible objects and how those objects might affect people and the environment. Students will make a title for a new book filling in the blank <i>Cloudy with a Chance of _____</i> . Students will illustrate a cover for their new book.
	<b>Extension(s):</b> (1) Students can practice making predictions using other books. (2) Students can use Think Blocks to make cause and affect relationships about various objects falling from the sky.
	<b>Assessment:</b> An example of a “Creative” response would be one where the student uses an object other than food such as <i>Cloudy With a Chance of Lightbulbs</i> . A “Perceptive” response might be <i>Cloudy With a Chance of Sunshine</i> – making connections about weather patterns.
<b>Reflect</b>	Have students share their work. Ask why students picked the object and what affect it will have on others and the environment. Ask students to make predictions about the future of our planet if their object started to fall from the sky.
<b>Now and Then</b>	<b>Say</b> , “Predicting is an important part of the reading. We will use this strategy again with other books we read. We will continue to learn and use reading strategies throughout the year.”



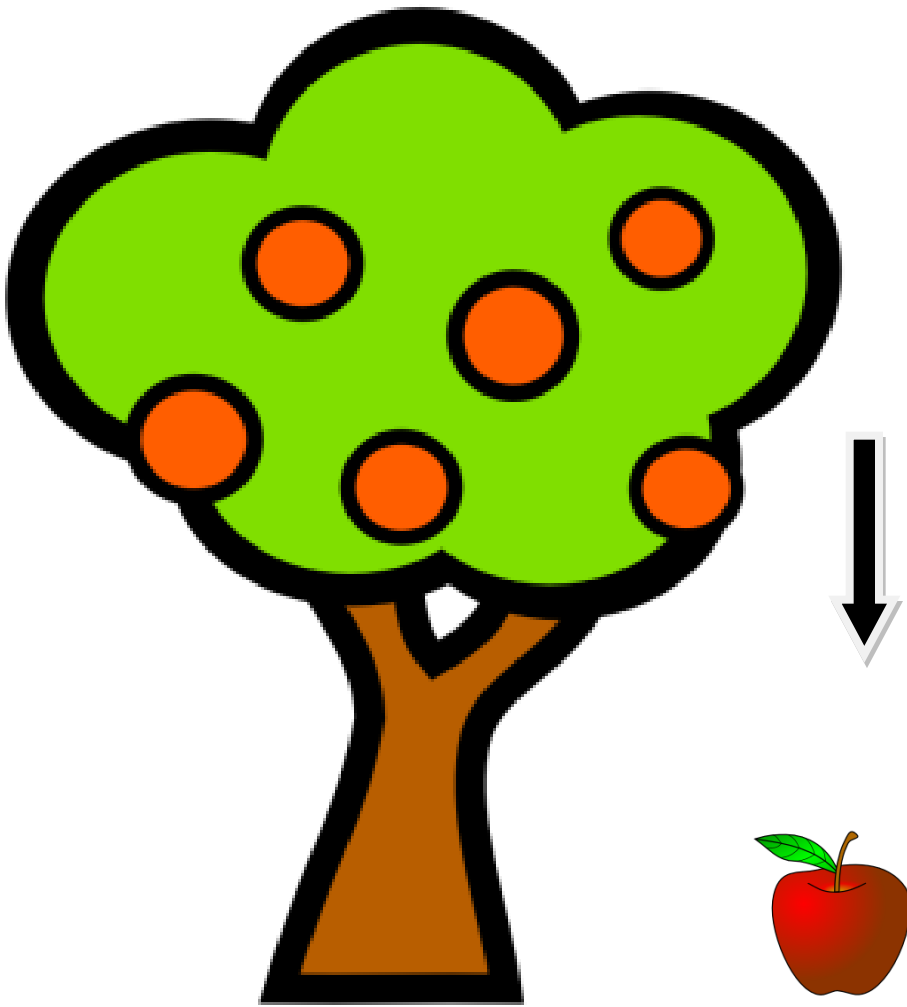
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# Wacky Weather



raining

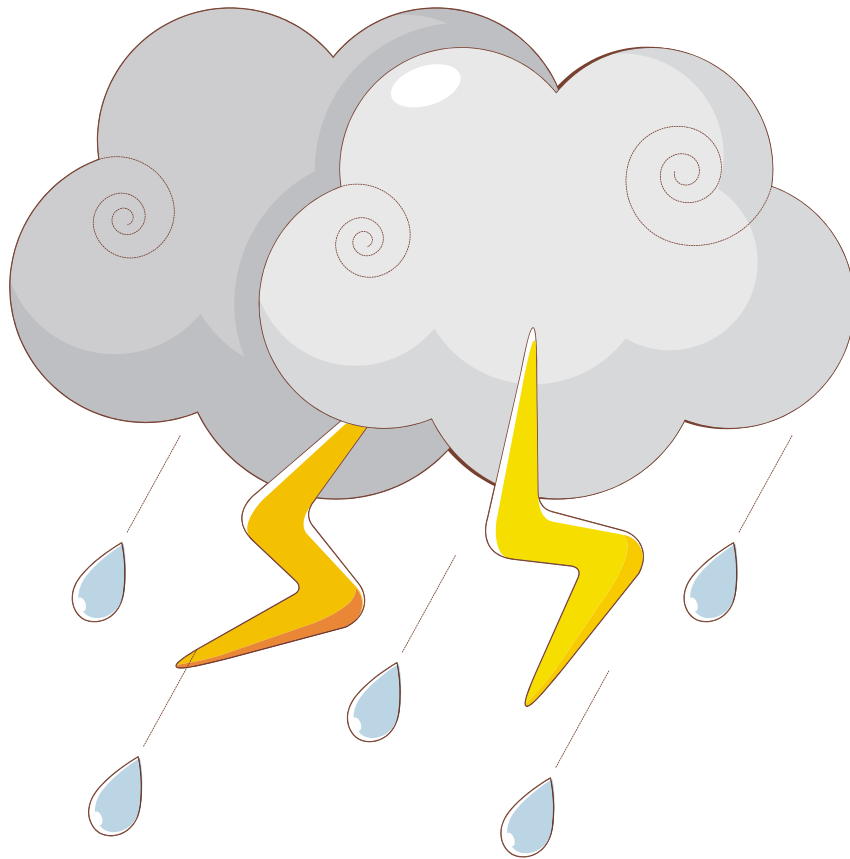




falling



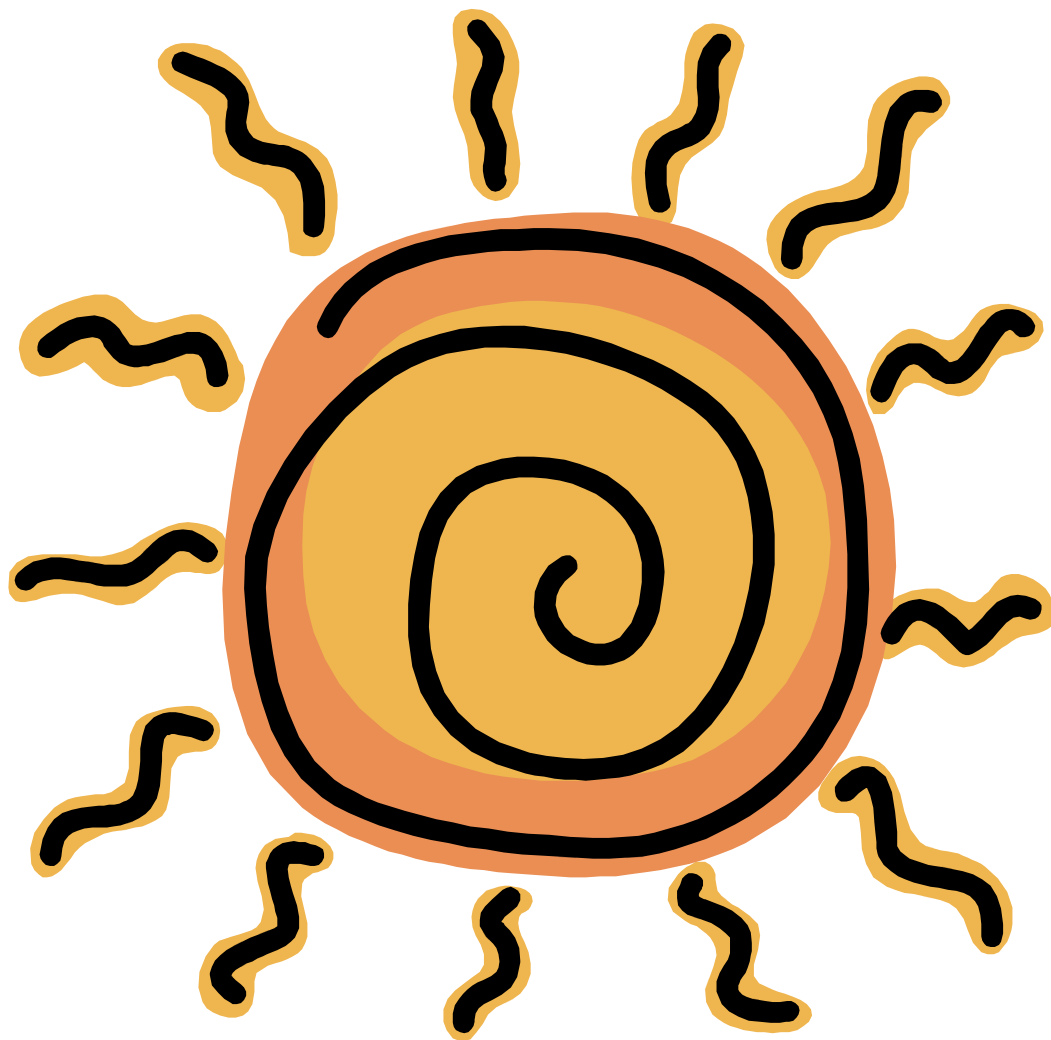
windy



**stormy**



snowing



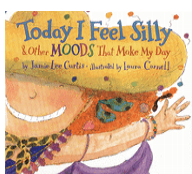
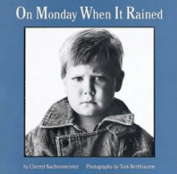
sunny

# Expressive Faces

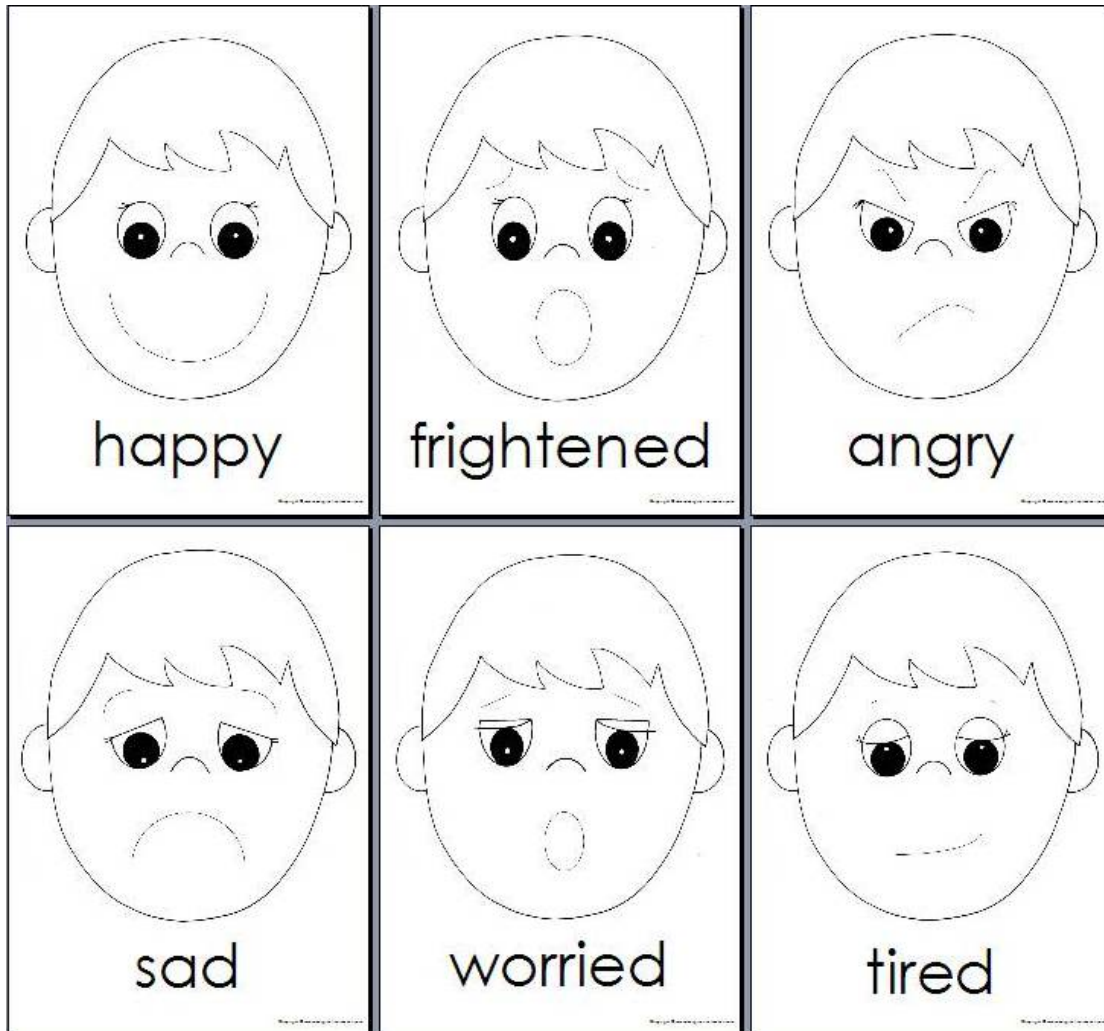
## Kindergarten: Language Arts



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

<b>Materials</b>	  <p>Emotions poster (optional); Emotion cards</p>
<b>ESOL Accommodations</b>	Emotions are universal so this lesson might provide ESOL students with an opportunity to shine-especially during the role playing section of the lesson. Visual Aids provided.
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	RELATIONSHIPS

<b>Link</b>	<b>Say</b> , “We have been learning how nonverbal behavior can express various emotions. Today we will be examining how our faces express different emotions and we will make connections between specific events and the emotions we feel.”
	<b>Assessment:</b> Listen for comments or questions that show prior knowledge of emotions and facial expressions.
<b>Engage and Educate</b>	Read <i>Today I Feel Silly: And Other Moods That Make My Day</i> by Jamie Lee Curtis <u>or</u> <i>On Monday When It Rained</i> by Cheryl Kachenmeister. <b>Ask:</b> <ul style="list-style-type: none"> <li>• “What makes you happy?”</li> <li>• “When do you feel sad?”</li> <li>• “Why do you feel afraid?”</li> <li>• “What makes you angry?”</li> </ul> After examples are given, ask students to show the expressions (happy...sad) on their faces. If possible, provide small mirrors for students to watch their own facial expressions as they show the different expressions. (Students can also pair up and watch a partner’s facial expressions)
	<b>Assessment:</b> An example of a “perceptive” response would be visualizing specific scenarios or circumstances that would evoke each emotion. A “communicative” response would include elaboration on complex ideas and examples.
<b>Active Learning</b>	<b>Option 1)</b> Distribute emotion cards. Students will pick one emotion card and glue to their paper. Next, ask students to write or draw a picture of a situation that would make them feel that way. <b>Option 2)</b> Distribute emotion cards. Read aloud situations and ask students hold up the card that matches the emotion they would feel during each situation.
	<b>Extensions(s):</b> (1) Allow students to discuss emotions they are feeling and ask higher level thinking questions for deeper thought. (2) Use Think Blocks to discuss a specific situation (cause) and the corresponding emotion (effect).
	<b>Assessment:</b> An example of a “Creative” or “Perceptive” response would be using the worried emotion card to explain feelings about family members who are ill or the happy card to explain being able to help a friend with his/her work.
<b>Reflect</b>	<b>Option 1)</b> Students share their work. Discuss why certain situations make them feel a certain way. Ask students how and why their emotions change. <b>Option 2)</b> Allow students to share what about each situation makes them feel “happy” or “sad” etc. Give students opportunities to expand on their ideas.
<b>Now and Then</b>	<b>Say</b> , “Today we focused on how events in our lives make us feel different emotions. We will continue to learn about our own emotions as well as those of other characters in stories we will read.”



**Example Situations to Use with Option 2:**

- Your mom wakes you up in the morning and tells you that you have a doctor's appointment today. How will you feel? Why?
- Your friend takes your backpack home instead of her own. How will you feel? Why?
- Your teacher brings you a very difficult book to read. It looks like a good book but you can't read the words. How will you feel? Why?
- There is a brand new slide on the playground. It is red and blue and looks like so much fun. How will you feel? Why? All of a sudden big grey clouds appear in the sky and it starts to rain. How do you feel now? Why?
- You couldn't sleep last night because there was a dog barking all night long. You finally fell asleep and then grandma wakes you up because it is time to go to school. How will you feel? Why?
- Your family just got the best gift ever – a new Wii! How will you feel? Why? Your older brother won't let you play. How will you feel now? Why?

# Expressive Faces





angry



sad



happy



curious

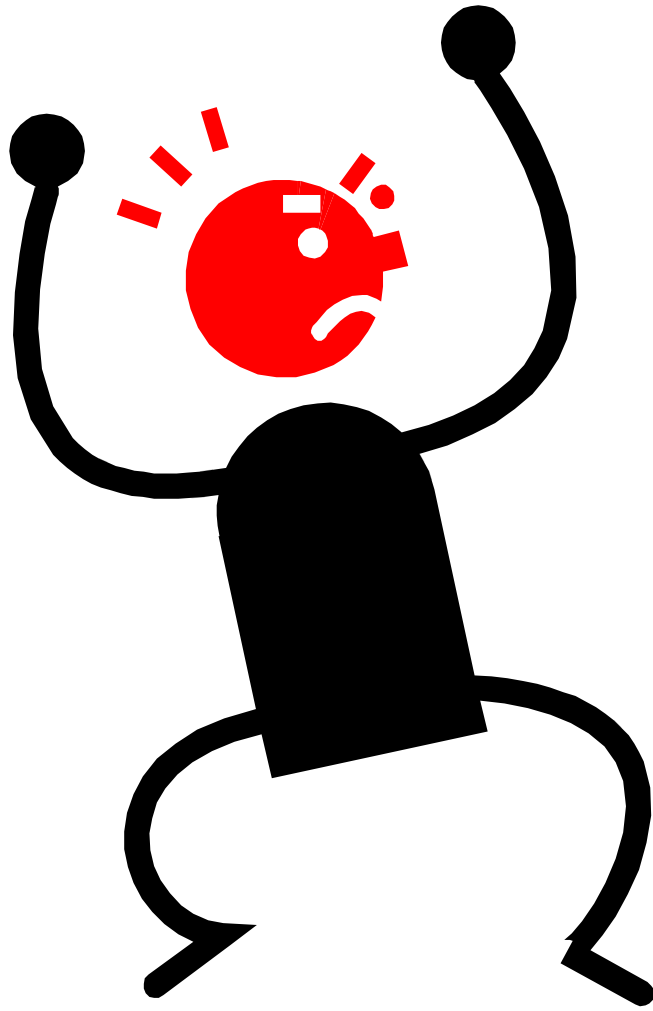


surprised





**bored**



mad

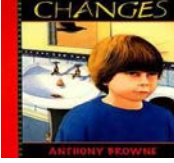
# Changes Everywhere

## Kindergarten: Science

FLUENCY,  
ORIGINALITY,  
FLEXIBILITY &  
ELABORATION



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

<b>Materials</b>	 Chart paper or drawing paper
<b>ESOL Accommodations</b>	This lesson may be difficult for ESOL students since the concept of change is abstract. The discussion may be particularly relevant to ESOL students who have experienced change in their lives.
<b>Marzano Strategy</b>	Generating & Testing Hypotheses
<b>Patterns of Thinking</b>	PERSPECTIVES

<b>Link</b>	<b>Say</b> , “We have been discussing how change is everywhere and how changes can happen slowly or quickly. Think about how your classroom has changed since September.” <b>Ask</b> , “Has anything changed in your house? Has anything changed outside? Has anything changed in space?”
	<b>Assessment:</b> Listen for in-depth knowledge and responses that show an ability to independently make connections. An example of a “communicative” response would be: “My house has changed because the season has changed. When it was fall we didn’t use our fireplace. But now that it is winter we light the fire to make our house warm. The season has changed and the temperature inside and outside has changed.”
<b>Engage and Educate</b>	<b>Ask:</b> <ul style="list-style-type: none"> <li>• “What causes things in nature to change?”</li> <li>• “What causes people to change?”</li> <li>• “Are there things that never change?”</li> </ul> Read the book <i>Changes</i> by Anthony Browne. Then invite students (as whole group or in small groups) to play the “Shape Game.” Using chart paper or plain drawing paper, one student begins with a line or shape; the next student adds to it; and so on until all students have contributed to the finished drawing. <a href="http://www.guardian.co.uk/education/2009/jun/30/creativity-schools-childrens-laureate">http://www.guardian.co.uk/education/2009/jun/30/creativity-schools-childrens-laureate</a> Encourage creativity. Discuss picture(s).
	<b>Assessment:</b> A “resourceful” student will show good reasoning skills and might conclude that birthdays never change and one’s biological parents never change. “Creative” responses would include students who are able to turn ordinary lines and shapes into imaginative drawings.
<b>Active Learning</b>	Instruct students to draw an ordinary object (telephone, book, office building, house, airplane, bed, etc.) Next, ask students to add something new or unusual to their picture so that the picture changes. Remind students to think about the pictures from the book <i>Changes</i> . Ask students how the object has changed. Ask students if the function of the object has changed.
	<b>Extensions:</b> (1) Follow-up with a Socratic seminar or discussion where students can reflect on the new objects and how useful they might be. (2) Create a class book of New Inventions.
	<b>Assessment:</b> A “Resilient” student will stick with the task although it is abstract. A “Curious” student might ask questions for clarification or for assistance due to their imaginative idea. A “Communicative” student will be able to share the changes to the object and its function.
<b>Reflect</b>	Students will share their completed drawings with the class. <b>Ask</b> , “What did you learn about change?”
<b>Now and Then</b>	<b>Say</b> , “Today we read a book on change and drew pictures to illustrate our understanding of change. We will continue to learn about changes in our lives and in the environment.”



# Changes

boiling



# melting



# Jelly Belly

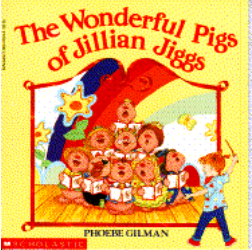
## Kindergarten: Language Arts

VISUALIZATION



### Gifted Behaviors to look for:

Communicative –  
Resourceful –  
Creative – Curious -  
Resilient

<b>Materials</b>	 Online book; Rhyming words; Activity Sheet
<b>ESOL Accommodations</b>	This is not appropriate for beginning level ESOL students. Trying to understand and use rhyme with a limited vocabulary would be both difficult and frustrating.
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	RELATIONSHIPS

<b>Link</b>	<b>Say</b> , “We have been learning about rhyming words this past week.” Ask students to give examples of rhyming words. <b>Say</b> , “Today we will be reading (or listening to) a story that uses rhymes.”
	<b>Assessment:</b> Take note of student responses that include above level vocabulary with correct rhyming words.
<b>Engage and Educate</b>	Read <i>The Wonderful Pigs of Jillian Jiggs</i> by Phoebe Gilman to the class <u>or</u> project an online book for students to watch. Ask students to note the rhyming words. Ask students to name other words that rhyme. Record on chart paper. <b>Ask:</b> <ul style="list-style-type: none"> <li>• “How are rhyming words used?”</li> <li>• “Why do people like to make rhymes?”</li> <li>• “What do you notice about the letters in words that rhyme?”</li> </ul> <b>Optional:</b> Print rhyming words from the book and ask students to name the matching rhyming words. Display in pocket chart either during or after the reading.
	<b>Assessment:</b> A “resourceful” response would include offering advanced vocabulary words to rhyme with given words from the story. A “curious” response might include questioning the definition of the given rhyming words.
<b>Active Learning</b>	<b>Say</b> , “Think of two original words that rhyme.” <i>Advise students not to use words from the book that have already been used.</i> “Draw pictures of these things on your paper.” Students can write the words below the picture or the teacher can walk around to write the words. If students finish with the first pair of rhyming words, they can continue to think of more pairs of rhyming words draw pictures to match them as well.
	<b>Extensions:</b> (1) Create a class story using rhyming words. (2) Give students two rhyming words for them to use in a sentence (3) Find spelling patterns in rhyming words.
	<b>Assessment:</b> Note student activity sheets that include original words and detailed pictures. A “creative” response would include original words related to content being studied. A “resourceful” response would include content words from another unit of study.
<b>Reflect</b>	Ask for volunteers to share their rhyming words and illustrations. If possible, have students put rhyming words into sentences. (If they are unable to write, record the sentence for them.)
<b>Now and Then</b>	<b>Say</b> , “Today we created rhyming words. We will continue to explore rhyming words and how they are connected to patterns.”

Name \_\_\_\_\_

### Rhyming Words Activity


**Extension:** Can you use the words in a sentence?

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# Signs All Around Us

## Kindergarten: Language Arts

FLUENCY,  
ORIGINALITY,  
FLEXIBILITY &  
ELABORATION



<b>Materials</b>	SMARTboard Lesson (or print signs for poster) Drawing Paper
<b>ESOL Accommodations</b>	This lesson can be made accessible by providing visual aids during the beginning of the lesson in order for the student to understand the definition of signs.
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	DISTINCTIONS

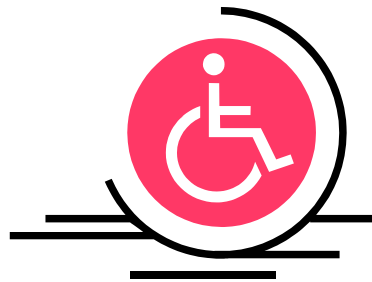


### Gifted Behaviors to look for:

- Perceptive –*
- Communicative*
- Resourceful –*
- Creative – Resilient*

<b>L</b> ink	<p><b>Say</b>, “We have been learning how writing and pictures can communicate ideas. Today we are going to be investigating how signs communicate ideas and why we use them.” <b>Ask</b>, “What are some signs you saw on the way to school today? What did they look like?”</p>
	<p><u>Assessment</u>: Listen for unique examples of signs and where the students saw them. Also note students who understand the meaning for the signs they saw.</p>
<b>E</b> ngage and Educate	<p>Use SMARTboard lesson to engage students. Allow students to name signs and explain why they are used in specific locations (on the street, in the classroom, in the airport, etc.)</p> <p>If you do not have access to a SMARTboard, consider printing pictures of different signs and displaying on a poster. Then <b>ask</b> the following questions:</p> <ul style="list-style-type: none"> <li>• “What do signs do for us?”</li> <li>• “Where do you see signs in the room?”</li> <li>• “Why do we need signs in the classroom?”</li> <li>• “What signs have you seen in our school?”</li> <li>• “Can you think of any other kinds of signs?” (Student responses might be: signs of fall, signs that someone has been there, signs of a cold, etc.)</li> <li>• “Where in school should there be a sign that does not have one?”</li> </ul>
	<p><u>Assessment</u>: A “perceptive” response would be one in which a student has a good memory of where the sign was located and is able to make connections about the meaning of the sign.</p>
<b>A</b> ctive Learning	<p>Using crayons and their imagination, students will ...</p> <ul style="list-style-type: none"> <li>-create a sign that would be helpful for a story character or ...</li> <li>-create a new sign that would be helpful to your classmates or...</li> <li>-create a new and different sign for someplace in the school that does not have one</li> </ul>
	<p><b>Extension(s)</b>: Use Think Blocks to initiate discussion about signs. One block could represent “sign” and the other could represent “not a sign.” (2) Play “Guess the Sign” – give students clues about a sign and have them guess which sign you are describing.</p>
	<p><u>Assessment</u>: A “resilient” student has the ability to stick with the assignment regardless of the challenges that might arise. “Creative” responses include original and purposeful signs.</p>
<b>R</b> eflect	<p>Students will form <i>Inside Outside</i> circles (Cooperative Learning Strategy) and share their sign with other members of the class.</p>
<b>N</b> ow and Then	<p><b>Say</b>, “Today we used signs to communicate with others. You can also communicate with people through words. Throughout the year we will be working on communicating with others through words.”</p>

## Sign Examples











# All About Questions

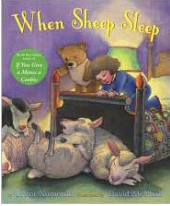
## Kindergarten: Language Arts

QUESTIONING



**Gifted Behaviors to look for:**

*Perceptive –  
Communicative –  
Creative – Curious*

<b>Materials</b>	 Graphic Organizer; PowerPoint
<b>ESOL Accommodations</b>	This lesson may be difficult for beginning level ESOL students. Understanding the differences between different types of questions may be challenging.
<b>Marzano Strategy</b>	Cues, Questions, and Advanced Organizers
<b>Patterns of Thinking</b>	DISTINCTIONS

<b>Link</b>	<b>Say</b> , “We have been using the questions <b>who, what, why, when, and where</b> to help us retell stories. Today we will use these words to help us generate quality questions about a story.” <b>Ask</b> questions using these question starters such as: “Who has an older brother?” “What is your teacher’s name?” “Why do you come to school each day?” “When do you eat lunch?” “Where is your classroom?”
	<b>Assessment:</b> Listen for detailed responses from students. Note students who have good application of knowledge and advanced communication skills.
<b>Engage and Educate</b>	Display the graphic organizer “hand” with the 5 Ws. Review each question starter with students. Read <i>When Sheep Sleep</i> by Laura Numeroff (any animal book would be appropriate) and ask <b>who, what, when, where, why</b> , questions. (Consider making poster size copies of the “hand” for each classroom teacher.)
	<b>Assessment:</b> A “perceptive” student will be able to make inferences from the pictures to answer the questions. A “communicative” response might be detailed and infused with individual background knowledge.
<b>Active Learning</b>	<b>Option 1)</b> Introduce Cooperative Learning Structure <i>Stand Up, Hand Up, Pair Up</i> . Instruct students to stand up and put their hand up to find a partner. Next, display a picture of an animal (see PowerPoint). <b>Ask</b> student a question such as: <ul style="list-style-type: none"> <li>• “What is the name of this animal?”</li> <li>• “What habitat does this animal live in?”</li> </ul> Student pairs will share their answers with each other and volunteers share correct answer with the class. Continue with a picture of a new animal. <b>Option 2)</b> Ask students to use question cubes to generate and answer questions with a partner. Each group should get two cubes. On one cube write with a black marker who, what, when, where, why, and how. On the other cube write with a red marker is, did, can, will, might, should/would/could. Partners will roll both cubes and form a question using the two words rolled. The other partner should answer the question.
	<b>Extension(s):</b> (1) Assign one animal to each student. Students will create questions about the animals and will then research information in the library to find the answers
	<b>Assessment:</b> Observe students as they answer questions with their partner. Note “creative” and “perceptive” responses that go beyond the obvious.
<b>Reflect</b>	<b>Option 1)</b> Review how to use question starters to make good questions and encourage students to ask questions in class or when reading a book. <b>Option 2)</b> Students can share some of the questions created as well as responses.
<b>Now and Then</b>	<b>Say</b> , “Today we used questions to help us discuss the book we read. We will continue to read fiction and nonfiction stories. We will learn how to retell the stories using information from the beginning, middle, and end. We will also explore characters, settings, and events in stories.”

Who?

What?

When?

Where?

Why?

How?



# All About Questions

## Kindergarten



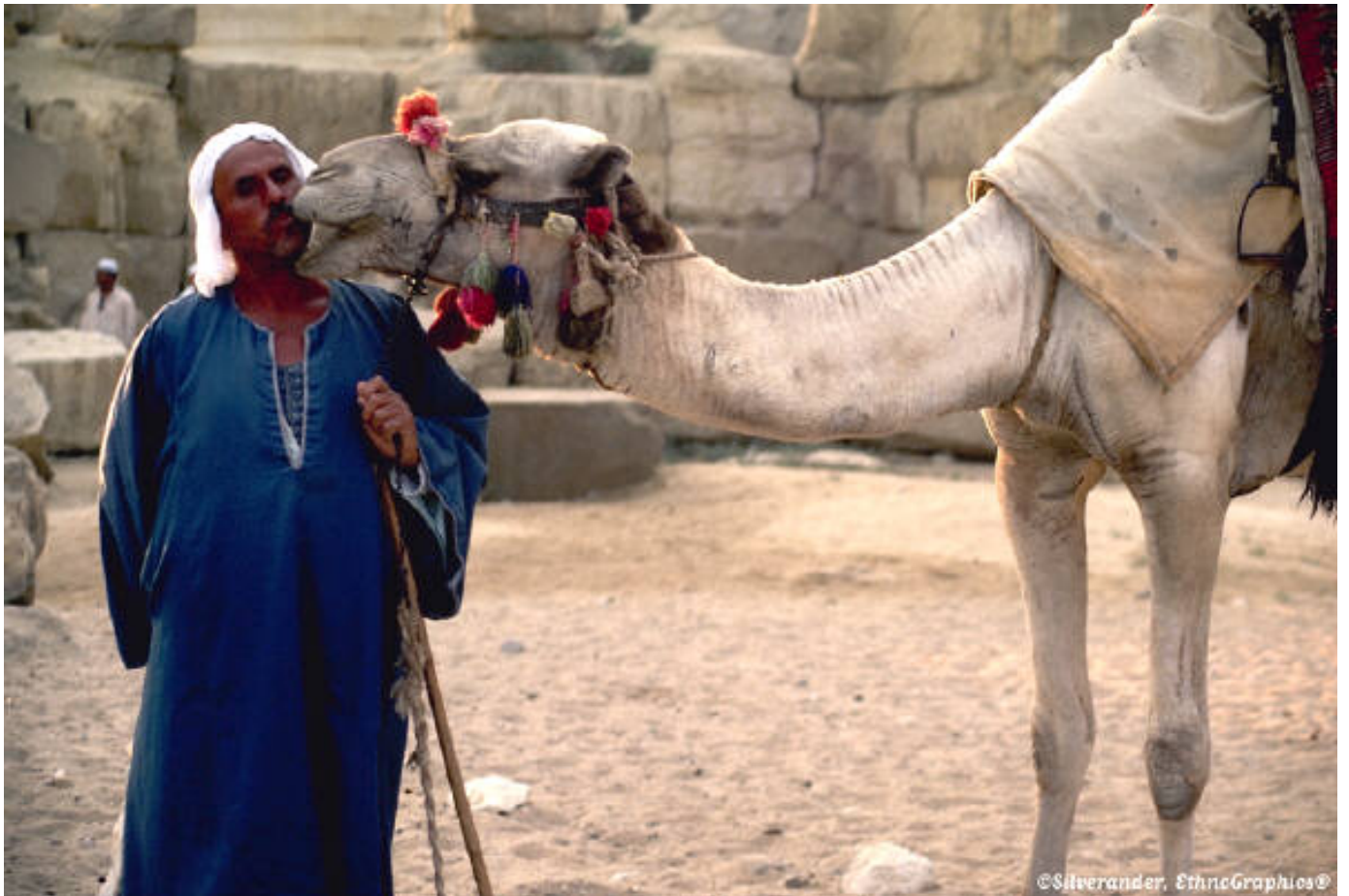
# What is the name of this animal?



Photo by: Carl C. Hansen  
Date: 1991  
Number: 91-17650  
Courtesy of Smithsonian Images

Answer: Dolphin

# What is the habitat of this animal?





**Answer: The desert**

What does this animal eat?

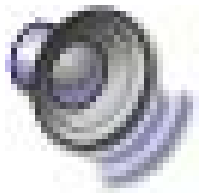


The polar bear is the most carnivorous member of the bear family feeding mainly on a diet of ice seals.

# What sound does this animal make?



Click below to listen 😊



**What is the name of this animal?**

**Where does this animal keep her baby?**



Answer: The kangaroo keeps the baby in her pouch.



Who might be this  
animal's prey?



# Answer:

Being one of the largest and most feared predators in Africa, lions do not have any natural predators.

The main natural threat to lions occurs during the first few years of life. Hyenas, cheetahs, and leopards are common culprits known to kill lion cubs for food or just for the sake of killing.

.....

Lions will eat pretty much any mammal they come across, but the majority of a lion's diet comes from medium- to large-sized herbivorous mammals.

The most common prey are:

- Buffalo
- Zebra
- Wildebeest
- Gemsbok
- Hartebeest
- Warthog




# Emotions, Emotions

## Kindergarten: Language Arts

VISUALIZATION



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

<b>Materials</b>	 Drawing Paper
<b>ESOL Accommodations</b>	As with Expressive Faces, this lesson provides a common human experience from which ESOL students can draw their own knowledge. Visual aids are provided for the birthday party discussion.
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	PERSPECTIVES/RELATIONSHIPS

<b>Link</b>	<b>Say</b> , “We have been learning how nonverbal behavior can express various emotions. Today we will be examining how our faces express different emotions.”
	<b>Assessment:</b> Listen for students who remember learning about emotions and facial expressions. Note students who give details or can elaborate on their prior knowledge.
<b>Engage and Educate</b>	Read <i>The Giving Tree</i> by Shel Silverstein to the class. Ask students to note the emotions of the tree. After reading, ask students to demonstrate a face to express an emotion when: the boy received an apple from the tree, the boy left the tree, the boy returned to the tree at the end. Ask the students to think of a situation that would cause them to feel a variety of emotions like the tree, such as a birthday party, during which a range of emotions are based upon things that may happen. <b>Ask</b> , “How might you feel if ...you wake up and it’s raining; your best friend could not come to you party; you received a gift you’ve been wanting for a long time. Share the expression of that emotion.”
	<b>Assessment:</b> A “curious” student will want more information about the birthday party and may ask clarifying questions. A “perceptive” student will pick up on the fact that one might have more than one emotion at the same time.
<b>Active Learning</b>	<b>Ask</b> , “What if everything had emotions?” Make a list of everyday items: Example: leaf, chair, shoe, rock, etc. “What would make those things happy, sad, angry, afraid, surprised, and excited?” Example: An umbrella might be disappointed if you left it in the store or at a friend’s house. It might feel like you don’t care about it. Students will choose an object from the list and draw that object expressing an emotion. When speaking with students about their pictures ask them to explain why their object has that particular emotion.
	<b>Extension(s):</b> (1) In pairs, students can role play situations where they might have different emotions and act out for the class.
	<b>Assessment:</b> Note “creative” responses in which students pick their own original “everyday item” and give it an emotion directly related to an emotional situation. Also note “communicative” students who are able to elaborate about the emotional situation.
<b>Reflect</b>	Invite students to share their drawings with the class using the Cooperative Learning Structure <i>Inside Outside Circles</i> . The “inside” student will share their work and “outside” student will guess what emotion the object is portraying.
<b>Now and Then</b>	<b>Say</b> , “We have been learning how nonverbal behavior can express various emotions. Today we examined how our faces express different emotions through creative dramatics. Next we will learn how our bodies can express various emotions.”

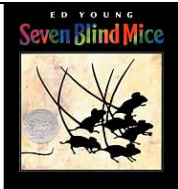
# It Feels Like ...

## Kindergarten: Science

ANALOGIES



**Gifted Behaviors to look for:**  
*Perceptive –*  
*Creative-Curious –*  
*Resilient*

<b>Materials</b>	 Paper Bag with an everyday item Drawing Paper
<b>ESOL Accommodations</b>	This lesson could be effective for ESOL students since it provides a “hands-on” experience for the learner. Additional visual aids provided for <i>Seven Blind Mice</i> .
<b>Marzano Strategy</b>	Identifying Similarities and Differences
<b>Patterns of Thinking</b>	RELATIONSHIPS

<b>Link</b>	<b>Say</b> , “We have been learning how to find similar attributes among various objects. Today we will create similes and compare two items.”
	<b>Assessment:</b> Listen for students who have prior knowledge about the terms “attributes” and “similies.”
<b>Engage and Educate</b>	Show the cover of the book <i>Seven Blind Mice</i> by Ed Young to the students and discuss. <b>Ask:</b> <ul style="list-style-type: none"> <li>• “Where is the seventh mouse?”</li> <li>• “Where do you think the mice are going?”</li> </ul> Read the story to the students, but do not show the pages where the elephant’s parts are shown. Show only the pictures with the objects on it. <b>Ask:</b> <ul style="list-style-type: none"> <li>• “How do you think a visually handicapped person can see?”</li> <li>• “What do you think each object is?”</li> <li>• “Where would you find each object?”</li> <li>• “Why is it that each mouse thinks it’s something else?”</li> </ul> Hold out a paper bag with an object in it (ex. cotton ball, sponge, sandpaper, etc.) Ask students how they could find out what is in the bag.
	<b>Assessment:</b> A “perceptive” student will be able to look beyond the obvious and infer where the seventh mouse might be. A “creative” response will include original answers showing insight and prior knowledge on the five senses.
<b>Active Learning</b>	Allow each student to feel the object in the bag. They will then draw what they felt. Ask them to describe to the class how it felt, making a comparison to something it felt like. “It felt _____ like a _____...”
	<b>Extension(s):</b> (1) Students can compare and contrast textures of two objects; students can discuss similarities and differences with a partner or create a whole class venn diagram about the two objects.
	<b>Assessment:</b> “Creative” responses will include advanced vocabulary terms that accurately define the feeling of the item. “Resilient” students will exude strength even if the task seems challenging.
<b>Reflect</b>	Show students what was in the bag and discuss their ideas and why they came up with these ideas.
<b>Now and Then</b>	<b>Say</b> , “Today we used oral language to communicate how something is like something else. We also talked about the importance of having all of the information before we can know if what we think is true.”



blind



**It feels like....**

**pond**





**It feels like....**

**pillar**



**It feels like....**

**cliff**

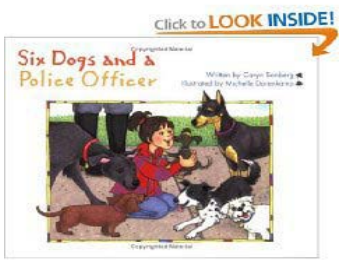
# I'm Lost

## Kindergarten: Language Arts

DECISIONS  
&  
OUTCOMES



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

<b>Materials</b>	
<b>ESOL Accommodations</b>	This lesson could be effective for ESOL students since it provides a “hands-on” experience for the learner.
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	RELATIONSHIPS

<b>Link</b>	<b>Say</b> , “We have been learning about cause and effect. We have seen that every action has a consequence. Today we will be creating our own cause and effect relationships.”
	<u>Assessment:</u> Listen for students who know about cause and effect and can give an example prior to the lesson.
<b>Engage and Educate</b>	Read aloud <i>Six Dogs and a Police Officer</i> by Caryn Sonberg. (Available on Amazon.com if it is not yet in your school library) Explain that because Olive wanted to see the dogs up close, she forgot about being responsible and she ended up lost on the streets of the city. Ask students to think about a time they made a decision to do something and they didn’t realize the consequence (or the effect) of their decision. Remind students that every action has a consequence. Invite students to orally complete these examples: “Because you woke up late...”, “Because..., you weren’t able to play outside.” “Because you didn’t listen to your teacher, you...”
	<u>Assessment:</u> “Perceptive” responses will include insight and background knowledge about being responsible and making good decisions.
<b>Active Learning</b>	Use the chart on the next page to find pictures in the book that will prompt students to come up with a cause and effect relationship. Orally, give student the “cause” or the “effect” and have them give you the corresponding statement. Or, ask them to explain the picture based on what they know about the story.
	<b>Extension(s):</b> (1) Allow students to discuss what they would have done if they saw the dogs. (2) Create a new ending to the story.
	<u>Assessment:</u> “Creative” responses will include innovative ideas that form new relationships and connections in the story. “Communicative” students will initiate a response and elaborate on complex ideas.
<b>Reflect</b>	Lead a discussion about the cause and effect relationships in the book and/or examples students may have experienced.
<b>Now and Then</b>	<b>Say</b> , “Today we read a story and discussed cause and effect. We will continue to explore cause and effect in literature but also in other areas such as social studies.”

**Directions for Teachers:**

*After reading Six Dogs and a Police Officer by Caryn Sonberg, use the illustrations to complete each cause and effect statement as a class.*

<i>Cause</i>	<i>Effect</i>
Because Olive’s mom picked her up from school...	Olive didn’t get on the bus... Look at page 5.
Because Olive and Oliver didn’t want to go to the city...	They were making faces at each other in the back seat... Look at page 10-11.
Olive saw 6 dogs being walked together...	She walked out of the lobby to see them...Look at page 23.
Because Olive’s parents couldn’t find her....	They asked for help from the hotel clerk...Look at page 25.
Because Olive was by herself in the city....	Officer Farber stopped to help her....Look at page 26.

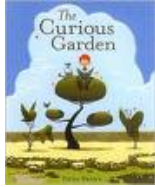


# Capturing Curiosity

## Kindergarten: Language Arts



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

<b>Materials</b>	 Curious pictures Computer Lab (optional)
<b>ESOL Accommodations</b>	ESOL students may have difficulty answering questions about the story. However, they should be able to generate one question about the pictures.
<b>Marzano Strategy</b>	Cues, Questions, and Advanced Organizers
<b>Patterns of Thinking</b>	DISTINCTIONS

<b>Link</b>	We have been learning to ask questions to better understand information. We often ask questions because we are curious. <b>Ask</b> , “What does curious mean? What is something you are curious about?”
	<b>Assessment:</b> Listen for students who understand the meaning of curious and students who are able to link knowledge from their own experiences.
<b>Engage and Educate</b>	Show the cover of the book <i>The Curious Garden</i> by Peter Brown and ask students to predict what the garden might be curious about. Read the book aloud and allow students to comment on the changes in the illustrations during the reading. <b>Ask:</b> <ul style="list-style-type: none"> <li>• “What is happening to Liam’s garden?”</li> <li>• “What would happen if an entire city decided to work together to help the garden grow?”</li> <li>• “How might that city change?”</li> <li>• “How could [insert city where school is located] start a garden?”</li> </ul>
	<b>Assessment:</b> A “Strategic” student will be able to analyze the situation in the story and generate multiple conclusions to each question. A “Resourceful” response will include connections from one’s own experiences to that in the story.
<b>Active Learning</b>	Distribute curious pictures to students. Allow students to look closely at their picture and tell them they should be “curious” about something in the picture. Students can color pictures and create one question about the picture. (Teaches can write question if students are unable to.) Remind students to think about what about the picture makes them “curious.”
	<b>Extension(s):</b> (1) Take a walking field trip around the school and have each student create one question about something they are curious about at school.
	<b>Assessment:</b> “Creative” thinkers will generate questions that show they are seeing the familiar in unfamiliar ways or might see humor in the picture that others are not aware of. “Curious” students will seek new ideas from the otherwise generic picture.
<b>Reflect</b>	<b>Say</b> , “Today we learned how curiosity can lead to good questions and good questions can lead to understanding information more clearly. Curiosity helps our imaginations grow and make us better learners.”
<b>Now and Then</b>	<b>Say</b> , “We will continue to ask questions and tap into our curiosity when we read books and when we think about how we can make our world a better place, like Liam did.”

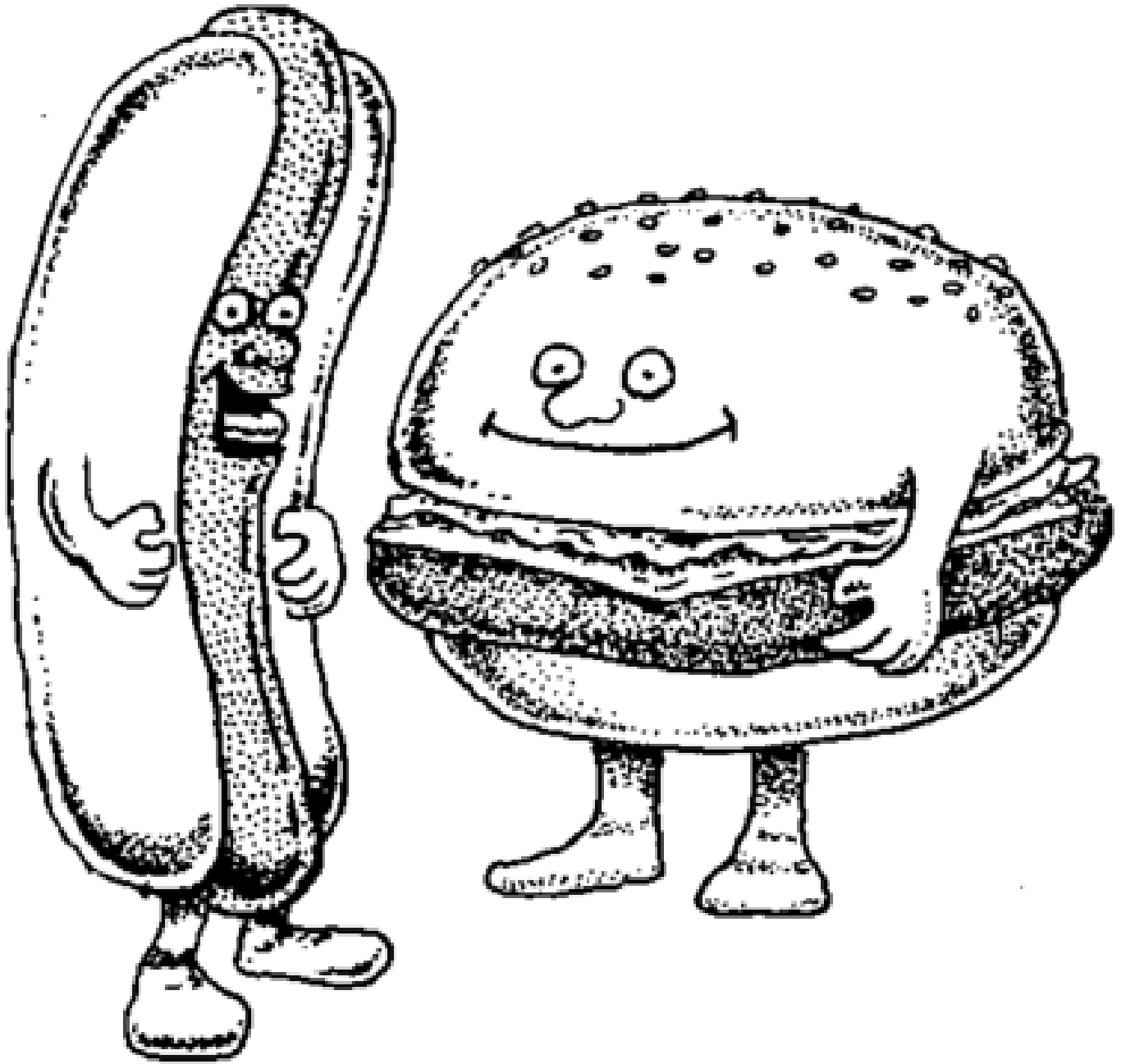




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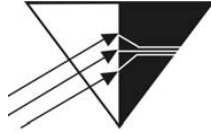




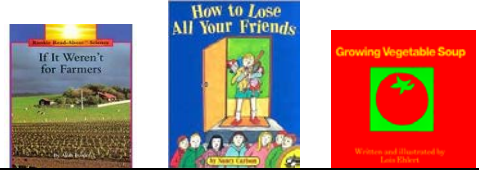
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# Exploring Cause and Effect Kindergarten: Social Studies

DECISIONS  
&  
OUTCOMES



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

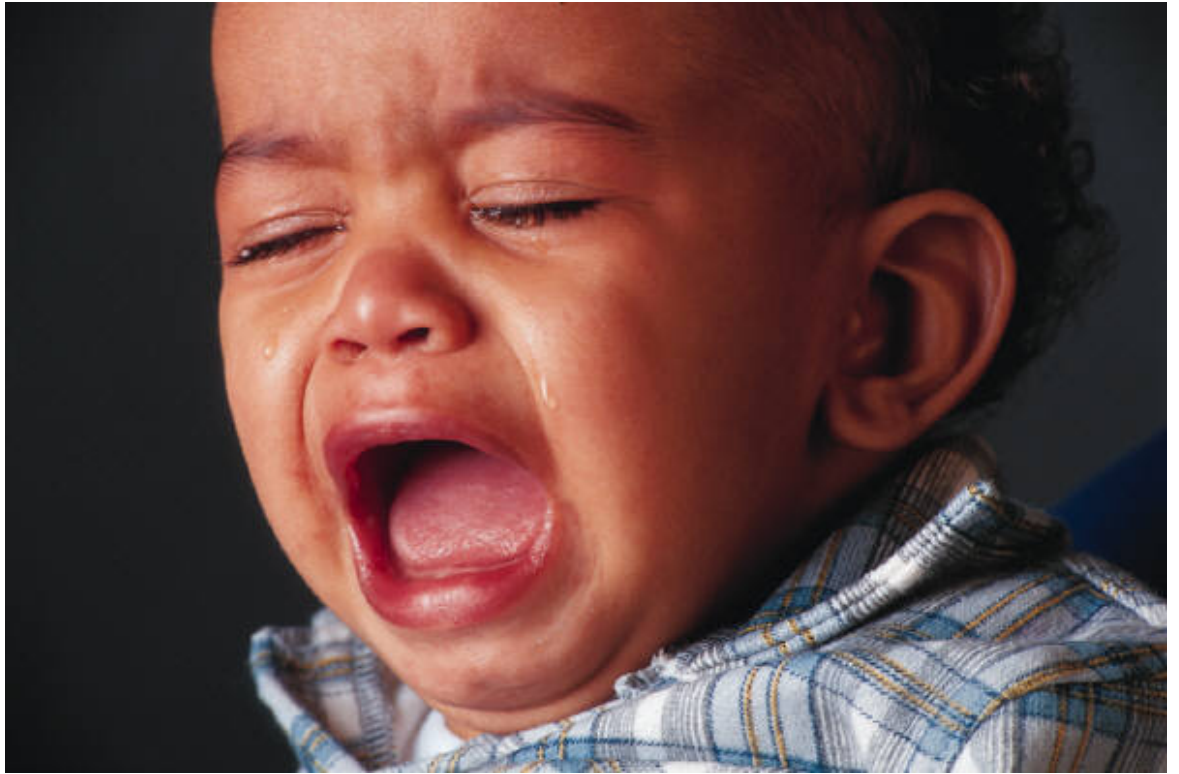
<b>Materials</b>	
<b>ESOL Accommodations</b>	The pictures really support the text well in the stories listed. Additional visual aids may be provided.
<b>Marzano Strategy</b>	Generating and Testing Hypotheses
<b>Patterns of Thinking</b>	RELATIONSHIPS

<b>Link</b>	<b>Say</b> , “We have been discussing jobs and occupations as well as cause and effect. Today we will be applying our knowledge of cause and effect to examine the consequences of an individual not completing his/her job.”
	<b>Assessment:</b> Listen for students who have prior knowledge about cause and effect relationships.
<b>Engage and Educate</b>	Read <i>If It Weren't for Farmers</i> by Allen Fowler or <i>How to Lose All Your Friends</i> by Nancy Carlson or <i>Growing Vegetable Soup</i> by Lois Ehlert. Discuss Cause and Effect, using elements from the story to highlight essential understandings. <b>Ask:</b> <ul style="list-style-type: none"> <li>“What are some things that caused _____ (fill in the blank according to story selection)?” Chart responses.</li> <li>“What would be the effect if their teacher or parents stayed in bed and did not go to work?”</li> </ul>
	<b>Assessment:</b> “Perceptive” responses will include extensive background knowledge and insightful connections. “Creative” responses will include flexibility in thinking.
<b>Active Learning</b>	<b>Option 1:</b> Students should think about the effect of certain community helpers (i.e., teacher, mailman, nurse, and fireman), staying in bed. Have students draw a picture of what would happen if a community helper decided to stay in bed. <b>Note:</b> <i>This lesson could extend to relevant content areas: (choose one: George Washington, Pocahontas, Betsy Ross, or Martin Luther King, Jr., Abraham Lincoln)</i> <b>Option 2:</b> Ask students to complete the template including illustrations. “If _____ stayed in bed, and didn’t go to work, there would not be any _____ and we _____.”
	<b>Extension(s):</b> (1) Students can interview relatives to find out more about their job. (2) Students create an Important Jobs class book.
	<b>Assessment:</b> “Resourceful” responses might include an ability to make connections between the occupation/career and how this person contributes to society. “Creative” responses might include a sense of humor.
<b>Reflect</b>	Ask students share their completed drawings and sentences. Exceptional work samples should include an illustration, sentence, and strong connection.
<b>Now and Then</b>	Remind students that every action has a consequence. <b>Say</b> , “Today we examined the consequences of a community helper’s decision to stay in bed. We will continue to explore the consequences of actions made by characters in books, decisions of historical figures, events in history, as well as choices made in our personal lives.”

Exploring Cause

&

Effect



tantrum





whine

# By Land, Air, & Sea

## Kindergarten: Social Studies

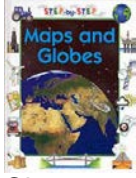
FLUENCY,  
ORIGINALITY,  
FLEXIBILITY &  
ELABORATION



**Gifted Behaviors to look for:**

- Perceptive –*
- Strategic –*
- Communicative -*
- Creative*



<b>Materials</b>	 Classroom Maps; Globe
<b>ESOL Accommodations</b>	Connections can be made to ESOL asking not only “What country do we live in?” but also “What other countries have you lived in?” and “How did you travel to this country?”. Visual aids provided after this lesson page.
<b>Marzano Strategy</b>	Generating and Testing Hypotheses
<b>Patterns of Thinking</b>	DISTINCTIONS

<b>Link</b>	We have been learning about maps and what they can tell us about a place. Today we will be looking at various ways we can travel to different locations on the map.
	<b>Assessment:</b> Listen for students who have prior knowledge about maps and globes. Also, take note of students who have an interest in modes of transportation.
<b>Engage and Educate</b>	<p>Read or show excerpts from <i>Maps and Globes</i> by Sabrina Crewe. You will also need access to your classroom maps of the world and country, as well as a globe.</p> <p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>• “What country do we live in?”</li> <li>• “Who can try to find our country on a globe? Map?”</li> <li>• “What state do we live in?”</li> <li>• “Where is Florida on this map? Are we north or south of Florida? What would be the fastest way to travel there?”</li> <li>• “Who can locate the land areas on a map or globe?”</li> <li>• “How do we travel on land? How could we travel in the air? What do we use to travel in or across water? What else could you use to move in water?”</li> <li>• “How could you use a bicycle underwater? What could pull you or push you?”</li> <li>• “What ideas for traveling can you combine to make a new way to travel?”</li> </ul>
	<b>Assessment:</b> “Perceptive” students will share knowledge of geography and how it relates to the best modes of transportation for that location. EX. a boat will be useful to someone traveling to Hawaii.
<b>Active Learning</b>	<p><b>Say,</b> “Use your imagination to think of a new way to travel from one place to another. Try to think of a way to travel that no one knows about yet. Draw your invention.”</p> <p><b>Say,</b> “Write a sentence about your invention.” (<i>Optional</i>)</p>
	<b>Extension(s):</b> (1) Students can find similarities and differences between different modes of transportation. (2) Use Think Blocks to find distinctions between types of transportation. Example, Label one block “train” and the other “plane” and allow students time to find distinctions between the two.
	<b>Assessment:</b> A “Strategic” response will analyze efficient modes of transportation and will include these parts in the new invention. A “Creative” drawing might include fluency and flexibility in thinking. EX. Using an existing everyday object as a mode of transportation.
<b>Reflect</b>	Ask students to share their illustrations and sentences with a partner or the class. Encourage classmates to ask the child sharing how and why questions about the new mode of transportation. Pass out how and why cards to all students. Model for students.
<b>Now and Then</b>	We have learned that maps are drawings to show us where things are located. We created an original vehicle to take us to a place located on a map. Next, we will learn more about globes and how we can use them to locate places.

**WHY**

**WHY**

**WHY**

**HOW**

**HOW**

**HOW**

**WHY**

**WHY**

**WHY**

**HOW**

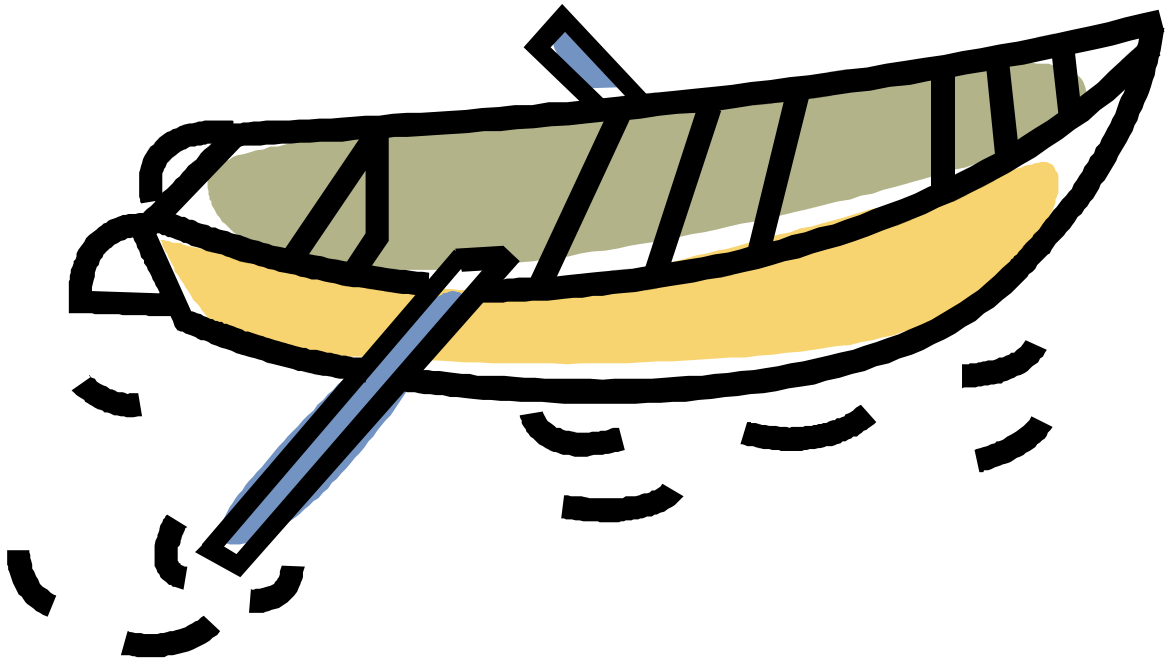
**HOW**

**HOW**

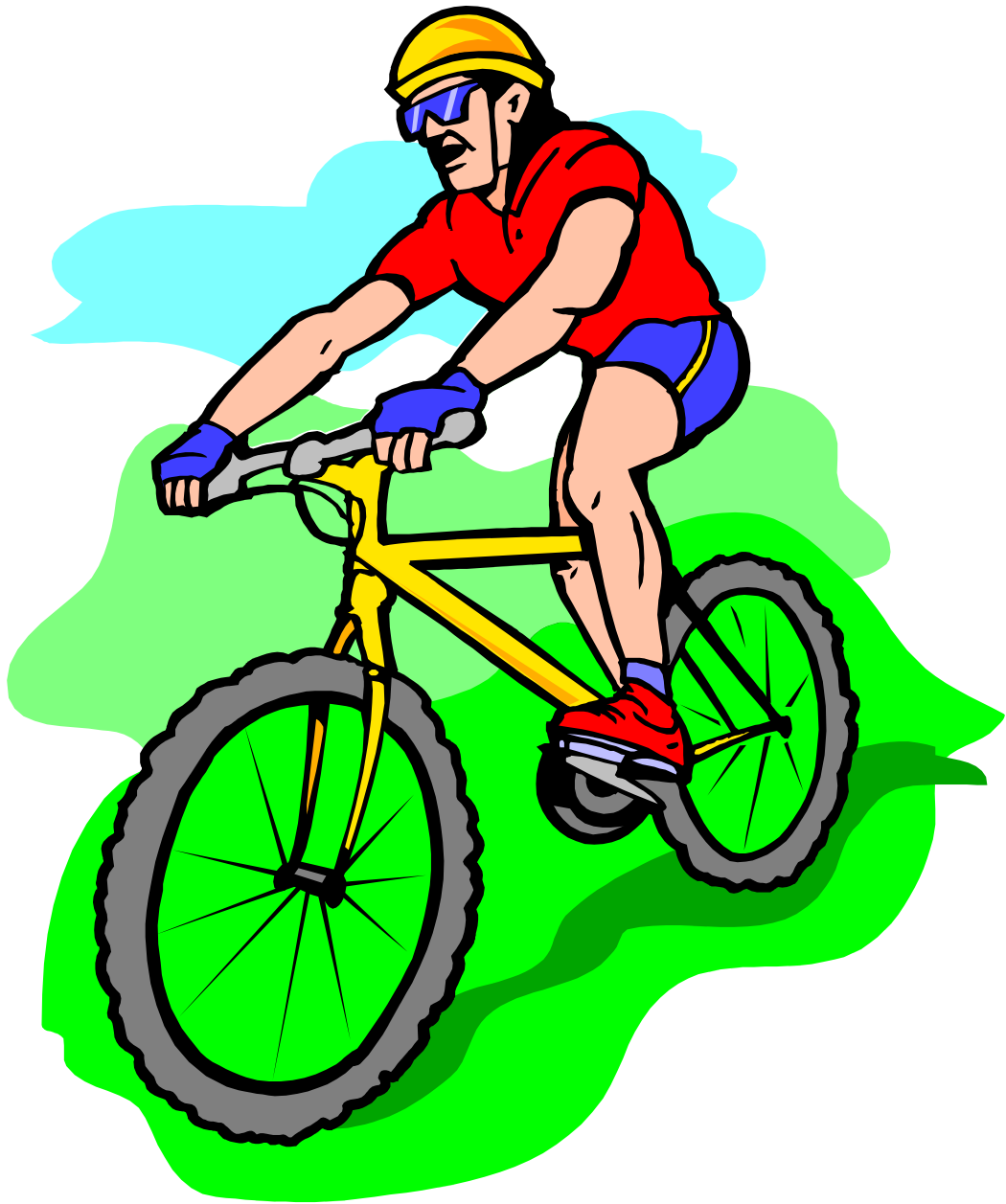
By Land, Air, and Sea



airplane



boat

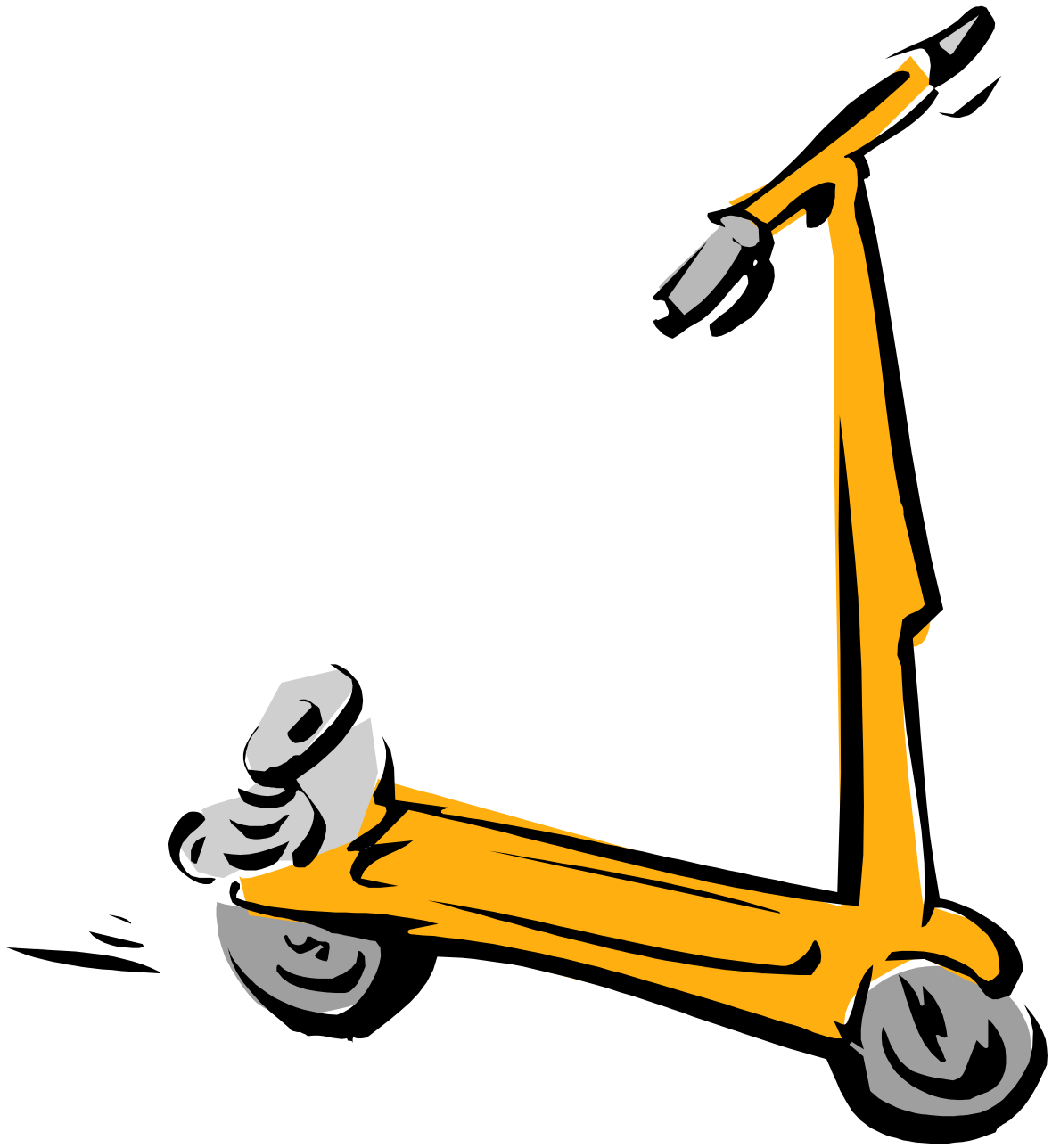


bicycle



train





scooter

# Hats Off

## Kindergarten: Social Studies

FLUENCY,  
ORIGINALITY,  
FLEXIBILITY &  
ELABORATION

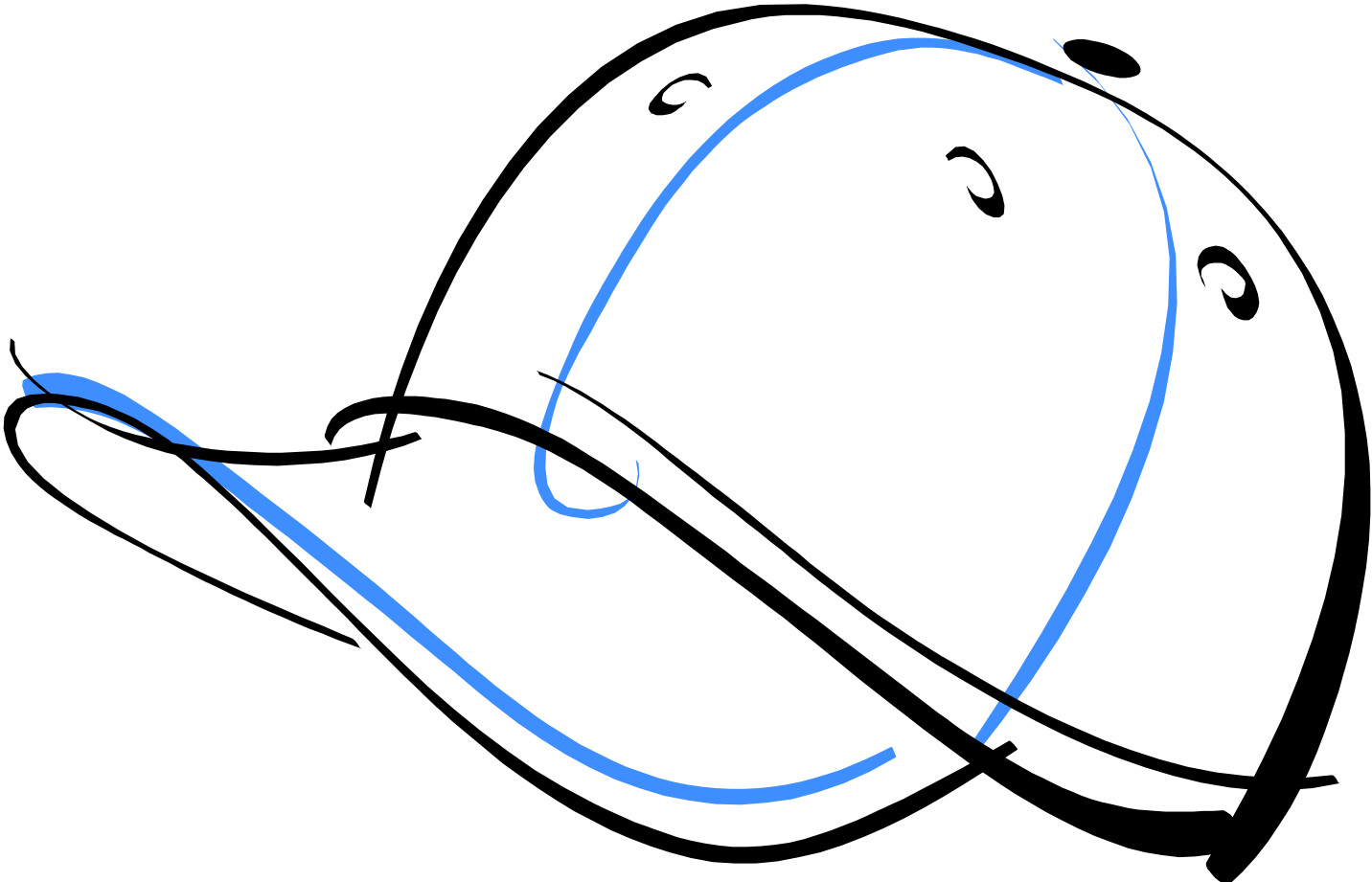


### Gifted Behaviors to look for:

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

<b>Materials</b>	Community Helpers PowerPoint Baseball hat Hat Clip Art (provided)
<b>ESOL Accommodations</b>	When the teacher shares the hat at the opening of the lesson, he or she could ask students if they know any names for hats in another language. He or she might invite students to share how hats are used in their country of origin.
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	DISTINCTIONS

<b>Link</b>	<b>Say</b> , “We have been learning about community helpers. Today we will create a hat for a specific occupation.”
	<b>Assessment:</b> Listen for students who have prior knowledge about the job responsibilities of community helpers.
<b>Engage and Educate</b>	Show a hat to the class. Ask students’ opinions about why baseball players wear a baseball cap. Point out the visor on baseball cap. <b>Ask:</b> <ul style="list-style-type: none"> <li>• “Why do people wear hats?”</li> <li>• “Who wears a hat?”</li> <li>• “Name some jobs that require hats.”</li> <li>• “What other reasons do people wear hats besides work? “(e.g. wedding veil, sun bonnet, party hat.)</li> </ul> Think of people who do not wear hats for their jobs. Share the Community Helpers PowerPoint which illustrates specific hats for various community jobs. Discuss why community helpers need these hats. Ask the class to tell what a student hat would look like. <b>Ask</b> , “What would a student <u>want</u> on a hat?”
	<b>Assessment:</b> “Resourceful” students will be able to draw from prior experiences and transfer understanding of how specific hats are used in the workplace. “Perceptive” students will be able to name hats of non-community workers.
<b>Active Learning</b>	<b>Say</b> , “Design a new hat for a student, a teacher, or a historical figure you have studied.” <b>Ask</b> , “What does each individual need on a hat? What does that individual want on a hat?” <b>Say</b> , “Add a lot of details to your hat. Remember, if you want the person to buy the hat, you should make it very useful.”
	<b>Extension(s):</b> (1) Extend thinking about needs and wants. Explain some community helpers need these hats. Other hats are used for other purposes and aren’t needed to perform one’s job. Facilitate discussion.
	<b>Assessment:</b> “Creative” work samples will include practical parts to the hat that will be useful to the person wearing it. A “Curious” student might ask thoughtful questions to initiate a conversation about the assignment.
<b>Reflect</b>	Ask students to share their completed hat designs with the class without indicating who it is for. Encourage classmates to guess who the new hat is intended for.
<b>Now and Then</b>	<b>Say</b> , “We have been learning about community helpers. Today we examined what type of hat various community helpers wear. We will continue to learn about community helpers and their job roles.”



Who wears these hats?



Construction worker



Police Officer

# Baker





Fire Fighter





Painter



Nurse



Cowboy



Farmer



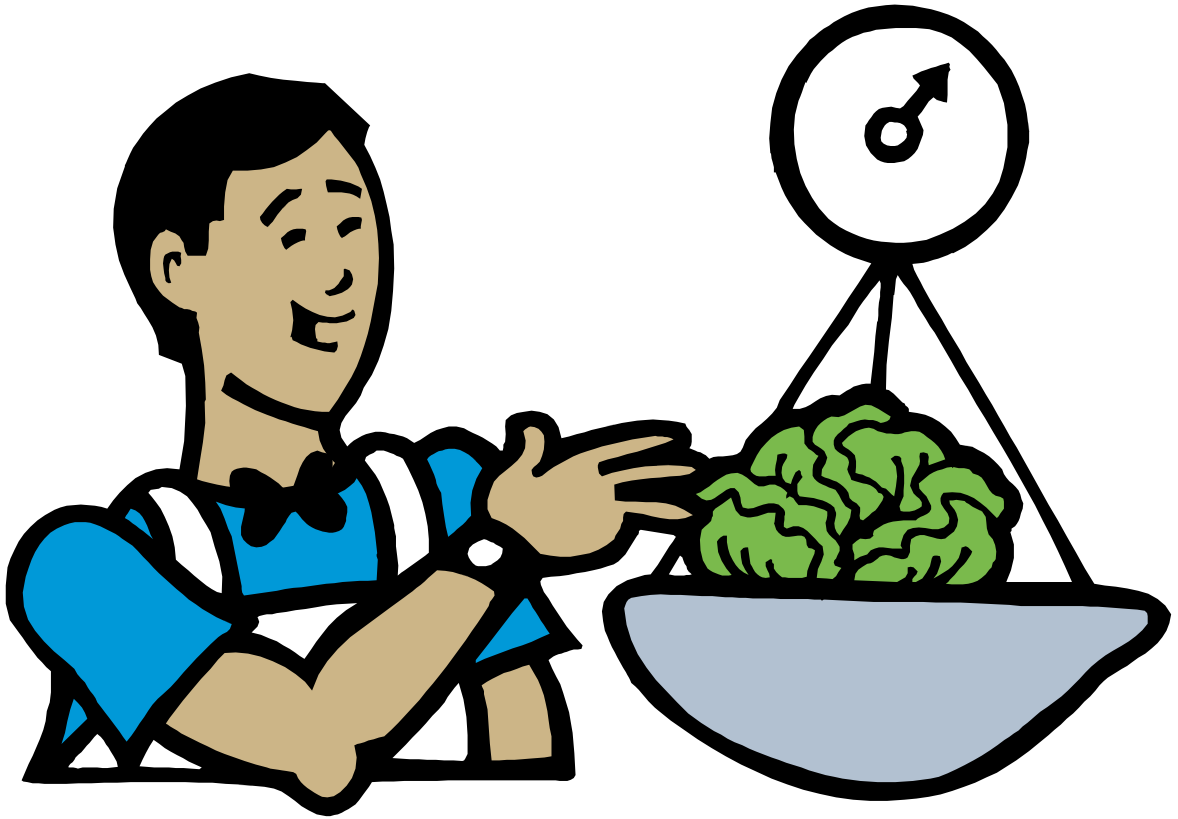
Postal Worker  
(mailman)

Some helpers do not  
wear a hat.

Who are these  
people?

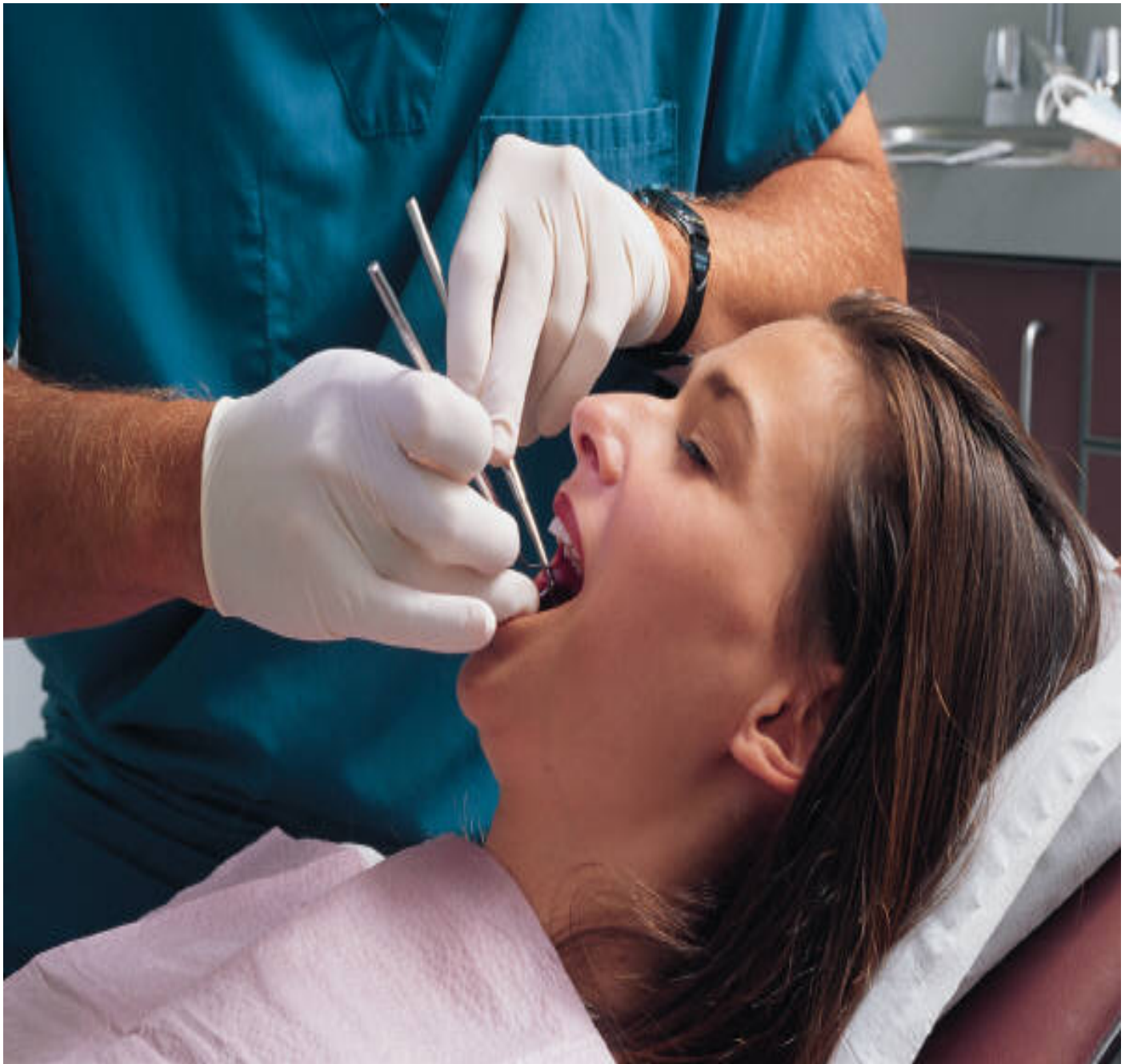


Teacher



Grocer





Dentist

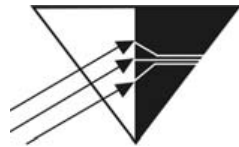


Doctor

# Knowing Our Needs

## Kindergarten: Social Studies

DECISIONS  
&  
OUTCOMES



### Gifted Behaviors to look for:

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

<b>Materials</b>	SMARTboard Activity Knowing Our Needs Worksheet
<b>ESOL Accommodations</b>	Although students may not understand the terms “need” and “want” they should start to understand the concepts once examples are given.
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	RELATIONSHIPS

<b>Link</b>	<b>Say</b> , “We have been learning economic concepts including needs and wants. Today we will decide which items we need to survive and which items we want for enjoyment.”
	<u>Assessment:</u> Listen for students who have prior knowledge of “needs” and “wants” and those that can explain the difference between the two economic terms.
<b>Engage and Educate</b>	Define the terms “need” and “want”. Ask students to give examples of things in the classroom that are needs and wants. <b>Ask:</b> <ul style="list-style-type: none"> <li>• “Why are there things in the classroom that we don’t need to survive?”</li> <li>• “Are there things that you have wanted but your parents wouldn’t buy for you?”</li> <li>• “Why wouldn’t they buy it for you?”</li> </ul> Display SMARTboard activity. Have students categorize the objects at the “grocery store” into needs and wants. Ask students to explain their categorizing choices.
	<u>Assessment:</u> “Perceptive” responses will include students who can point out “decorative” items in the classroom that are not necessary for learning. “Perceptive” responses will also include those that understand why parents won’t buy certain items.
<b>Active Learning</b>	Distribute “Knowing Your Needs” worksheet. Ask students to draw a picture of a “need” on one side and a “want” on the other side. As students are working, walk around the room and question students about their pictures. <b>Ask:</b> <ul style="list-style-type: none"> <li>• “What is your example of a need?”</li> <li>• “Why do you need _____?”</li> <li>• “What might happen if you didn’t have _____?”</li> <li>• “Is there something else you could use instead of _____?”</li> <li>• “What is an example of a want?”</li> <li>• “Why did you choose _____?”</li> <li>• “Could you survive without this?”</li> </ul>
	<b>Extension(s):</b> (1) Give students picture cards to categorize and classify needs and wants. (2) Use Think Blocks to facilitate thinking about needs and wants. Label one block <i>Needs</i> and the other block <i>Wants</i> .
	<u>Assessment:</u> “Creative” work samples will include illustrations beyond the obvious that show an understanding of the difference between a “need” and a “want.” “Communicative” students will share their examples using appropriate terminology.
<b>Reflect</b>	Ask students to reflect on “needs” and “wants” by sharing their work with a partner. Encourage partners to share what they learned about each other.
<b>Now and Then</b>	<b>Say</b> , “Today we discussed economic concepts including the difference between wants and needs. We will continue to learn how money is used to purchase goods and services.”

Name \_\_\_\_\_

## *Knowing Your Needs*

<i>Need</i>	<i>Want</i>

# Ant Abode

## Kindergarten: Social Studies/ Science

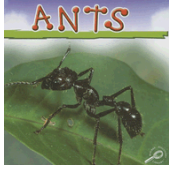
FLUENCY,  
ORIGINALITY,  
FLEXIBILITY &  
ELABORATION



### Gifted Behaviors to look for:

*Perceptive –  
Communicative –  
Resourceful –  
Creative – Curious –  
Resilient*



<b>Materials</b>	 Drawing Paper
<b>ESOL Accommodations</b>	The prepositions might be challenging for students who haven't learned <i>under, around, through, in</i> and <i>out</i> . Visual aids provided.
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	DISTINCTIONS

<b>Link</b>	<p><b>Say</b>, "We have been learning about words that help us describe the location of people, places, and things. Who can name a word that we have learned to describe the location of someone or something?" List responses.</p>
	<p><b>Assessment:</b> Listen for students who can recall prepositions that name location. Note those who are eager to share their knowledge and encourage others to share what they know.</p>
<b>Engage and Educate</b>	<p>Introduce key prepositions and share words on chart paper or on the board. Ask for volunteers to act out each word. (near, far, above, below, left, right, behind, in front)                  Read <i>Ants</i> by Jason Cooper.  <b>Say</b>, "Be an ant! Hold your hands up like feelers."  <b>Ask:</b></p> <ul style="list-style-type: none"> <li>• "What do you feel with your feelers?"</li> <li>• "What do you see in front of you? What do you see above you?"</li> <li>• "How are you different from an ant? How are you like an ant?"</li> <li>• "What do you go over, under, around, through, and in and out of?"</li> <li>• "What might be near you, far from you, above your tunnel, below your tunnel, etc.)</li> </ul> <p>Discuss mountains, valleys, tunnels, etc.  <b>Ask:</b></p> <ul style="list-style-type: none"> <li>• "What do ants go over, around, through, and in and out of?"</li> <li>• "If ants had ant-cars and could travel anywhere they wanted, where would they go?"</li> <li>• "What obstacles would they encounter?"</li> </ul>
	<p><b>Assessment:</b> "Resourceful" students will draw from experiences in which they used these terms. They will also have "Creative" ideas as they visualize themselves as ants.</p>
<b>Active Learning</b>	<p><b>Say</b>, "Design a room for an ant. Think about the things that an ant should have in his room. Show all of the features that he would have to go under, around, over, through, and in and out of. Make his home special for him."</p>
	<p><b>Extension(s):</b> (1) Have students act out prepositions throughout the classroom. Play music and have students practice going to the left, over, under, etc. (2) Show illustrations from a picture book and have students describe illustrations using the same prepositions.</p>
	<p><b>Assessment:</b> "Creative" work will show thinking independent of peers and rooms that are useful to an ant – content related items are placed into the room. (Example, there might be six shoes <b>BELOW</b> the bed for all 6 legs, sweets to the <b>LEFT</b> of the table for the ants to eat, and tunnels for them to travel through)</p>
<b>Reflect</b>	<p>Ask students to share their completed illustrations with a partner or the class. Encourage students to use the key prepositions while explaining the ant's bedroom.</p>
<b>Now and Then</b>	<p><b>Say</b>, "Today we learned how some words can help describe the location of people, places, and things. Some of these words are near/far, above/below, left/right and behind/in front. We will soon learn how maps and globes show us the location of places."</p>

**near**

**far**

**In  
front**

**below**

**above**

**left**

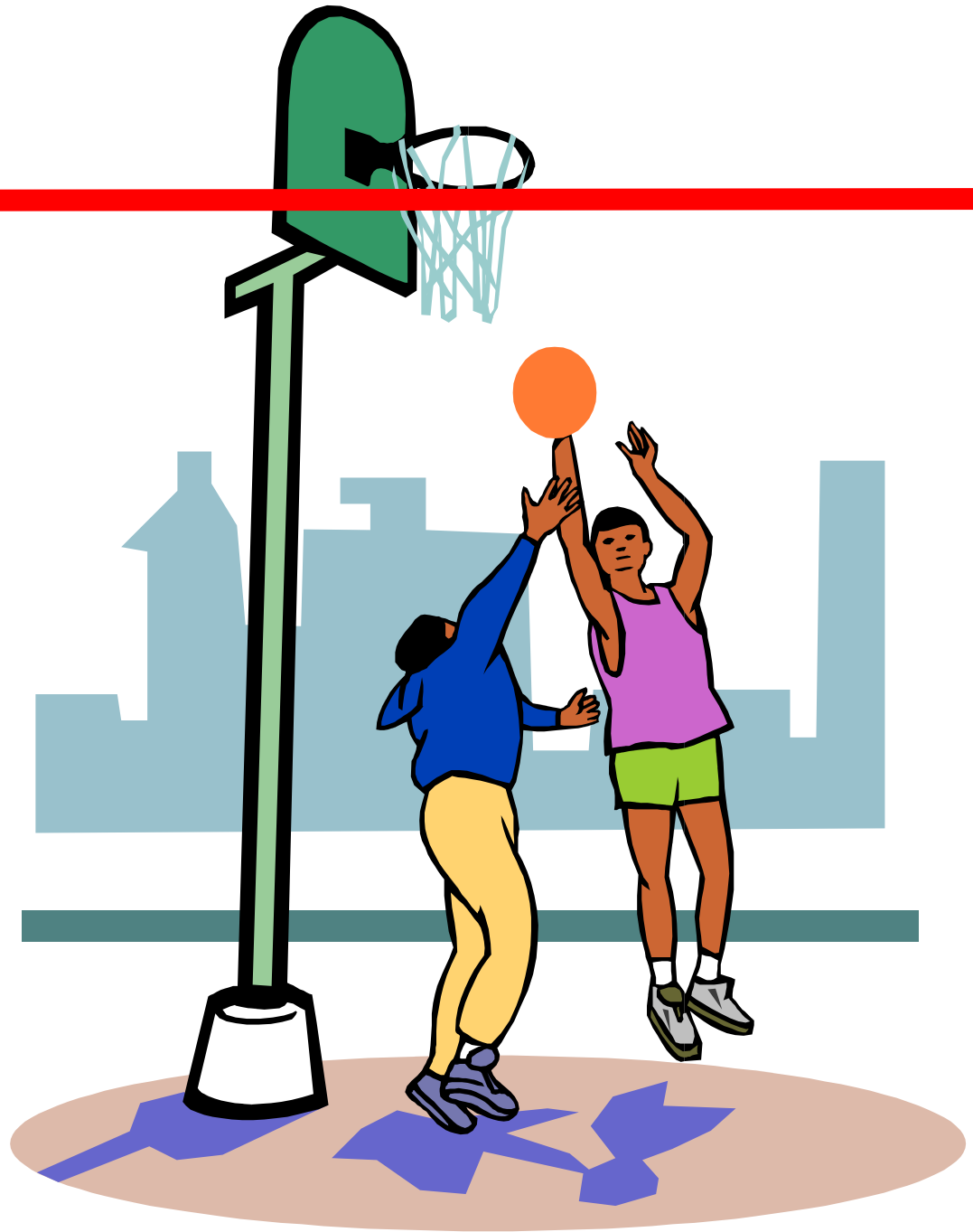


**right**

**Ant Abode**



**above**



**below**



**through**



**behind**

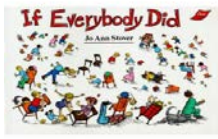
# If Everybody Did

## Kindergarten: Social Studies

DECISIONS  
&  
OUTCOMES



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

<b>Materials</b>	 Chart/ drawing paper
<b>ESOL Accommodations</b>	ESOL students will enjoy illustrations and will be able to provide alternate outcomes to each scenario.
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	RELATIONSHIPS

<b>Link</b>	<b>Say</b> , “We have been learning about being a good citizen and following rules in our community. Today we will think about how we can be good citizens in our community by solving problems.”
	<u>Assessment:</u> Listen for students who understand how to be a good citizen and those who can give examples of different ways good citizens behave in a community.
<b>Engage and Educate</b>	Ask students to name community rules that all citizens must follow. (Obey road signs and traffic lights, do not litter, no trespassing, etc.) Read <i>If Everybody Did</i> by Jo Ann Stover. Students Think-Pair-Share with another student to share consequences about what might happen if “Everybody” did each scenario listed in the book. <b>Ask:</b> <ul style="list-style-type: none"> <li>• “Why is it important to follow community rules?”</li> <li>• “How is being a good citizen important to the way a city is run and the way the city looks?”</li> </ul>
	<u>Assessment:</u> “Perceptive” students will pick up on the effects of “everybody” taking part in each scenario listed in the book. “Strategic” responses might include examples of how to solve the potential problems of “everybody” pulling off a bud, or “everybody” jumping in the mud.
<b>Active Learning</b>	Enlarge chart and post in classroom. Tell students to pick one idea from the chart and draw what might happen (what the consequences might be) if everybody did this. Distribute blank drawing paper and have students illustrate the effects of everybody taking part in the specific act. While students are drawing, have them (or classroom teacher) write the topic they have chosen to illustrate.
	<u>Extension(s):</u> “What would you say or do to convince someone that _____ (recycling, for example) shows good citizenship. Who/what is affected if people recycle or don’t recycle?”
	<u>Assessment:</u> Note “Creative” artwork on work samples that might include details beyond the obvious. For example, a kindergartner cleaning up his/her lunch space creates a better lunch environment for those that eat after him/her. In turn that student will clean up his/her space and the next person benefits, etc.
<b>Reflect</b>	Students will take part in a <i>Carousel Walk (Cooperative Learning Structure)</i> to see their classmates’ completed work. Each student should leave his/her work at his/her seat and walk around in an organized line to look at all completed pictures. Once students have seen all pictures, they should end up back at their seat.
<b>Now and Then</b>	<b>Say</b> , “Today we talked about what it means to be a good citizen. We will continue to find ways to help keep our community clean and safe by being a good citizen.”

<b>Make Tracks</b>
<b>Spill Tacks</b>
<b>Pull off a bud</b>
<b>Jump in the mud</b>
<b>Slam the Door</b>
<b>Stomp and Roar</b>
<b>Squeeze the Cat</b>
<b>Forget your Hat</b>
<b>Keep Changing Your Seat</b>
<b>Make a Smudge</b>
<b>Eat all the Fudge</b>
<b>Make a BIG Splash</b>
<b>Mash Hash</b>
<b>Climb too High</b>
<b>Always Cry</b>
<b>Put Toys on the Stair</b>
<b>Hop Over the Chair</b>
<b>Drop your Cup</b>
<b>Stay Up</b>



# Giving

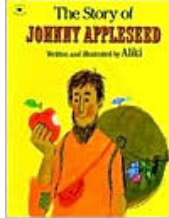
## Kindergarten: Social Studies

FLUENCY,  
ORIGINALITY,  
FLEXIBILITY &  
ELABORATION



### Gifted Behaviors to look for:

- Perceptive –
- Resourceful –
- Creative -
- Leadership

<b>Materials</b>	 Drawing Paper or Arts and Crafts Supplies
<b>ESOL Accommodations</b>	ESOL students should understand the concept of sharing. Give additional examples to help students make connections appropriate gift giving.
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	DISTINCTIONS

<b>Link</b>	<b>Say</b> , “We have been learning how to be a good citizen.” <b>Ask</b> , “What is one way to be a good citizen?”
	<b>Assessment:</b> Listen for students who understand what it means to be a good citizen and those who can give specific examples.
<b>Engage and Educate</b>	<b>Ask:</b> <ul style="list-style-type: none"> <li>• “What is something you have given to another person?”</li> <li>• “Do you think it’s important to share? Why?”</li> <li>• “Why do you think it’s important to take turns?”</li> <li>• “Why do people give each other gifts?”</li> <li>• “When selecting a gift for someone, what do you think about before choosing a gift?”</li> </ul> Read <i>The Story of Johnny Appleseed</i> by Aliki. <b>Ask</b> , “What would George Washington have liked to receive? Betsy Ross? Johnny Appleseed?”
	<b>Assessment:</b> “Communicative” students will be able to provide examples, counter-examples, and make inferences. “Resourceful” students might reference a gift they have given or received and be able to make connections about “giving” and “sharing.”
<b>Active Learning</b>	Divide students into three groups (suggestion: each group can be assigned to work with one of three people: teacher, kindergarten aide, and Advanced Academic Resource Teacher). Students will design special and creative gifts to give to Johnny Appleseed, Betsy Ross, George Washington, or other famous people studied. Provide drawing paper or arts and crafts materials for students to use to design the gifts.
	<b>Extension(s):</b> (1) Have students create posters showing examples of what good citizens do and hang them around the school. (2) Have students engage in a Socratic Seminar to discuss terms of being a good citizen.
	<b>Assessment:</b> Note students who demonstrate “Leadership” behaviors who take control of the group and who initiates ideas for the group. “Creative” students will be able to make connections between the needs and wants of the famous person and an appropriate gift to give him/her.
<b>Reflect</b>	Students will share their gifts with the class or a partner. Students should share why they are giving this gift to this special person.
<b>Now and Then</b>	<b>Say</b> , “We have been learning that being a good citizen involves taking turns and sharing. We will continue to learn other attributes of a good citizen.”

# Hooray For History

## Kindergarten: Social Studies

FLUENCY,  
ORIGINALITY,  
FLEXIBILITY &  
ELABORATION



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

<b>Materials</b>	SMARTboard lesson Famous People Activity Sheets Stickers for matching activity
<b>ESOL Accommodations</b>	ESOL students may have difficulty understanding achievements of famous people. Pictures should help with making connections.
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	DISTINCTIONS

<b>Link</b>	<b>Say</b> , "We have been learning about famous people in history. Today we will look closely at some of these people and learn facts about their lives."
	<b>Assessment:</b> Listen for students who can name some famous people they have studied. Also listen for students who understand the term "fact."
<b>Engage and Educate</b>	Display the SMARTboard activity. Ask students to name the man on the first slide. Ask questions to get them thinking about who he was and what he accomplished. Next, display slide 2 and talk about the difference between "fact" and "fiction." Have students give examples about themselves using "fact" and "fiction" terms. Show the remaining slides and have students (or teacher) manipulate each statement into the "fact" column or the "fiction" column.
	<b>Assessment:</b> "Perceptive" students will pick up on the difference between the terms quickly. "Resilient" students will follow through with teacher-led instruction and help to determine "fact" or "fiction" on each slide.
<b>Active Learning</b>	Distribute pictures of each famous person in history and have students draw a picture of one fact about the person. If students are able to label their picture or write a sentence, encourage them to do so.
	<b>Extension(s):</b> (1) Ask students to take on the perspective of each famous American and explain their contributions from the first person.
	<b>Assessment:</b> "Curious" students might ask thoughtful questions about the picture they are given. Allow these students to share their questions with you.
<b>Reflect</b>	Hand out a sticker to each student. Students will find another student or students with the same sticker and will partner up. Allow students to share their artwork and a fact they remember about the famous person.
<b>Now and Then</b>	<b>Say</b> , "Today we learned about famous people in history and how to decide if a statement is a "fact" or "fiction." We will continue to work on fact and fiction in other subjects."

Name \_\_\_\_\_

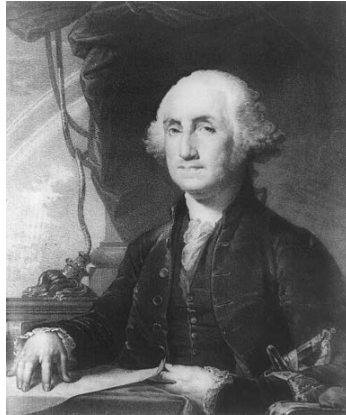


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Name \_\_\_\_\_



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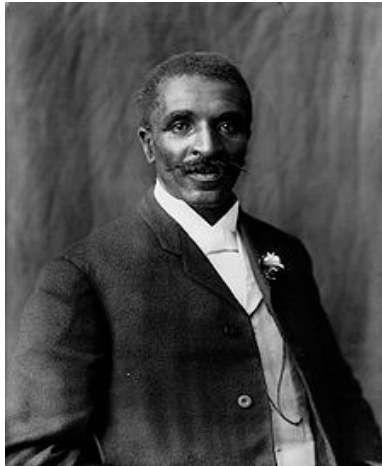
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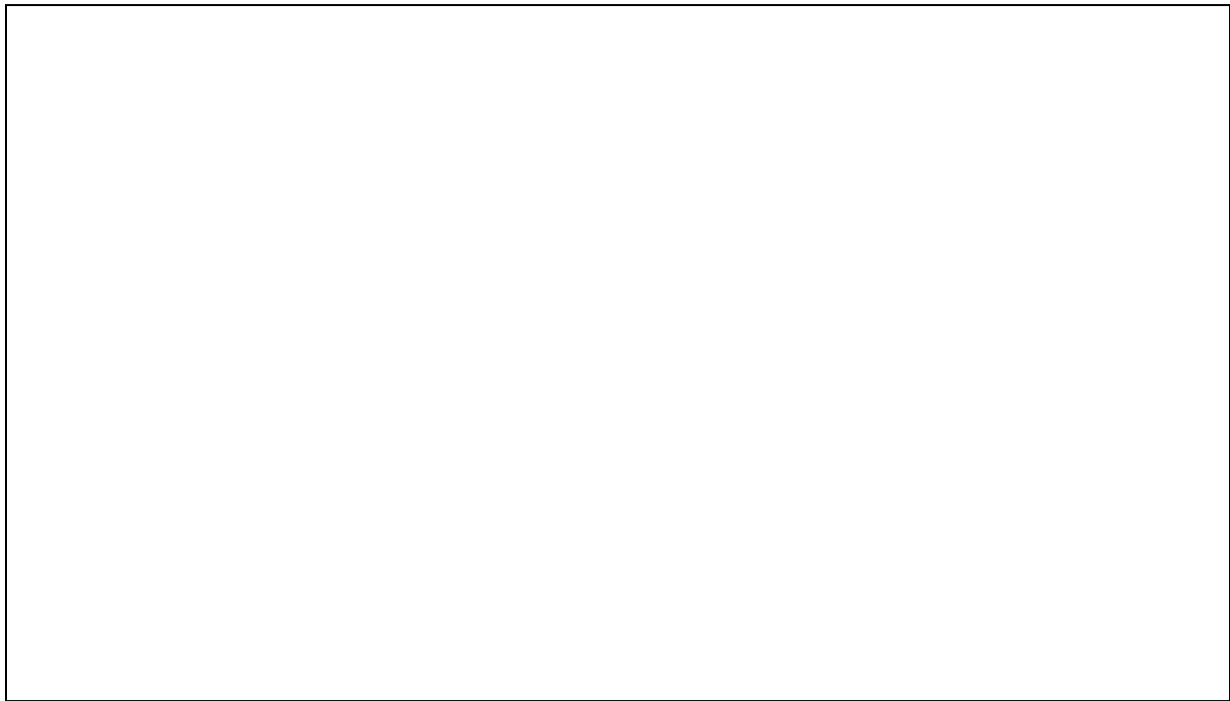
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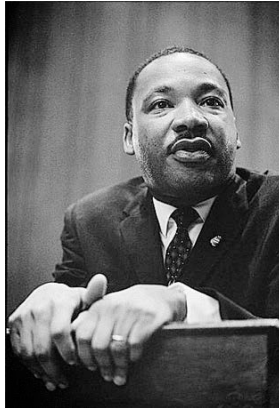


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# Pencil Problem

## Kindergarten: Science


FLUENCY,  
ORIGINALITY,  
FLEXIBILITY &  
ELABORATION



### Gifted Behaviors to look for:

- Strategic –
- Communicative –
- Resourceful -
- Creative



<b>Materials</b>	 Paper Clip; Pencil; Drawing Paper or Craft Materials
<b>ESOL Accommodations</b>	Visual Aids provided for students.
<b>Marzano Strategy</b>	Generating and Testing Hypotheses
<b>Patterns of Thinking</b>	DISTINCTIONS

<b>Link</b>	<b>Say</b> , “We have been learning how to conduct investigations and describe our observations with pictures and words. Today we will create a new invention to solve an age old problem.”
	<b>Assessment:</b> Listen for students who know what an invention is and might have an example to share.
<b>Engage and Educate</b>	Show the students a paper clip and <b>ask</b> : <ul style="list-style-type: none"> <li>• “What is this? What is it used for?”</li> <li>• “How does a paper clip help us?”</li> <li>• “Can you name an invention?”</li> <li>• “What do inventions do for us?”</li> <li>• “Why do people invent new things?”</li> <li>• “What are some classroom problems that you encounter daily?”</li> <li>• “Is there anything frustrating about a pencil?”</li> </ul> (e.g. they roll off the desk, the lead breaks, they hurt your fingers, and the erasers fall off.) Read aloud <i>The Pencil</i> by Allan Ahlberg and Bruce Ingman and have students predict what the adventures of the pencil might be.
	<b>Assessment:</b> “Strategic” responses might analyze potential solutions, test theories, and produce multiple solutions to the pencil problem. “Resourceful” students will draw from experiences and might invent a pencil that can suction to the desk so that it won’t roll off.
<b>Active Learning</b>	<b>Say</b> , “Using your imagination, invent a solution to one of the pencil problems we discussed. Brainstorm several solutions to the problem and then select one to create.” <b>Note:</b> <i>Students can either draw their invention or build it using available materials. If you choose to build the invention, students can then set up experiments using the four question strategy to test their inventions.</i>
	<b>Extension(s):</b> (1) Students can research other inventors and their inventions. (2) Students can interview someone at home by asking, “Which invention do you think is the most important? Why?”
	<b>Assessment:</b> “Creative” work samples will include innovative ideas to show new relationships and uses. For example, a student might invent a pencil that has an eraser that can be sharpened.
<b>Reflect</b>	Students will share their completed inventions with the class. Allow other classmates to ask questions or share comments about the new pencil invention. If students build their inventions have them test them to see if they solved the “pencil” problem. If the pencil problem was not solved, ask students how they could change or modify their invention.
<b>Now and Then</b>	<b>Say</b> , “Today we designed a pencil to fix a current problem.” <b>Ask</b> , “What other problems do you think exist in the classroom (e.g., broken crayons, chairs squeak on the tile floor, etc.)? What could we invent to solve these problems?”

# Special Senses

## Kindergarten: Science



### Gifted Behaviors to look for:

- Resourceful –
- Curious –
- Leadership



<b>Materials</b>	Containers Food/Spices for smelling Activity Sheet
<b>ESOL Accommodations</b>	The use of realia (the items to smell) makes this lesson accessible to ESOL students.
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	SYSTEMS

<b>Link</b>	<b>Say</b> , “We have been learning about the five senses. Today we are going to continue to discuss the sense of smell.”
	<b>Assessment:</b> Listen for students who can recall the five senses.
<b>Engage and Educate</b>	<p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>• “What are some breakfast smells?”</li> <li>• “What smells warn you of danger?”</li> <li>• “What would you like to smell if you were a dog? elephant? bee?”</li> <li>• “What if people could not smell anymore? What would be good/bad about that?”</li> </ul> <p>Complete a large PMI chart with the whole class. Ask students to share what might be a plus, a minus, or interesting about losing our sense of smell.</p>
	<b>Assessment:</b> “Resourceful” responses might indicate connecting experiences from one situation to another. For example, “If I were a dog, I would like to smell my owner’s perfume because then I know she is near and might take me for a walk, pet me, or feed me.”
<b>Active Learning</b>	Pass around small numbered containers of things to smell (good smells, unpleasant smells, and strong Smells. You can use plastic cups with aluminum foil on the top. Remember to poke holes so that students will be able to smell the contents inside.) As the containers are being passed, have students draw a picture to show what they think they are smelling on activity sheet. <b>Ask</b> , “What smell did you like/dislike? Why?”
	<b>Extension(s):</b> (1) Take a walking field trip around the school to explore students’ senses. (2) Have students cut pictures out of magazines to show each of the five senses. (3) Show pictures of various settings (circus, the ocean, a rainforest, etc.) and ask students to visualize what they might see, hear, smell, taste in each setting.
	<b>Assessment:</b> Students who organize their group and implement a plan of action are displaying “Leadership” skills. “Curious” students will ask complex questions about the contents of the containers.
<b>Reflect</b>	Students will participate in the Cooperative Learning Structure <i>Round Robin</i> . Each student at tables or in small groups shares his/her idea of what was in the container. Encourage students to come up with a consensus and share out to the whole group. Once all groups have shared their idea, give them the true contents of the container. Continue this until contents of all containers have been revealed.
<b>Now and Then</b>	<b>Say</b> , “We have been learning about our five senses and today we focused on the sense of smell. We will continue to explore the five senses and how they allow us to respond to information in our environment.”

Name \_\_\_\_\_

## What Did You Smell?

1.	2.
3.	4.
5.	6.

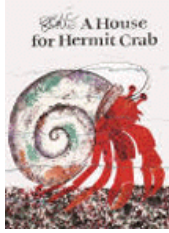
# Animal House

## Kindergarten: Science

VISUALIZATION



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

<b>Materials</b>	 Drawing Paper
<b>ESOL Accommodations</b>	In the LINK portion of the lesson, the teacher can also ask if students know of any special animals or animal homes from other parts of the world.
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	PERSPECTIVES

<b>Link</b>	We have been learning about the basic needs of animals. <b>Ask</b> , “What is something an animal needs to survive?” <b>Say</b> , “Today we will use our knowledge of animal’s needs to construct a house for an animal.”
	<b>Assessment:</b> Listen for students who understands basic survival needs of an animal.
<b>Engage and Educate</b>	Read <i>A House for Hermit Crab</i> by Eric Carle. <b>Ask:</b> <ul style="list-style-type: none"> <li>• “What makes your home comfortable?”</li> <li>• “What are some types of animal homes?”</li> <li>• “Imagine that you are (pick an animal your students would know about). What type of house would you build for an (animal)? Why?”</li> <li>• “Which animals need lots of space?”</li> <li>• “What else might an animal need?”</li> </ul>
	<b>Assessment:</b> A “Perceptive” response might be ‘a home is comfortable if there are people living there that make you happy’. A “Resourceful” response might include naming a billy goat as an animal that needs a lot of space because they graze on grass.
<b>Active Learning</b>	<b>Say</b> , “Think about two or three animals that you like. Plan a place for them to live together. Remember that each animal has special needs. Draw a home for your animals.” <b>Note:</b> <i>If you have access to craft materials, students may decide to build their animal home.</i>
	<b>Extension(s):</b> (1) Read the book <i>The Salamander Room</i> by Anne Mazer and have a Socratic Seminar about whether the boy in the story, Brian, should keep the salamander in his room. The advanced academic resource teacher can assist with the Socratic Seminar. (2) Complete a whole class PMI chart about the advantages and disadvantages to taking an animal out of its natural habitat.
	<b>Assessment:</b> “Creative” work samples might include animals that all live in the ocean but illustrations of the food they eat. Or, a picture of farm animals but clear illustrations of the shelter they usually call home.
<b>Reflect</b>	Students participate in <i>Two Circles</i> (Cooperative Learning Structure) and share their completed animal houses with a partner. Student on the <i>Inside</i> rotate three spaces and share their picture with another partner standing in the <i>Outside</i> circle.
<b>Now and Then</b>	<b>Say</b> , “We have learned that animals have basic needs. Do you think plants have basic needs? If so, are they similar or different to animal needs? We will use our knowledge of basic needs to investigate the needs of plants.”

# New and Renew

## Kindergarten: Science

FLUENCY,  
ORIGINALITY,  
FLEXIBILITY &  
ELABORATION



### Gifted Behaviors to look for:

*Communicative –  
Resourceful -  
Creative*



<b>Materials</b>	T-shirt (old and new) Objects that can be reused or even recycled Drawing Paper
<b>ESOL Accommodations</b>	ESOL students may have some unique and valuable ideas to share in this lesson. The use of realia also makes this an appropriate lesson.
<b>Marzano Strategy</b>	Generating and Testing Hypotheses
<b>Patterns of Thinking</b>	DISTINCTIONS

<b>Link</b>	<b>Say</b> , “In Social Studies we have been discussing goods and services. What is an example of a good? Today we are going to learn how those goods can be used again and again.”
	<b>Assessment:</b> Listen for students who can recall what goods and services are or who might have prior knowledge on recycling.
<b>Engage and Educate</b>	Show a new T-shirt and an old T-shirt. <b>Ask:</b> <ul style="list-style-type: none"> <li>• “Do you think we should throw the old one away? If not, what can we do with it?”</li> <li>• “How can it be reused?”</li> </ul> Students brainstorm other objects that can be reused. List the students’ responses on the board. <b>Ask:</b> <ul style="list-style-type: none"> <li>• “Which are natural objects? Which are man-made?”</li> <li>• “What are new ways to use a brick? A paper towel tube? A coffee cup? A twig?”</li> </ul>
	<b>Assessment:</b> “Communicative” responses will elaborate on how and why we recycle and reuse goods. A “Communicative” student might be able to expand on personal experiences with recycling at home or school.
<b>Active Learning</b>	Students will select an object and think about all the ways it can be used. <b>Say</b> , “Use your imagination to think of new and unusual ways to use it. Using crayons and markers, draw the many ways it can be reused.”
	<b>Extension(s):</b> (1) Have students collect materials/trash that can be recycled and make a class graph of all the materials. (2) Create posters about Recycling Goods to hang around the school and attach some of the materials that can be recycled. (3) Use Think Blocks to find distinctions between Goods that CAN be Recycled and Goods that CAN NOT be recycled.
	<b>Assessment:</b> “Resourceful” students will draw from experiences and establish inventive ways to recycle the goods. “Creative” work samples might include aluminum cans that can be recycled and turned into jewelry.
<b>Reflect</b>	Students participate in <i>Two Circles</i> (Cooperative Learning Structure) and share their work with a partner. Students on the <i>Inside</i> rotate three spaces and share their picture with another partner standing in the <i>Outside</i> circle. Allow as many rotations as time permits.
<b>Now and Then</b>	<b>Say</b> , “Today we learned how everyday materials and objects can be used over and over again and the benefits of recycling. We can also help our planet preserve resources for the future by conserving water and energy. We will later learn about water and energy conservation.”

# Getting Bigger


## Kindergarten: Science

FLUENCY,  
ORIGINALITY,  
FLEXIBILITY &  
ELABORATION



### Gifted Behaviors to look for:

- Perceptive –
- Strategic –
- Resourceful -
- Creative

<b>Materials</b>	 Activity Sheet
<b>ESOL Accommodations</b>	In the Engage and Educate portion of the lesson, reading a version of Jack and the Beanstalk with good picture support would be helpful for ESOL students to make connections.
<b>Marzano Strategy</b>	Generating and Testing Hypotheses
<b>Patterns of Thinking</b>	DISTINCTIONS

<b>Link</b>	<b>Say</b> , “We have been learning about change, how change occurs over time and the rate of change can be slow or fast. Today we are going to apply our knowledge of change to plant systems.”
	<b>Assessment:</b> Listen for students who can talk about how things change over time. Also, listen for students who have an understanding of plant systems.
<b>Engage and Educate</b>	Tell the story of <i>Jack and the Beanstalk</i> . One version is by Edith Nesbit. <b>Say</b> , “Name some of the things that grow.” <b>Ask:</b> <ul style="list-style-type: none"> <li>• “Do all things grow at the same rate?”</li> <li>• “What is something that grows fast? More slowly?”</li> <li>• “How do things change as you grow?”</li> <li>• “How do things change as your dog grows?”</li> <li>• “How do things change as a flower grows?”</li> <li>• “What if animals and plants never grew?”</li> <li>• “What if they started big and grew smaller?”</li> <li>• “What if animals and plants never stopped growing?”</li> <li>• “How would the world be different if plants or animals never stopped growing?”</li> </ul>
	<b>Assessment:</b> “Perceptive” responses might include “Hair grows fast. Trees grow more slowly.” “Creative” responses will show in students who can visualize a world where plants and animals might start big and grow smaller.”
<b>Active Learning</b>	<b>Say</b> , “Think of something that changes over time, something that does not look the same forever. Draw a picture of how it changes over time on the activity sheet. Complete a picture in the <i>First</i> , <i>Next</i> , and <i>Then</i> box to show how it has changed.”
	<b>Extension(s):</b> (1) Have students draw pictures of the four seasons and show how they have changed over time. (2) Read a book or watch a movie and discuss changes in the character(s) over time. (2) Use Think Blocks to find distinctions between changes that happen quickly and those that happen over time.
	<b>Assessment:</b> A “Strategic” response might include a student who can make connections about their family and how it has changed over time. ( <i>First</i> , mom and dad. <i>Next</i> , big brother. <i>Then</i> , me)
<b>Reflect</b>	Students share their work through Cooperative Learning Structure <i>Walk Around</i> (either whole class or small groups). Students should leave their completed work at their seats and all students walk around to view the completed activity sheets. Once back at their seats, ask students to share something they saw that changed over time.
<b>Now and Then</b>	<b>Say</b> , “We had previously learned about change and how the change occurs over time and the rate of change can be slow or fast. We will continue to learn not only how natural things change over time but also how human-made things change.”

Name \_\_\_\_\_

### Changes over Time

**First**

**Next**

**Then**



# The Starry Night

## Kindergarten: Science

VISUALIZATION



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

<b>Materials</b>	Link for Twinkle, Twinkle music The Starry Night by Van Gogh Black Construction Paper Colorful Construction Paper Glue/ Scissors (optional)
<b>ESOL Accommodations</b>	The use of all the senses makes this lesson “ESOL – friendly.”
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	RELATIONSHIPS

<b>Link</b>	<b>Say</b> , “We have been studying the five senses. Today we are going to apply our knowledge of the five senses to visualize a nighttime scene.”
	<b>Assessment:</b> Listen for students who can recall the five senses and give examples of each.
<b>Engage and Educate</b>	Play “Twinkle, Twinkle, Little Star” <a href="http://en.wikipedia.org/wiki/Twinkle_Little_Star">http://en.wikipedia.org/wiki/Twinkle_Little_Star</a> and have children look at the painting “The Starry Night” by Van Gogh. <b>Ask:</b> <ul style="list-style-type: none"> <li>• “What do you see in the picture?”</li> <li>• “What shapes do you see in the picture?”</li> <li>• “What else might you see at night that is not in the picture?”</li> </ul> <b>Say</b> , “Close your eyes and picture yourself walking down the street at nighttime.” <b>Ask:</b> <ul style="list-style-type: none"> <li>• “What sounds might you hear?”</li> <li>• “Do you smell anything?”</li> <li>• “What do you see?”</li> <li>• “How does the air feel on your skin?”</li> </ul>
	<b>Assessment:</b> “Communicative” students will have the ability to initiate a conversation about the colors and symbols in the painting. They may be able to make deeper connections about their five senses. “Curious” students might want to know more about the artist or where/when the painting was completed.
<b>Active Learning</b>	Using black as a background, students will create a nighttime picture showing things that you would see, hear, and smell. Ask students to cut these things out of various colors of construction paper or you may want to provide pre-cut shapes for students to use.
	<b>Extension(s):</b> (1) Students pick one ‘sense’ from their picture and discuss what the setting might be like without that sense.
	<b>Assessment:</b> “Creative” thinking will be exhibited through detailed pictures that clearly illustrate the five senses. “Creative” students will see beyond the obvious. Pictures might include sounds such as wind, crickets, silence, etc. Or, smells such as exhaust from cars, smoke from a fireplace, jasmine from flowers blooming, etc.
<b>Reflect</b>	In groups, students share how they captured each of the five senses in their picture through the Cooperative Learning Structure <i>Round Robin</i> . For example, the teacher will call out “smell” and each member of the group will have to share something that captures the sense of smell in his/her picture.
<b>Now and Then</b>	<b>Say</b> , “Previously we have learned about each of the five senses. Today we applied our knowledge of all the senses to create a nighttime scene that would allow use to hear, see, smell, feel, and touch our surroundings.”





[http://en.wikipedia.org/wiki/The\\_Starry\\_Night](http://en.wikipedia.org/wiki/The_Starry_Night)

# Colorful Categories

## Kindergarten: Math

ANALOGIES



### Gifted Behaviors to look for:

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

<b>Materials</b>	How To Make a Group poster Objects to categorize (whole class and small group) Activity Sheet
<b>ESOL Accommodations</b>	The use of realia will help ESOL students make connections about the attributes of different objects.
<b>Marzano Strategy</b>	Identifying Similarities and Differences
<b>Patterns of Thinking</b>	RELATIONSHIPS

<b>Link</b>	<b>Say</b> , “We learned that objects have attributes including: size, shape, and color. Today we are going to learn how we can categorize objects that have similar attributes.”
	<b>Assessment:</b> Listen for students who have an understanding of attributes. Listen for students who can define the term “categorize.”
<b>Engage and Educate</b>	Show the poster “How To Make a Group” and explain that students will be categorizing objects into groups. Begin with a whole class example using buttons, colored writing instruments, shells, socks, etc. Have student volunteers manipulate the objects into different groups. Students may group by size, shape, color, texture, thickness, etc.
	<b>Assessment:</b> A “Strategic” student might analyze the task and search for additional information before forming groups. “Strategic” students might also be able to create multiple groups.
<b>Active Learning</b>	Create small groups of 3-5 students and give each group a bag of objects to categorize. (Different sized pattern blocks with different textures work well.) Walk around as students begin to group objects. <b>Ask:</b> <ul style="list-style-type: none"> <li>• “Can you name each group?”</li> <li>• “What do the objects have in common?”</li> <li>• “How else might you group these objects?”</li> <li>• “Why did you decide to put these objects together?”</li> </ul> Next, ask students to create their own group by drawing a picture of three or four items that belong in the group. Students might draw an apple, banana, grapes, and an orange and name their group <i>Fruit</i> . Or, a student might draw the moon, stars, clouds, and the sun and name the group <i>Things in the sky</i> .
	<b>Extension(s):</b> (1) Students can play the Attribute Train Game using pattern blocks; students add one pattern block to the “train” by changing one attribute at a time. (2) Use ThinkBlocks to find relationships or distinctions between different attributes (size, shape, color, etc.).
	<b>Assessment:</b> Students who show “Leadership” qualities will organize their group and take initiative to share information with group members. “Resourceful” students might invent new and unusual ways to group the objects.
<b>Reflect</b>	Students can play “What Category Am I?” using their drawings. <b>Ask</b> , “How is categorizing helpful?”
<b>Now and Then</b>	<b>Say</b> , “We recently learned that object have attributes. Today we applied our knowledge of attributes to categorize objects with similar characteristics.”

# How To Make A Group

You can make a group based on attributes of the objects you are using, such as:

## SIZE

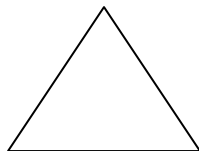
- BIG
- Little

## SHAPE

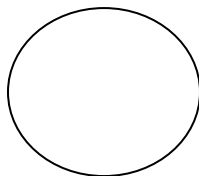
- Square



- Triangle



- Circle



## COLOR

- **RED**
- **BLUE**
- **GREEN**

Name \_\_\_\_\_

## Colorful Categories

Directions: Draw 3 -5 objects that belong in the same category or group.  
Then, ask your classmates to guess the name of the group.

Category Name: \_\_\_\_\_

# Designing Patterns


## Kindergarten: Math

VISUALIZATION



### Gifted Behaviors to look for:

- Perceptive –
- Strategic –
- Resourceful –
- Creative

<b>Materials</b>	 <p>Construction Paper Shapes</p>
<b>ESOL Accommodations</b>	This does not require special knowledge or vocabulary. Students with very limited English could demonstrate ability in this area.
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	RELATIONSHIPS/DISTINCTIONS

<b>Link</b>	<b>Say</b> , “We learned about AB patterns. Who can give me an example of an AB pattern? Today we are going to create original patterns using shapes.”
	<b>Assessment:</b> Listen for students who can recall information about patterns and can give an example of an AB pattern.
<b>Engage and Educate</b>	<p>Display assortment of large construction paper triangles of different colors. <b>Ask</b>,</p> <ul style="list-style-type: none"> <li>• “If we were making a PATTERN, what would come next? And next?” Demonstrate a few ways to make patterns with the large shapes. (Use color and position, for example.)</li> <li>• “What patterns can you find in our classroom? What patterns can you hear? Touch?”</li> </ul> <p>Read aloud <i>Busy Bugs</i> by Jayne Harvey (or another book about math patterns). <b>Ask</b>,</p> <ul style="list-style-type: none"> <li>• “What patterns do you see?”</li> <li>• “Is that an AB pattern? How do you know?”</li> <li>• “What would come next in that pattern?”</li> </ul>
	<b>Assessment:</b> “Perceptive” responses will include those that can continue the patterns and can define the relationship of the objects in the pattern. “Strategic” students work diligently to continue the given patterns.
<b>Active Learning</b>	<p>Provide each student with a supply of three different colors of construction paper rectangles and other shapes, if desired. (At least six of each color). How many different ways can you put these together? Try to think of as many ways as you can to make patterns with the shapes.</p> <p>The students will choose the most interesting pattern they made with the construction paper shapes and paste the pattern onto the black construction paper. Look for children who can make many patterns and/ or unusual, complex designs.</p>
	<b>Extension(s):</b> (1) Have students make more complex patterns such as ABC, ABBA, or ABA. (2) Students can create patterns using beads or different types of pasta. (3) Have students ask a partner questions about their patterns.
	<b>Assessment:</b> “Creative” work samples might demonstrate innovative ideas such as changing the position of the shapes or creating a more complex pattern.
<b>Reflect</b>	Students form <i>Inside-Outside Circles</i> (Cooperative Learning structure) to share their patterns with their classmates. Classmates may guess what they think the next item would be based on the pattern.
<b>Now and Then</b>	<b>Say</b> , “Today we applied our knowledge of patterns to create an original pattern. We will continue to learn about patterns found in our environment.”

# Circles in Your Imagination


## Kindergarten: Math

VISUALIZATION

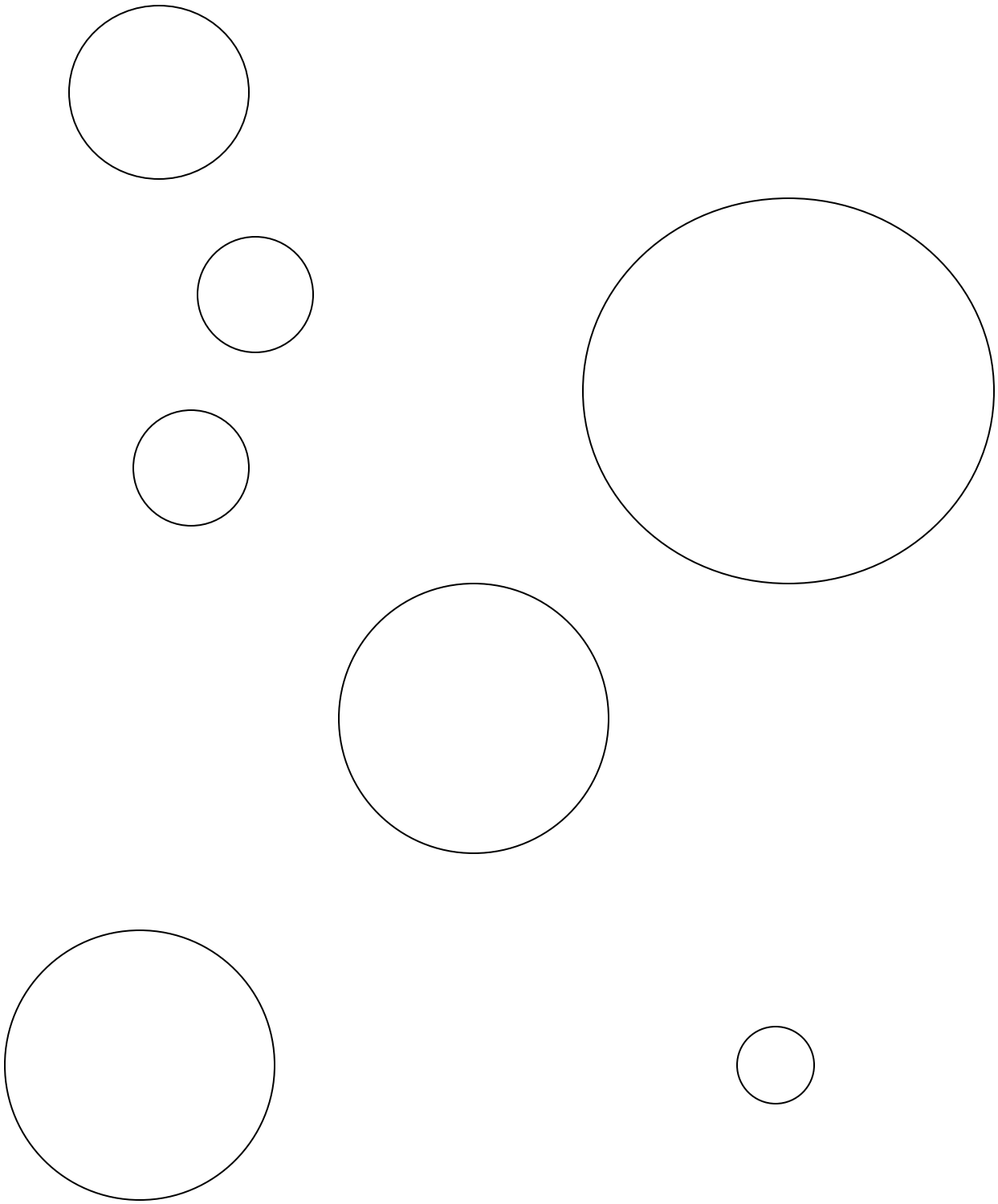


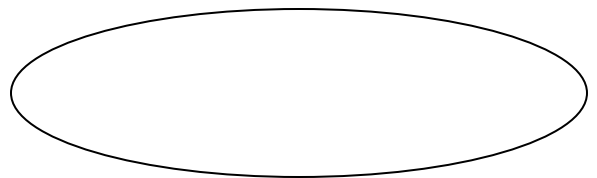
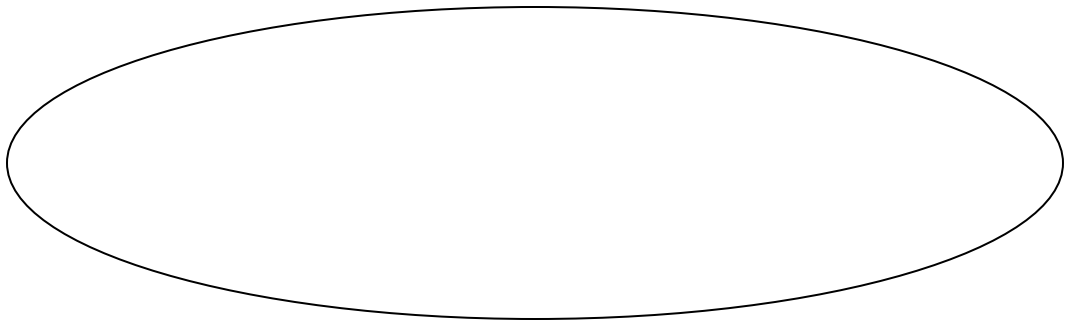
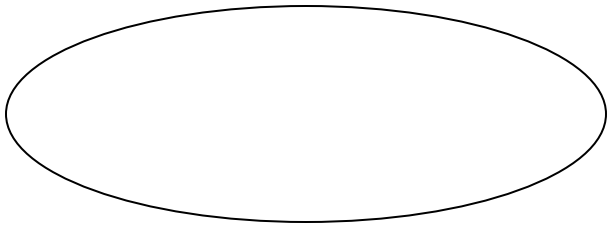
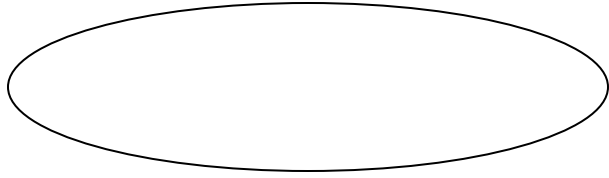
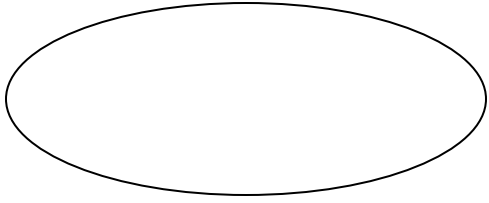
**Gifted Behaviors to look for:**

- Perceptive –*
- Resourceful –*
- Creative - Resilient*

<b>Materials</b>	 PowerPoint Circle/Oval Activity Sheets
<b>ESOL Accommodations</b>	Visual aids provided for the Engage and Educate portion of the lesson
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	RELATIONSHIPS

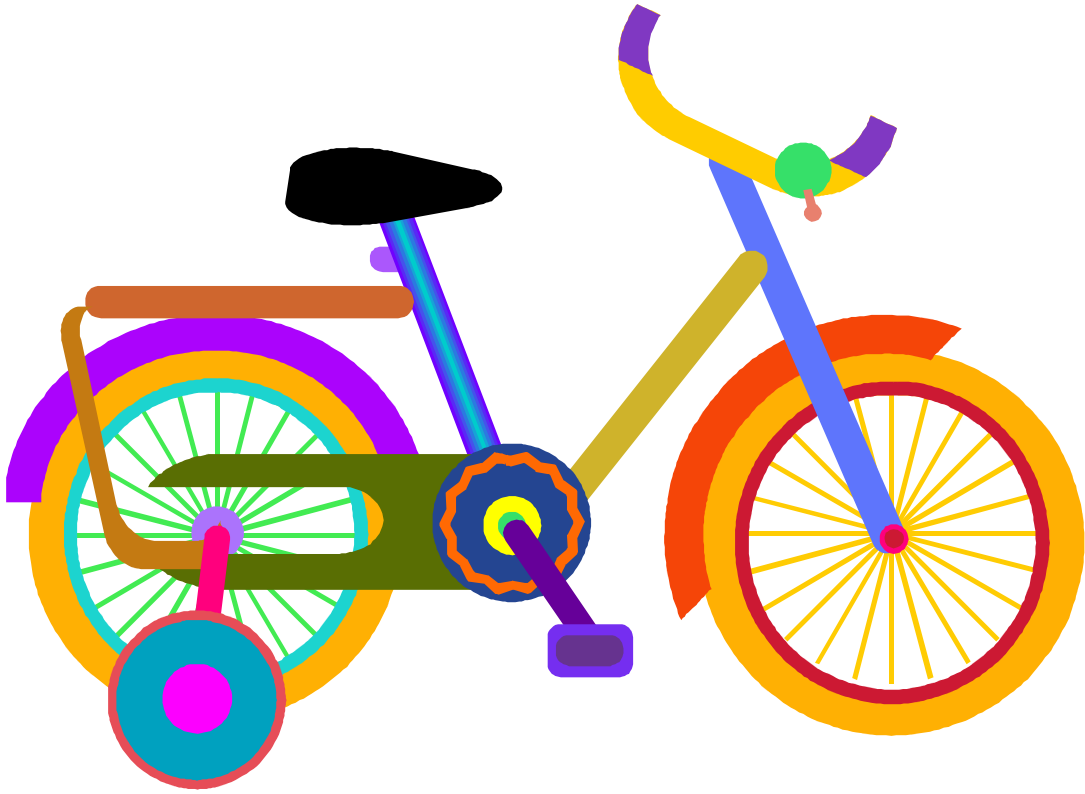
<b>Link</b>	We have been learning about geometric plane shapes. ( <i>Ask students to name a geometric plane shape.</i> ) Today we are going to look at the shapes that make the things around us.
	<b>Assessment:</b> Listen for students who have background knowledge on geometric figures and can recall the names of the figures.
<b>Engage and Educate</b>	<p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>• “What shapes can you find in our classroom?”</li> <li>• “Use your hands to make a circle. Look through your circle lens.”</li> <li>• “What round things do you see?”</li> <li>• “What is the biggest circle you can find?”</li> <li>• “What is the smallest circle you can find?”</li> <li>• “What circles would fit in your hand?”</li> </ul> <p>Share the ESOL visual pictures and/or <i>Around the Park: A Book About Circles</i> by Christianne Jones. <b>Ask</b>, “Can you name circles that people use?” (wheel, sun, pizza, globe, etc.) <b>Say</b>, “Imagine lots and lots of round things in your mind. Describe what you see. What’s a really large round thing? What’s the smallest round thing you see in your mind?” Show a ball. <b>Say</b>, “Use your imagination. What else could this be?” OR share PowerPoint.</p>
	<b>Assessment:</b> “Perceptive” students might name objects beyond the obvious such as naming a circle as the “face of a cylinder” as opposed to naming a “ball.” “Resilient” students will stick with the activity even if they find the activity challenging.
<b>Active Learning</b>	Distribute circle sheets and crayons. Ask students to use their imagination to make a picture using the 7 circles. Challenge them to think of some ideas that no one else will.
	<b>Extension(s):</b> (1) Use oval sheets in addition to the circle sheets. (2) Create a class PMI chart about a traditionally square or triangle object and what might happen if it was shaped like a circle instead. For example, a door in the shape of a circle or a cup in the shape of a triangle.
	<b>Assessment:</b> “Creative” work samples might include all 7 circles in one picture or will use at least two circles together to make a picture.
<b>Reflect</b>	Allow students to share their work with the class and explain the pictures they created. <b>Ask</b> , “What do the circles represent in your picture? Did you use all of the circles? Does your picture tell a story?”
<b>Now and Then</b>	Remind students about the geometric plane shapes studied previously. <b>Say</b> , “We will compare the shapes of geometric plane shapes to find similarities and differences among them.”



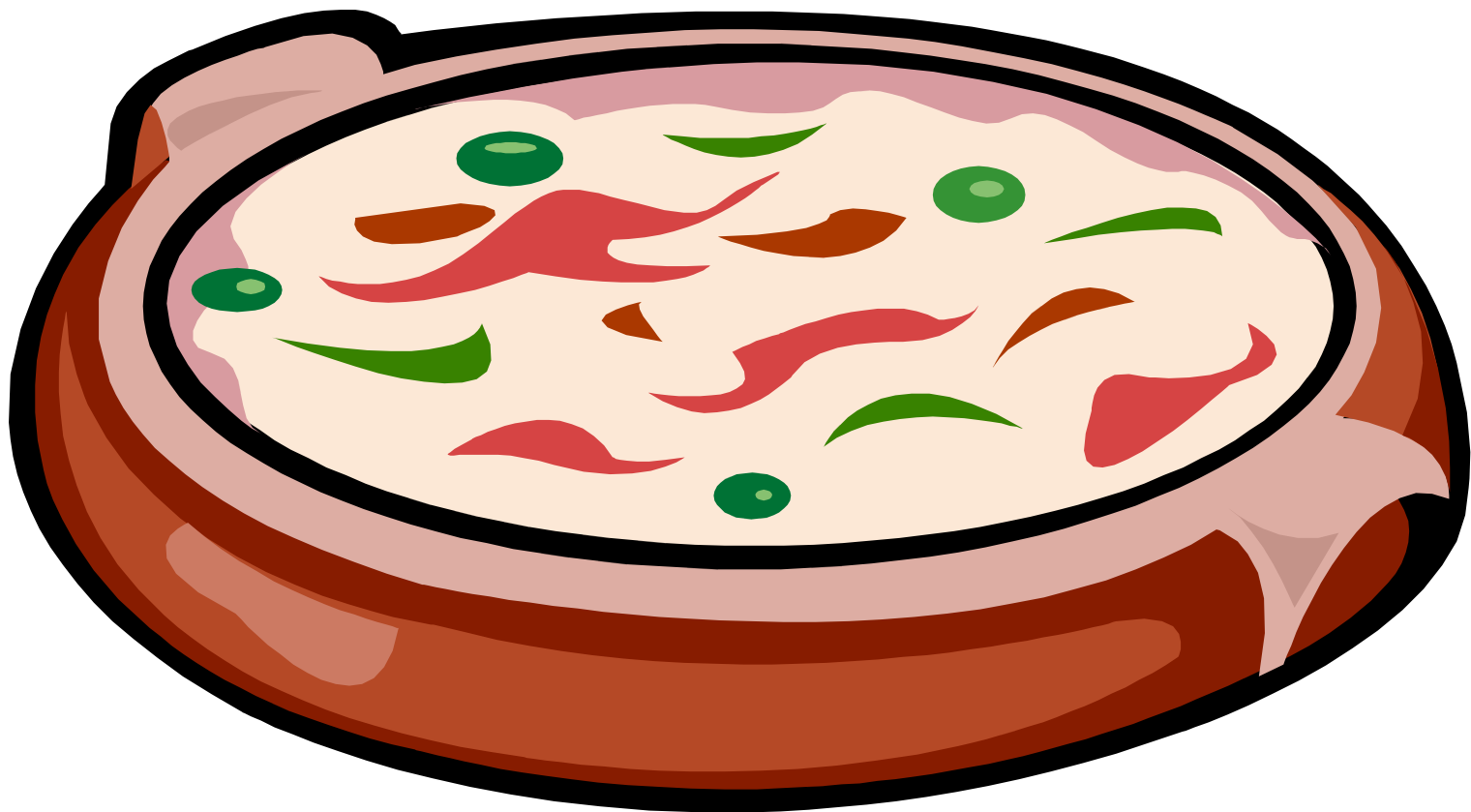




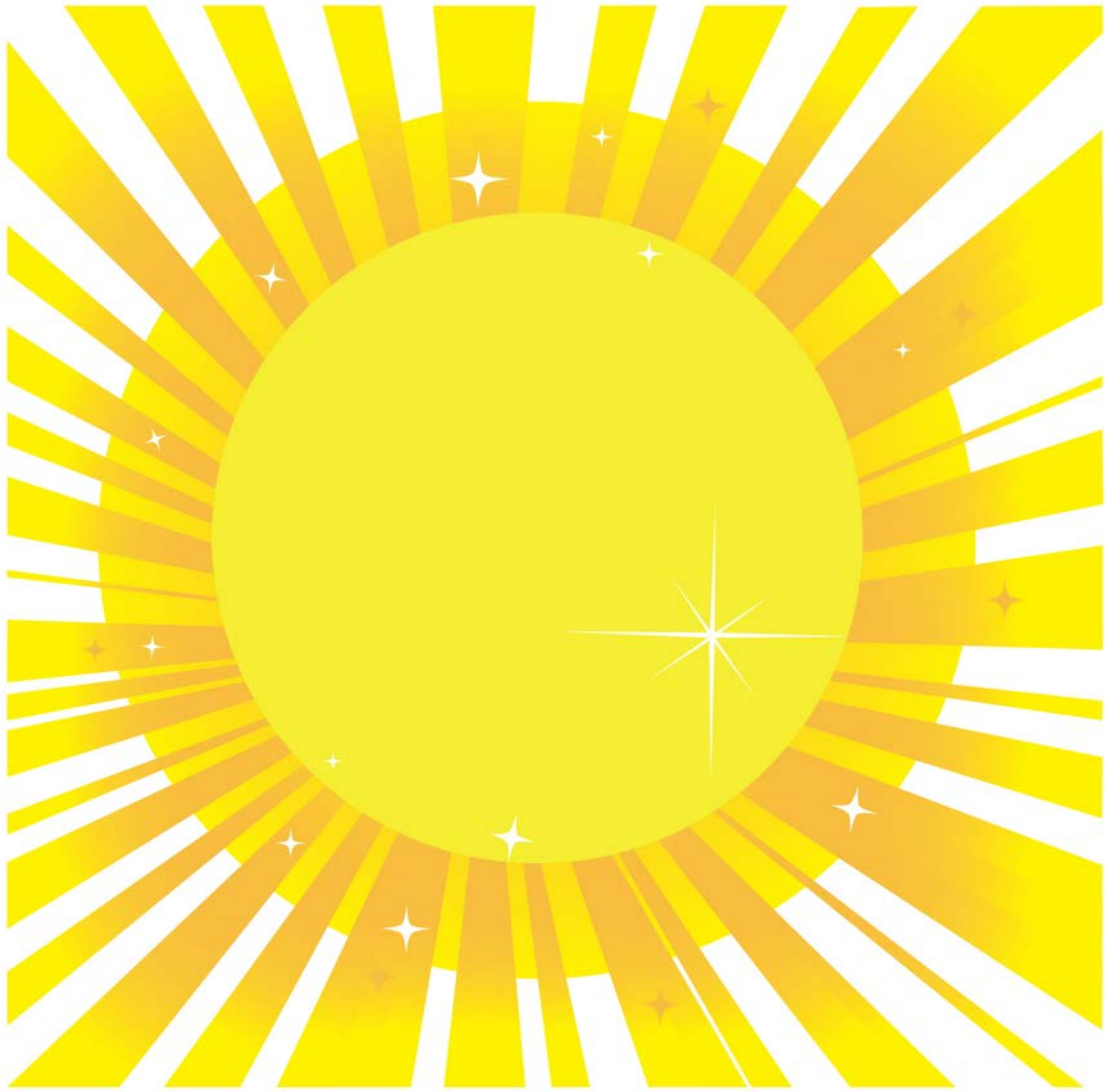
# Circles in Your Imagination



wheel



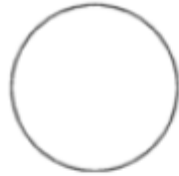
pizza



picture of the  
sun



# So many shapes...



circle



square



triangle



rectangle



oval



circle



triangle - 3 sides



square - 4 sides



rectangle - 4 sides



pentagon - 5 sides



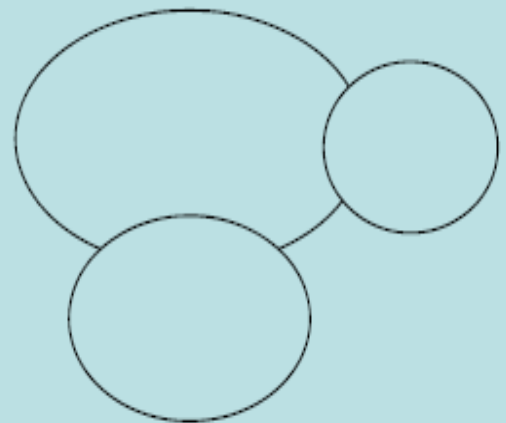
hexagon - 6 sides

# Circles in Your Classroom

Look around ... do you see any circles?

What is the biggest circle you see?

What is the smallest circle you see?





# Circles at Home



Where are there circles at home?

In your bedroom?

In the kitchen?

In the bathroom?



# Circles in Nature

Have you seen circles outside?

What circles can you see during the day?

What circles might you see at night?


# Shape City

## Kindergarten: Math

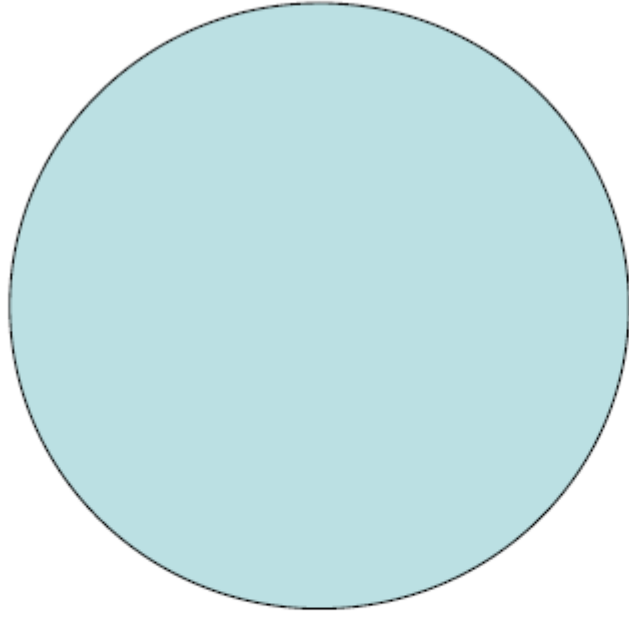
VISUALIZATION



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

<b>Materials</b>	 <p>Mouse Shapes  <small>Edna Stolt Walsh        (Author of Mouse Shapes and Mouse Friends)</small></p>
<b>ESOL Accommodations</b>	The use of actual squares, rectangles, circles, and triangles makes this lesson appropriate for ESOL students. It also allows students to demonstrate some real creativity and imagination.
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	RELATIONSHIPS/PERSPECTIVES

<b>Link</b>	<b>Say</b> , “We have been identifying and describing geometric plane shapes this week. Name a geometric shape. Today we are going to examine shapes in our environment and imagine a world without a specific shape.”
	<b>Assessment:</b> Listen for students who can identify and give examples of geometric plane shapes.
<b>Engage and Educate</b>	<p>Draw a circle on the board. <b>Ask</b>, “What shape is this? What things have this shape?” Repeat with a triangle.</p> <p>Display a square and a rectangle. <b>Ask:</b></p> <ul style="list-style-type: none"> <li>• “What is the same about these shapes? What is different?”</li> <li>• “Are all rectangles squares? Why or why not?”</li> <li>• “What square in the classroom is larger than this piece of paper? Smaller?”</li> <li>• “What has a circle shape and is larger than your hand?”</li> </ul> <p><b>Say</b>, “Imagine how a city would change with no circles.”</p> <ul style="list-style-type: none"> <li>• “What if we had no circles, what would change?”</li> <li>• “What would be difficult without change?”</li> <li>• “What would be difficult without circles?”</li> </ul>
	<b>Assessment:</b> “Communicative” students will respond to these questions with complex ideas and good reasoning skills. A student might be able to imagine a city without circles and how this might affect its inhabitants.
<b>Active Learning</b>	<b>Say</b> , “You are going to draw a new city, a shape city. In your drawing you can only use shapes to draw the buildings, animals, and people. Use your imagination. You can use as many shapes as you want, or you can make a “one shape” city. In a one shape city, everything is created using the same shape.” (You may want to provide students with shapes cut from construction paper or students can draw the shapes on their paper.)
	<b>Extension(s):</b> (1) Students can use Pattern Blocks to replicate their picture (2) Use ThinkBlocks to find distinctions between the plane geometric shapes. For example, one large block might be square and the other large block might be hexagon. Have students name similarities and differences between the shapes. (3) Create a Venn Diagram to compare and contrast geometric plane shapes.
	<b>Assessment:</b> “Resourceful” students will include common items found in a city such as tall buildings, cars, people, etc. “Creative” work samples will also include a variety of shapes combined in inventive ways to create new objects in the city.
<b>Reflect</b>	Students pair up to share their Shape City. The teacher should call out a plane geometric shape and have pairs indicate all the buildings and objects in their city with that shape. Then, move on to another plane geometric shape.
<b>Now and Then</b>	Remind students of the plane geometric shapes discussed thus far. <b>Say</b> , “We will be comparing the shapes to find similarities and differences among them.”



**CIRCLE**



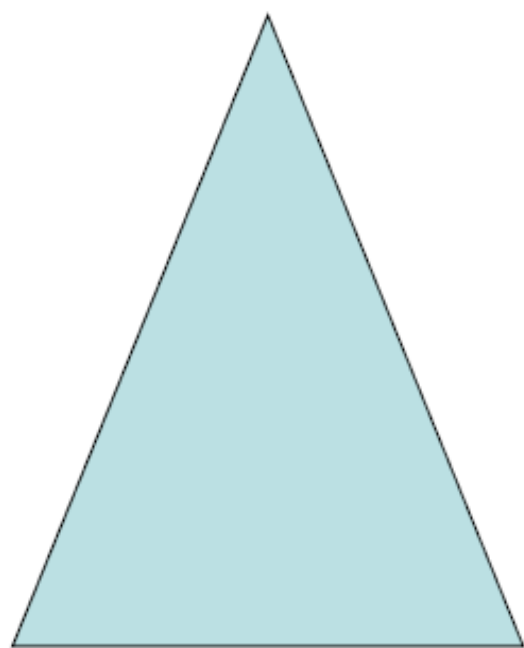
The Sower by Vincent Van Gough

[http://en.wikipedia.org/wiki/File:The\\_Sower.jpg](http://en.wikipedia.org/wiki/File:The_Sower.jpg)



Public Domain Clip Art  
<http://www.pdclipart.org/thumbnails.php>

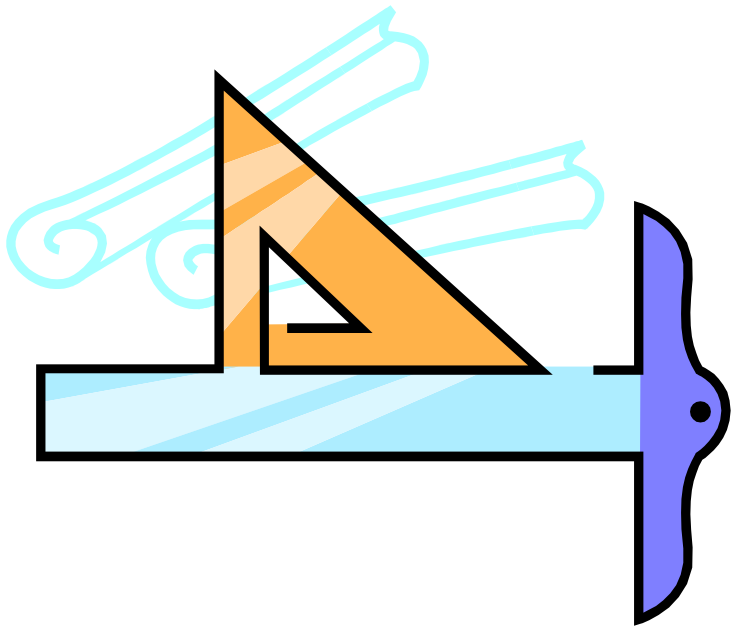
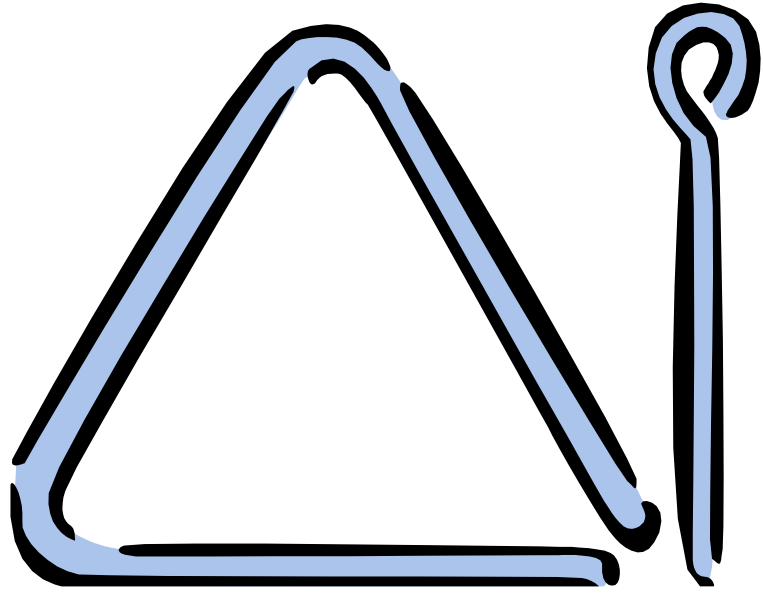


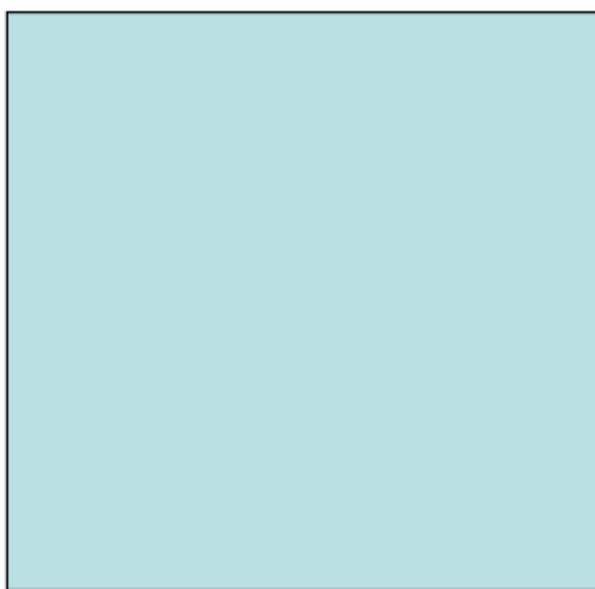


**TRIANGLE**









SQUARE



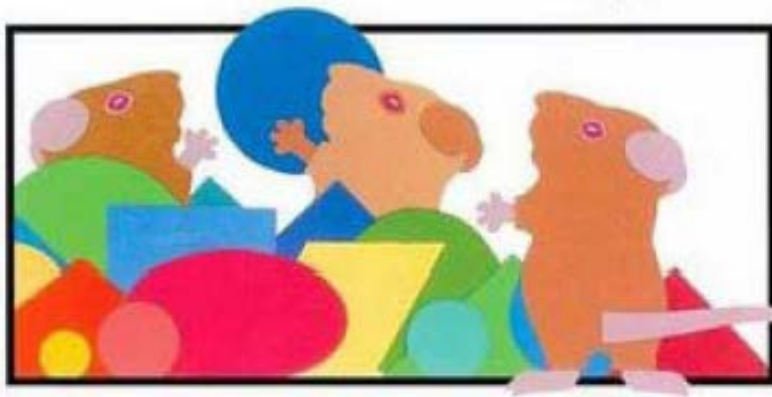






Now Let's Read ...

# Mouse Shapes



**Ellen Stoll Walsh**  
*Creator of Mouse Print and Mouse Count*

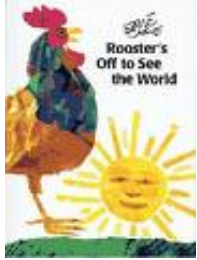
# Around The World

## Kindergarten: Math

VISUALIZATION



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

<b>Materials</b>	 Sample Graph; Picture Cards; Chart Paper; Activity Sheet
<b>ESOL Accommodations</b>	Visuals provided on pictorial graphs will assist ESOL students as they listen to the story.
<b>Marzano Strategy</b>	Cues, Questions, and Advanced Organizers
<b>Patterns of Thinking</b>	RELATIONSHIPS

<b>Link</b>	<b>Say</b> , “We have been learning about collecting data. Today we will use data to create a pictorial graph.”
	<b>Assessment:</b> Listen for students who share information about collecting data or understand how to read a graph.
<b>Engage and Educate</b>	Share a completed pictorial graph with students. Show how each picture represents one object. <b>Ask:</b> <ul style="list-style-type: none"> <li>“How many sunny days were there in February? How many rainy days were there?”</li> <li>“How many more sunny days than rainy days were there in February?”</li> <li>“How do graphs help us solve problems?”</li> <li>“How else could we organize our numbers to help us solve problems?”</li> </ul> Read <i>Rooster’s Off to See the World</i> by Eric Carle. As you read the first half of the story, use chart paper and the picture cards to create a graph. (Your graph should be complete after page 10) Continue the rest of the story.
	<b>Assessment:</b> “Perceptive” responses might include students who can interpret the graph without initial instructions. “Communicative” students might be able to elaborate on what the graph tells us about weather in March.
<b>Active Learning</b>	Students will listen to story, “Ethan’s Garden”, and they will draw pictures on the bar graph to match the events in the story.
	<b>Extension(s):</b> (1) Students can use pattern blocks to make pictorial graphs. (2) Use students shoes to make a graph and categorize and classify by colors, ties or Velcro, clean and dirty, etc.
	<b>Assessment:</b> “Creative” students might generate a new way to organize the flowers.
<b>Reflect</b>	Have students compare their pictorial graphs with a partner. <b>Ask</b> follow-up questions, such as: <ul style="list-style-type: none"> <li>“Which color grew the most in Ethan’s Garden?”</li> <li>“Which color grew the least in Ethan’s Garden?”</li> <li>“Does the graph help you answer these questions? Why? Why not?”</li> </ul>
<b>Now and Then</b>	<b>Say</b> , “Today we learned about collecting data and making graphs. We will continue to use data to make different types of graphs.”

Weather February 2010



Sunny



Partly  
Cloudy



Cloudy


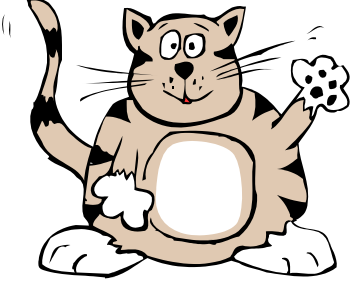
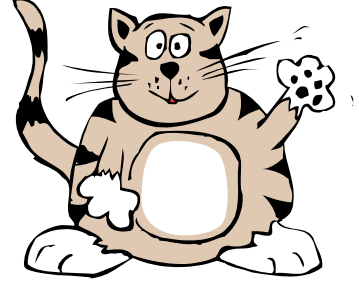
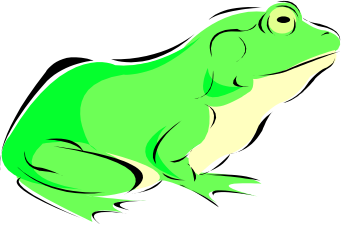
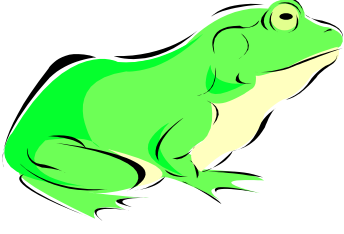
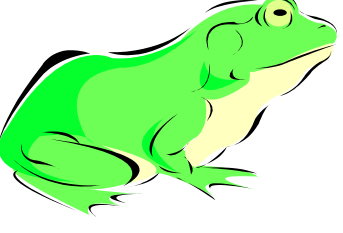
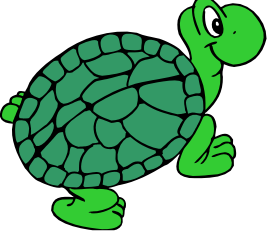
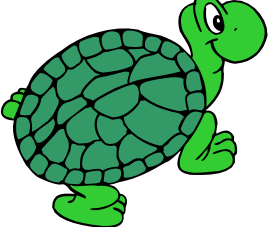
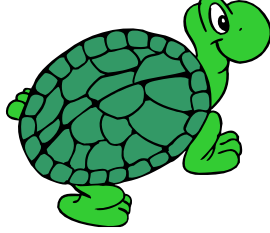
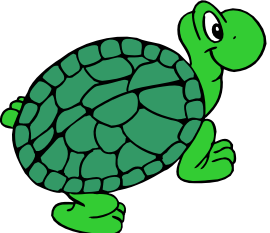
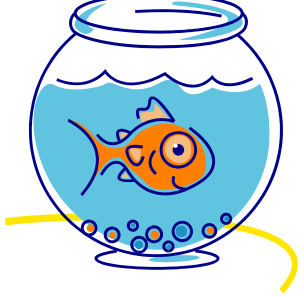
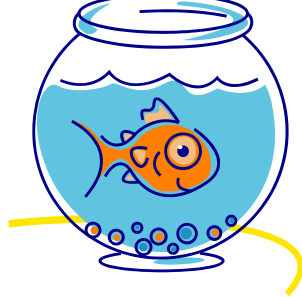


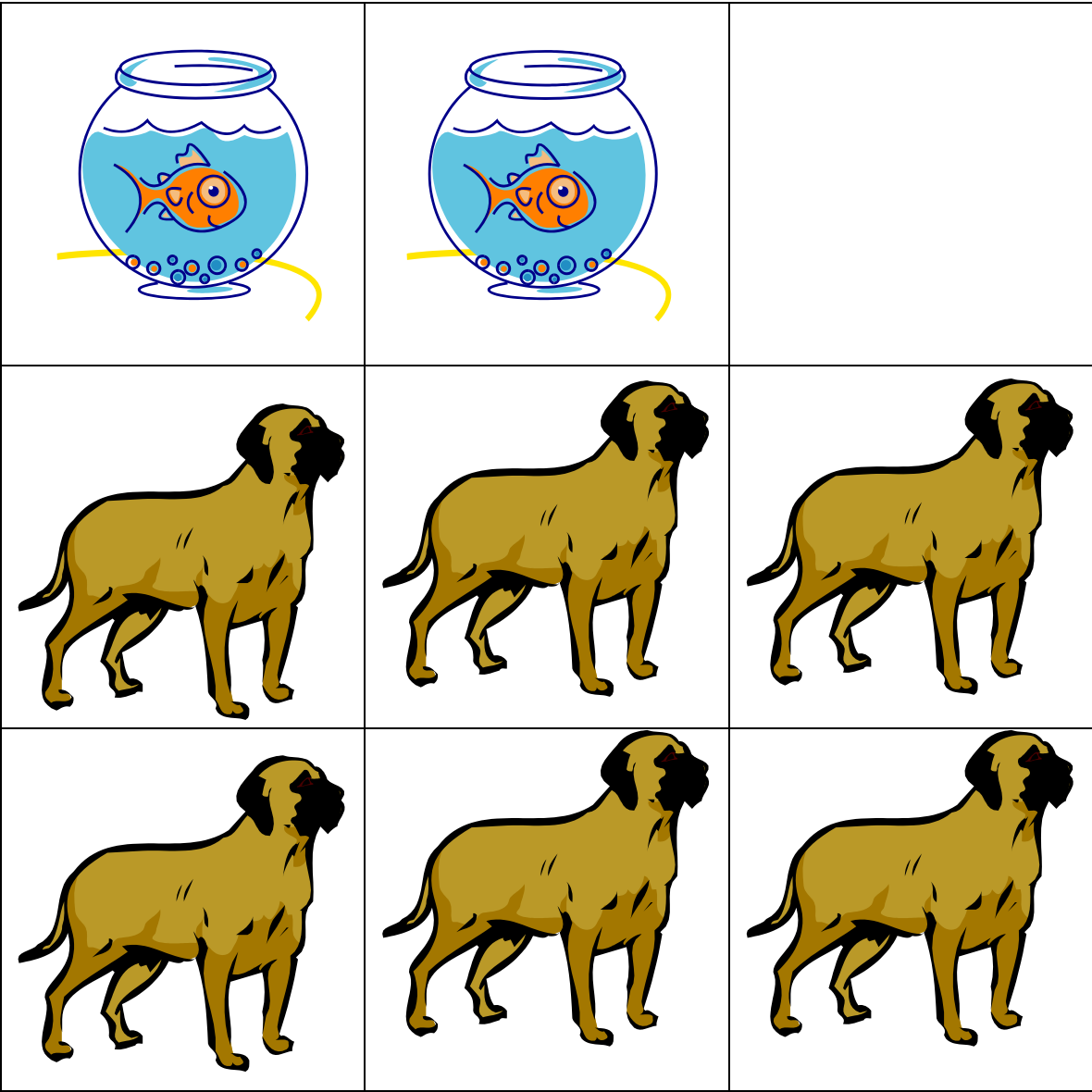
Rain



Snow



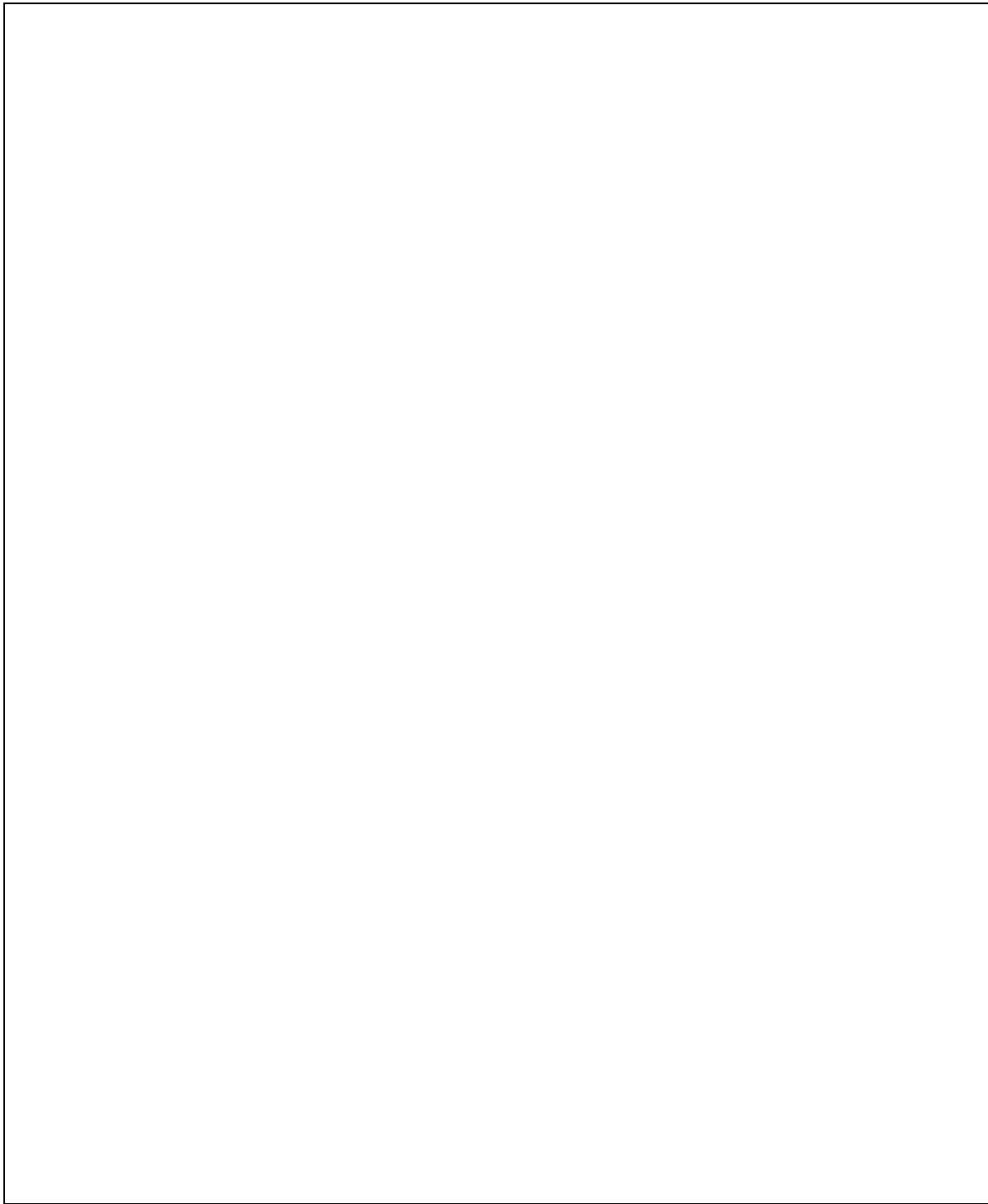
		
		
		
		



**Story to Read-Aloud: *Ethan's Garden***

**There once lived a very happy boy named Ethan. Ethan loved to draw pictures, especially pictures of flowering gardens. Can you help me keep track of all the flowers Ethan drew in his garden? First, he drew five purple flowers. Next, he drew three yellow flowers. Then, he decided to draw six red flowers. Finally, Ethan drew two orange flowers.**

## Pictorial Graph – Ethan’s Garden



Purple

Yellow

Red

Orange


# A Foot is A Foot

## Kindergarten: Math

VISUALIZATION



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

<b>Materials</b>	 Construction Paper
<b>ESOL Accommodations</b>	The hands-on activity is especially appropriate for ESOL students. Visual aids provided.
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	RELATIONSHIPS

<b>Link</b>	<b>Say</b> , “We have been learning about different instruments used to measure. To measure time we use a clock. To measure weight we use a scale. To measure temperature we use a thermometer. Today we are going to look at how to measure distance.”
	<b>Assessment:</b> Listen for students who have prior knowledge on measurement tools or those who have a curiosity about measurement.
<b>Engage and Educate</b>	Ask students to list different methods of measuring. <b>Ask</b> , “What are some things we measure?” Read <i>How Big Is a Foot?</i> by Rolf Myller or <i>Millions to Measure</i> by David M. Schwartz. <b>Ask:</b> <ul style="list-style-type: none"> <li>• “What problems may arise from using nonstandard measurements?”</li> <li>• “If we were going to make a bed for (name a teacher the students are familiar with) should we use your foot as the measurement or mine? Why?”</li> <li>• “Is using our foot as a unit of measurement a good choice? What would have been a better way to measure?”</li> </ul>
	<b>Assessment:</b> “Perceptive” students will understand that it would be difficult to measure using nonstandard units. “Resourceful” students might recall experiences when they measured and be able to name the tools they used.
<b>Active Learning</b>	Students will trace and then cut out their footprints (shoes on) from construction paper. Show students how to use their feet to measure the length of various objects in the classroom. In pairs, students should measure different objects in the classroom and notice if they get the same measurement as their partner.
	<b>Extension(s):</b> (1) Create a classroom toolbox for math measurement; include real tools or have students draw pictures of math tools. (2) Use Think Blocks to find relationships or distinctions between standard and non-standard units of measurement.
	<b>Assessment:</b> Students displaying “Leadership” qualities might take initiative with their partner and show a high level of confidence with the assignment.
<b>Reflect</b>	Encourage students to share and compare their measurements. Lead a discussion on the importance of standard units of measurement.
<b>Now and Then</b>	<b>Say</b> , “Previously, we have learned instruments used for measuring. Today we learned how people measure distance and the importance of standard units. We will next learn how to compare two objects we measure.”

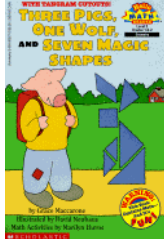
# Geo-Critters

## Kindergarten: Math

VISUALIZATION



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

<b>Materials</b>	 Tangram Pieces; Pre-Cut Shapes Construction Paper
<b>ESOL Accommodations</b>	This hands-on activity is especially appropriate for ESOL students. Visual aids provided.
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	PERSPECTIVES

<b>Link</b>	<b>Say</b> , “We have been learning about plane geometric shapes. Today we are going to combine two or more shapes to create a new animal.”
	<b>Assessment:</b> Listen for students who have prior knowledge of geometric shapes and can name characteristics of each.
<b>Engage and Educate</b>	Display the four shapes the class has been studying (circle, square, rectangle, and triangle). Review the shapes with the students. Ask students to look around the classroom and name the various shapes they see. <b>Ask:</b> <ul style="list-style-type: none"> <li>“Can you find anything in our classroom that is made of more than one of the shapes we have been learning about?”</li> <li>“How you could combine two shapes to make a new object?”</li> </ul> Pass out Tangram pieces to partner pairs. Have them identify the shapes they have learned about. <b>Say</b> , “Look at the pieces in front of you and your partner. Can you make other shapes using the shapes you know?” Read <i>Three Pigs, One Wolf, and Seven Magic Shapes</i> by Grace Maccarone. Provide partner pairs a chance to create the figures in the book with their tangram pieces.
	<b>Assessment:</b> “Strategic” students will figure out more than one way (If possible) to create the different shapes.
<b>Active Learning</b>	Students will create a Geo-Critter by using each of the four shapes that have been cut out for them prior to this lesson (these shapes can usually be cut from the Ellison Press in the school building).
	<b>Extension(s):</b> Go on a <i>Tangram Scavenger Hunt</i> to find real squares around the school that students can then draw using their seven tangram pieces. For example, if students point out a window is a square
	<b>Assessment:</b> “Resilient” students will stay with the activity even if it proves to be challenging for them.
<b>Reflect</b>	Students will share their Geo-Critter using <i>Inside-Outside Circles</i> (Cooperative Learning Structure). Allow students facing each other to share their work, and then students will rotate three spots and share their work again. Remind them to name the shapes they used.
<b>Now and Then</b>	Remind students of the plane geometric figures learned thus far. <b>Say</b> , “We will continue to learn about geometric shapes by comparing the similarities and differences among them.”