

Gifted Outcomes Ideas for Artifacts

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MISSISSIPPI
DEPARTMENT OF
EDUCATION

December 1, 2022



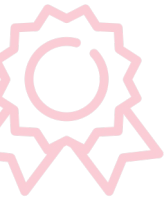
VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



1

ALL Students Proficient and Showing Growth in All Assessed Areas



2

EVERY Student Graduates from High School and is Ready for College and Career



3

EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School Has Effective Teachers and Leaders

4



EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



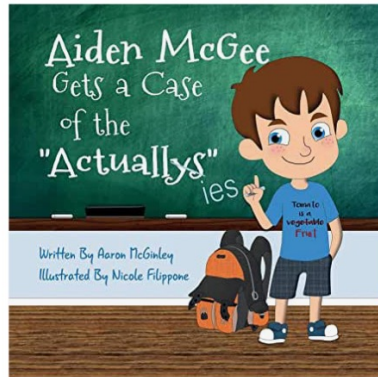
EVERY School and District is Rated “C” or Higher

6



2nd Grade Outcomes

Examples of Artifacts



- Students analyze how the children in the book might feel when Aiden corrects them.
- Students analyze why Aiden is so quick to correct others.
- Students brainstorm questions to ask Aiden in the story.
- Students come up with solutions for ways to respond others when they believe someone else is wrong.

Metacognition – TS 2.1-2.4

- Aiden McGee Gets a Case of the Actually's
- Teacher/Student Discussion and analysis of the story and characters, role play, Think-Pair-Share how or why questions about Aiden
- Teacher/Student Discussion of new understanding and alternative ways to respond

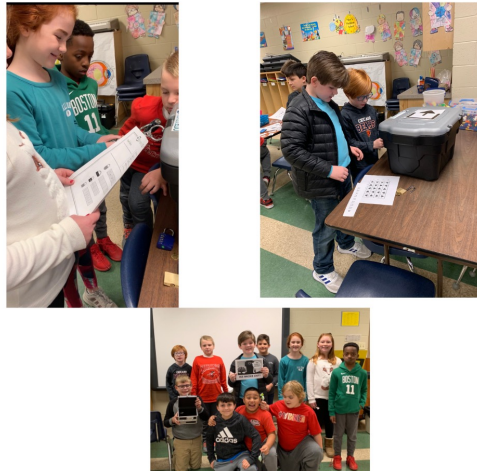
TS 2.5 BREAKOUT BOX PUZZLE

Pigpen Secret Code *Tyson*

A, B	C, D	E, F	
G, H	I, J	K, L	
M, N	O, P	Q, R	

T h e c e n s u s
 i s w h e n w e
 c o u n t
 e v e r y o n e
 We c o u n t them!

TS 2.5
Breakout Box



Convergent Thinking - TS 2.4 - 2.5

- Analogies – examples of analogies, completing analogies, creating analogies
- Breakout Boxes – teacher written or breakoutedu.com use puzzles with analogies and use many thinking skills











TS 2.6 *amalia*

Cut out the sentences. Glue the sentences that state facts under the fact column, and the sentences that state opinions under the opinion column.

FACT	OR	OPINION
A microscope makes things that are very small appear larger.		Snowflake Bentley never felt appreciated for his work on snow crystals.
Willie's book on snowflakes was published when he was 66 years old.		Snowflake Bentley loved snow more than anything else in the world.
Snowflake Bentley spent most of his life studying snowflakes.		Snowflake Bentley didn't care what people thought about him.
Wilson Bentley only attended school for a few years.		Snowflake Bentley didn't support his interest in snowflakes.
Snowflake Bentley was the first person to photograph snowflakes.		
Willie's mother gave him his first microscope.		

TS 2.7 *Yates*

Classifying Snow Crystals

1 	2 
3 	4 
5 	6 
7 	8 
9 	10 

CLASSIFYING SNOWFLAKES RECORDING CHART

Name	Date
<i>Willie Bentley</i>	
Capped Columns	2
Hexagonal Plate	3
Stellar Plate	6
Needle	3
Dentate Star	5

TS 2.8 6 by 6 Sudoku for Kids

Fill the grid with the numbers 1 to 6 in such that each number is only used once in each row, column and region (marked 3 by 2 block).

mary

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

6 by 6 Sudoku for Kids, puzzle 5

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

6 by 6 Sudoku for Kids, puzzle 6

TS 2.9

CAUSE and EFFECT

Refer to the story of Snowflake Bentley and write a cause or effect in the box.

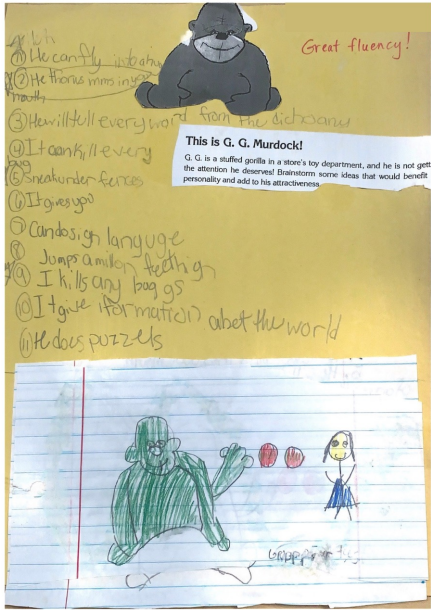
Arx qd r. 99

Cause	Effect
The snowflakes melted before Willie could finish drawing them.	Willie could not stare his snowflakes.

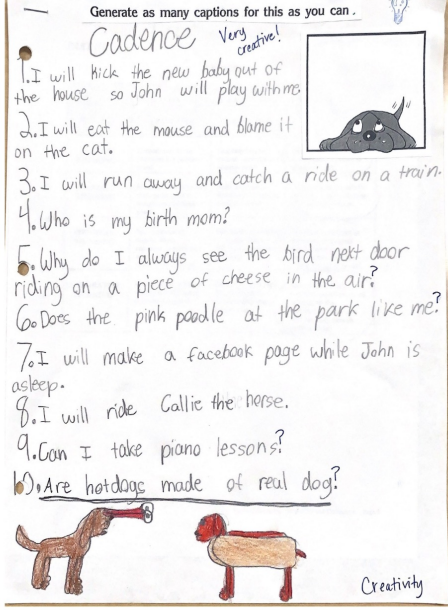
Cause	Effect
Willie's mother gave him a microscope.	Willie was not able to see and draw individual snow crystals and other wonderful things.

Critical Thinking – TS 2.6 - 2.9

- Snowflake Bentley Unit – Can be used for Fact and Opinion
- Snowflake Investigation (as a part of Snowflake Bentley Unit) - Inventory, Compare, and Contrast Attributes of Varying Objects and Ideas
- Greek Mythology – This was a student choice unit. They led this unit and were facilitated by me. It can be used for many critical and creative skills.
- Sudoku Puzzles and Rebus Puzzles



CR 2.1, 2.2, 2.3, 2.4, 2.5, 2.6



2nd Grade Creativity

Creative Thinking Sample (CR 2.1-2.6)

- Students use a given picture prompt to brainstorm ideas and ways to improve a plan or idea. Students will generate original ideas to create new possibilities for the picture prompt and work as a class to create a class story for the picture prompt. Students create props from various materials to better illustrate their ideas and story.

PART III: Creative Thinking All 3's! Yay!

RUBRIC

FLUENCY, FLEXIBILITY, ORIGINALITY AND ELABORATION EVALUATION			
PROCESS	LEVEL ONE	LEVEL TWO	LEVEL THREE
FLUENT THINKING	Generates few or no responses to a question posed	Generates several relevant responses to a question posed	Generates many relevant and realistic responses to a question posed
FLEXIBLE THINKING	Minimal or no shifts are made in direction of thought on a problem posed	Shifts are made in direction of thought on a problem posed	A wide variety of workable shifts are made in direction of thought on problem posed
ORIGINAL THINKING	No uncommon or original ideas, responses, or solutions are presented; not clearly communicated	Formulates uncommon or original idea, response, or solution presented	Extensive formulation of uncommon or original ideas, responses, or solutions presented in a unique manner or format
ELABORATIVE THINKING	Ideas or products are not detailed or embellished; presentation unclear	Ideas or products show detail or depth of understanding; clear presentation	Ideas, products and presentations are presented in a manner that demonstrates depth of understanding through addition, detail

CR 2.7

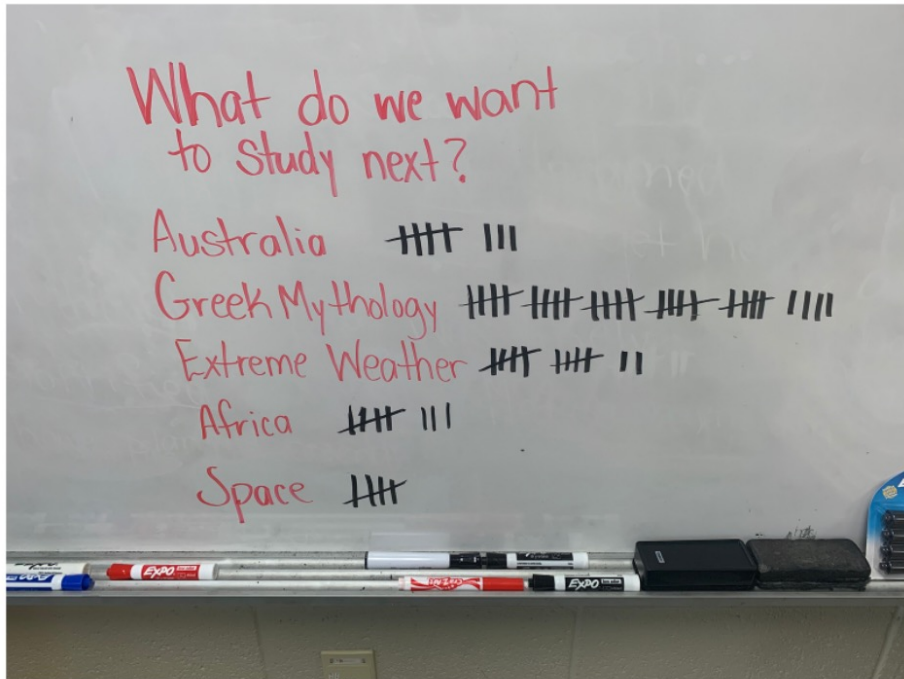
**Greek Mythology Unit
Using Vases/Urns to Record Stories & History
Through Art**



Creative Thinking Sample CR 2.7

- Using the Greek Mythology Unit, students researched and found that the ancient Greeks used art to illustrate stories and history of life.
- Students created Greek Urns/Vases to demonstrate the use of art in the ancient Greeks stories and history.

Teacher and students suggested units for study. After determining their interests, students voted for the unit they wanted to research. The students chose to study Greek Mythology.



Information Literacy IL 2.1

- Teacher and students brainstormed topics/units that they would be interested in researching and learning more about.

IL 2.2 and IL 2.3 KWL Chart on Greek Mythology

K What I know

I know Medusa has snakes on her head. I know Zeus is a god. I know Hercules is strong.

W What I want to know

Why does Medusa have snakes on her head. Why are there so many gods? Why is Arachne a spider? What is a myth? Are Hercules and Heracles the same?

L What I learned

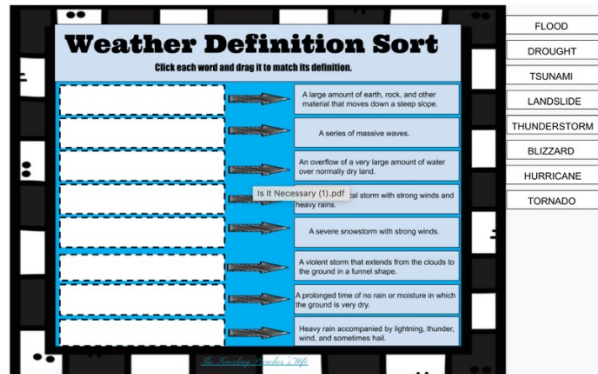
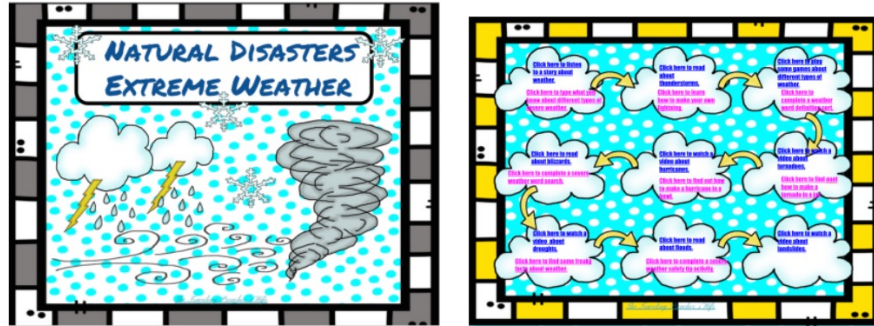
A myth is a story that explains something in nature. Hercules is Greek. Heracles is Roman. Medusa, Arachne and Nessus all loved themselves too much.

Lizzie

Information Literacy 2.2 - 2.3

- Students within their teams/groups completed a K-W-L chart about their chosen field of study.
- Students led discussions to formulate questions and analyze topics that needed answers and more research.

Teacher Designed Digital Google Slides
Unit About Extreme Weather with Digital
Choice Board and Interactive/Hyperlinked
Activities



Information Literacy 2.4 - 2.5

- Students implemented a Teacher-Designed Digital Google Slides Choice Board to research a unit about Extreme Weather with Interactive Slides and Hyperlinked Activities.

SS 2.1

Corinth Community Christmas Program



2nd Grade Challenge Classes Perform Yearly

2nd Grade Success Skills

13

Success Skills SS 2.1

- Students prepared for an annual performance at a community Christmas program.
- Students were able to demonstrate self-control of their emotions and actions as performers and also as audience members.

Kinesthetic, Visual, or Auditory

Check each statement that applies to you.

1. I would rather read directions to myself than have them read to me.
2. I remember things better when I write them down.
3. Charts and maps help me to understand information better.
4. When I'm studying, I see the information in my head.
5. I like having someone explain things to me out loud.
6. I study spelling words by spelling them out loud.
7. I enjoy listening to music when I study.
8. It's easy for me to remember stories and jokes.
9. When I study, I take many breaks to be able to move around.
10. I can think better if I have a snack while I study.
11. When I tap my pencil or shake my foot, I can think better.
12. I doodle and draw during class.

How many did you check on 1-4? 3How many did you check on 5-8? 2How many did you check on 9-12? 0Success Skills SS 2.2

- Students learned about different learning styles during a Brain Unit of Study.
- Students were able to analyze themselves and use their personal characteristics, interests, and preferences to identify their learning styles.

Kinesthetic, Visual, or Auditory

If you chose more on 1-4, your learning style is Visual.

If you chose more on 5-8, your learning style is Auditory.

If you chose more on 9-12, your learning style is Kinesthetic.

Characteristics of Visual Learners

- Remembers what they see not what they hear
- Remembers charts and graphs
- Prefers art to music
- Would rather read and write
- Has difficulty remembering verbal directions

Characteristics of Auditory Learners

- Great listeners
- Enjoys music
- Prefers listening to reading and writing
- Likes to hum or talk to themselves

Characteristics of Kinesthetic Learners

- Needs to move
- Benefits from movement tied to learning
- Manipulatives help them to learn
- Moving their hands helps them to focus



SS 2.3 E-Enterprising
Career Interest Inventory
Read the activity. Circle one.

Drive a dumptruck.	YES	NO
Help someone who is sick.	YES ^S	NO
Sing on stage.	YES	NO
Supervise others at work.	YES	NO
Share info with others.	YES	NO
Compete in a sport.	YES	NO
Write a book.	YES	NO
Design a computer game.	YES	NO
Create new rules or laws.	YES ^E	NO
Paint a picture.	YES	NO
Help a needy family.	YES ^S	NO
Do a science experiment.	YES	NO
Design a robot.	YES	NO
Discover a new medicine.	YES	NO
Write a play.	YES	NO

Read the activity. **SS 2.3**

Help a kid with math.	YES	NO
Drive packages or people places.	YES	NO
Work with graphs and charts.	YES	NO
Fix a broken bone.	YES	NO
Build something new.	YES	NO
Organize papers.	YES	NO
Follow a set schedule.	YES	NO
Make a new computer program.	YES	NO
Plan a new business.	YES	NO
Teach someone to read.	YES	NO
Bake a cake.	YES	NO
Convince others to follow you.	YES ^E	NO
Be a team leader.	YES ^E	NO
Help keep people safe.	YES ^R	NO
Work with others to set goals.	YES	NO

Career Exploration SS 2.3

- As another part of the Brain Unit, students were able to analyze themselves and use their personal characteristics, interests, and preferences to identify possible occupational areas for the future.

Career Interest Inventory Scoring
Count the number of times you circle 'yes' for each interest category by counting the icons for each area. The highest amount of times you circled 'yes' in a category, is your interest category. You can have more than one or two interest categories.

SS 2.3

- Investigative** (Microscope icon): You like science and math. You are a good problem solver. You like to know how things work.
- Artistic** (Paint palette icon): You like creative activities such as art, music, writing, drawing, dancing, and crafts.
- Conventional** (Star icon): You like having set directions. You are orderly and neat. You like to make a plan and follow it.
- Realistic** (Gears icon): You like working outside and doing hands-on activities. You might enjoy using machinery and tools.
- Social** (Heart icon): You like working with people and helping them. You are friendly and compassionate.
- Enterprising** (Handshake icon): You like leading others. You can be persuasive and confident. You don't mind taking risks.

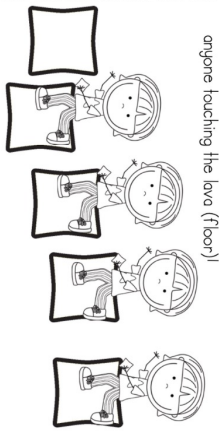
Hot Lava!
don't fall in!

Best for groups of any size.

Supplies:
*something for each player to stand on (carpet square, mat, base, spot, paper, etc.)

How to Play:

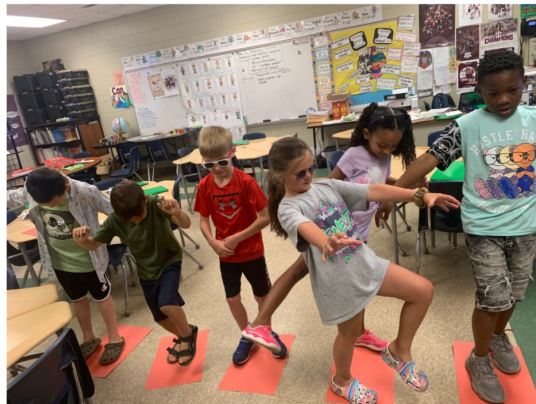
1. Mark a starting and ending line in your play space and set one mat at the start.
2. Each player holds their mat to start.
3. Players need to work as a team to create a path using their mats.
4. The players need to move the entire team from the starting line to the ending line without anyone touching the lava (floor)



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SS 2.4, 2.5, 2.6, 2.7

Hot Lava Community/Team Building Game



2nd Grade Success Skills

Life Skills and Collaboration Skills SS 2.4 - 2.7

- Students participated in team building skills and accepted responsibility for their part of the team.
- Students worked together with assigned leadership and group members to demonstrate effective group skills.

Madison

Which Intelligences Are You?

Circle Yes or No for each statement. Be honest!
Choose what best describes you.

1 I enjoy writing stories.	Yes	No
2 I enjoy reading by myself.	Yes	No
3 I enjoy word games.	Yes	No
4 I am good at rhyming words.	Yes	No
5 I enjoy dancing.	Yes	No
6 I enjoy singing.	Yes	No
7 I think I am smart.	Yes	No
8 I enjoy playing alone.	Yes	No
9 I enjoy being by myself.	Yes	No
10 I enjoy number games.	Yes	No
11 I am good at solving puzzles.	Yes	No
12 I enjoy looking for patterns.	Yes	No
13 I enjoy making things with my hands.	Yes	No
14 I enjoy feeling different textures.	Yes	No
15 I prefer moving around while I work.	Yes	No
16 I enjoy taking pictures.	Yes	No
17 I enjoy drawing things.	Yes	No
18 I can see things in my mind.	Yes	No
19 I enjoy taking care of animals.	Yes	No
20 I am interested in the weather.	Yes	No
21 I enjoy planting seeds and growing things.	Yes	No
22 I enjoy talking to others about my ideas.	Yes	No
23 I enjoy sharing with others.	Yes	No
24 I enjoy talking with others.	Yes	No

Circle the numbers where you chose yes as your answer. The boxes in which you have 2 or more chosen are you in!

Word 1, 2, 3	Music 4, 5, 6	Self 7, 8, 9	Math 10, 11, 12
Body 13, 14, 15	Picture 16, 17, 18	Nature 19, 20, 21	People 22, 23, 24

AS 2.1

Madison

Description of Intelligences

Word
 • Good Vocabulary
 • Great Speller
 • Enjoys Writing
 • Learns Foreign Languages Easily

Body
 • Good at Sports
 • Likes to Feel Things
 • Good Fine Motor Skills
 • Likes to Move

Music
 • Enjoys Listening to Music
 • Plays an Instrument
 • Enjoys Singing
 • Has Good Pitch and Rhythm

Picture
 • Daydreams
 • Can Picture Things in Their Mind
 • Likes to Doodle
 • Reads Maps Easily

Self
 • Independent
 • Good Self Esteem
 • Knows Own Strengths and Weaknesses
 • Enjoys Working Alone

Nature
 • Good With Animals
 • Enjoys Nature
 • Good With Plants

Math
 • Enjoys Logic and Math
 • Plays Number Games
 • Likes to Know How Things Work
 • Good at Research

People
 • Care for Others
 • Reads Feelings of Others
 • Empathetic
 • Makes Friends Easily

**Choose the Intelligence boxes that you chose 2 or 3 traits that describe you best on the previous page.

2nd Grade Affective Skills

Affective Skills AS 2.1 - 2.2

- During the Brain Unit, students were able to assess learning styles, interests, personality styles, feelings/emotions, and expression preferences.

BEHAVIOR BASICS: Social Scenarios

Students with social skill deficits tend to have more negative interactions with their peers. They may be teased more often, but also may exhibit antisocial behavior towards others, not being able to fully understand the social implications of behaving this way. Socially challenged children often have difficulty reading social cues and may be inflexible in their desire to have things a certain way. This can make navigating the social landscape very difficult for them at school. Social skill instruction which provides them strategies for responding to others can prove very helpful. Social Scenarios is a versatile tool which allows the teacher to deliver instruction in such strategies.

Contents:
 9 Social Scenario cards
 9 Suggested Response cards w/picture prompts
 9 Suggested Response cards










These cards can be used many different ways. It is suggested that they be printed on heavy cardstock paper before being cut out and laminated. The scenario cards describe challenging social situations in a school setting which may call upon the student to apply conflict resolution and problem solving skills. The cards can be used for individual and small group instruction and are ideal for use in social skills groups. Some suggested uses are:

- Lay all the response cards face up. Place the scenario cards in a stack. Each student chooses a scenario card, reads it aloud and then matches it to a response card. Students discuss the match and decide collectively whether the response is the correct one. One student can serve as the "answer checker", comparing each match with the answer key. Continue until all pairs are matched.
- Lay all cards over and have students play Concentration individually or in small groups, turning two cards over per turn in an attempt to match each scenario with its response.
- Encourage students to discuss the responses and come up with alternative responses. Ask them to identify and discuss the rationale for responding positively to each scenario, and to describe possible consequences which might result from negative responses.
- Ask students to role play each scenario to give them practice in the structured setting implementing the skills.

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AS 2.3

Social Scenarios – Suggested Responses Key w/picture prompts

<p>SOCIAL SCENARIO 1 KEY</p>  <p>In a calm voice, ask the person to stop. If he or she doesn't stop tell the teacher privately using a calm and quiet voice.</p>	<p>SOCIAL SCENARIO 2 KEY</p>  <p>You should probably do nothing and try to ignore this. While a rule is being broken this is not dangerous or hurtful to another. Let the teacher deal with it.</p>	<p>SOCIAL SCENARIO 3 KEY</p>  <p>If it's not your job to make sure people follow directions, this is not bothering anybody else and is not dangerous. You should probably ignore this and let the teacher deal with it.</p>
<p>SOCIAL SCENARIO 4 KEY</p>  <p>Ask him/her to stop using a calm voice. If he/she doesn't stop, don't shout or throw something back. Leave quickly and find an adult. In a calm voice, tell the adult what happened.</p>	<p>SOCIAL SCENARIO 5 KEY</p>  <p>If there will still be enough candy for everyone to get one piece, it is probably a good idea to ignore this and let the teacher deal with it.</p>	<p>SOCIAL SCENARIO 6 KEY</p>  <p>In a calm and quiet voice tell the person that you are trying to listen to the teacher and ask him/her to stop. If he/she doesn't stop, quietly tell the teacher using a calm voice.</p>
<p>SOCIAL SCENARIO 7</p>  <p>You should probably do nothing and try to ignore this. While another person is being annoyed this is not dangerous or hurtful to that person and does not involve you. Let the person being annoyed deal with it.</p>	<p>SOCIAL SCENARIO 8</p>  <p>A fight can be very dangerous. You should find an adult and tell them what you heard.</p>	<p>SOCIAL SCENARIO 9</p>  <p>Tell this person to stop in a calm but firm voice. This person is being a bully. Tell an adult about this behavior right away. Tell the adult exactly what the person said to you and when.</p>

AS 2.3

Social Scenarios:

<p>SOCIAL SCENARIO 1</p>  <p>Someone keeps poking you in the shoulder with a pencil during class. What should you do?</p>	<p>SOCIAL SCENARIO 2</p>  <p>Someone in front of you in class is chewing gum. This is not allowed at school because it can make a mess and can get on your shoes. What do you do?</p>	<p>SOCIAL SCENARIO 3</p>  <p>It is silent reading time in the classroom but the person next to you is drawing. What do you do?</p>
<p>SOCIAL SCENARIO 4</p>  <p>Someone is throwing paper towels at you in the bathroom. What do you do?</p>	<p>SOCIAL SCENARIO 5</p>  <p>Everyone in the class is supposed to take only one piece of candy at the class party. Someone takes two. What do you do?</p>	<p>SOCIAL SCENARIO 6</p>  <p>A classmate keeps whispering to you as the teacher is talking. What do you do?</p>
<p>SOCIAL SCENARIO 7</p>  <p>A classmate keeps annoying another classmate by kicking her desk. What do you do?</p>	<p>SOCIAL SCENARIO 8</p>  <p>You are at lunch and hear people talking about a fight after school. What do you do?</p>	<p>SOCIAL SCENARIO 9</p>  <p>Just about everyday of lunch a person from one of your classes comes up to you, calls you a bad name and tells you he's going to get you. What do you do?</p>

Affective Skills AS 2.3

- Students were given multiple Social Situations. As a group, students developed behavioral strategies/responses that were appropriate to the situations.

MY STRENGTHS

CIRCLE YOUR STRENGTHS

BRAVE Loyal FAIR SUPPORTIVE FUN GENTLE
FORGIVING RELIABLE RESPECTFUL
CREATIVE KIND CURIOUS
FLEXIBLE BUSY helpful
CONFIDENT TRUSTING patient
ARTISTIC FRIENDLY PERSISTENT

What is a Strength?



Strength is...

A quality or feature that makes someone or something effective or useful.

WHAT ARE SOME THINGS THAT YOU CAN DO WELL?

I am good at playing football.
I am good at reading.
I am good at being a friend.

TELL HOW YOUR STRENGTHS HAVE HELPED SOMEONE ELSE.

It helped a new kid when I was his friend.

2nd Grade Affective Skills

Affective Skills AS 2.4

- Students identified their strengths and weaknesses and set goals for their improvement during the school year.

MY GOALS

WHAT ARE SOME THINGS THAT YOU WOULD LIKE TO GET BETTER AT THIS YEAR?

I want to be better at math and playing soccer.

HOW DO YOU PLAN TO ACHIEVE THESE GOALS?

I will ask my teacher for help.
I will practice soccer at home.



GOALS!

AS 2.4

Hopes
Love to go to school

Goals
Know multiplication

Ideas
Maybe have the covid go away

I am Left
brain learner.

I am Right
learner.




My Intelligences
My intelligence is to learn and practice

AS 2.5

Name That Body Language!

Word Bank

- Scared
- Bored
- Enjoyment
- Shy
- Embarrassed
- Surprised
- Anger
- Confused
- Disappointed
- Proud
- Excited
- Confident

		
How does the person feel? <i>Enjoyment</i>	How does the person feel? <i>scared</i>	How does the person feel? <i>confused</i>
How can you tell?	How can you tell?	How can you tell?

Compare how the people in all the pictures feel.

How are they alike?
How are they different?

*The people are all reading or watching
something they
all feel different.*

Draw a picture to go with the others showing someone who is bored.



Affective Skills AS 2.5

- Students analyzed and evaluated Body Language Non-Verbal Cues in pictures and ways to respond appropriately.

Hot Lava!
don't fall in!

Best for groups of any size.

Supplies:
*something for each player to stand on (carpet square, mat, base, spot, paper, etc)

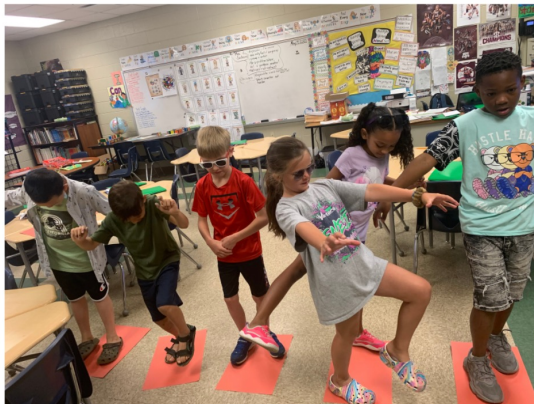
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SS 2.4, 2.5, 2.6, 2.7

Hot Lava Community/Team Building Game

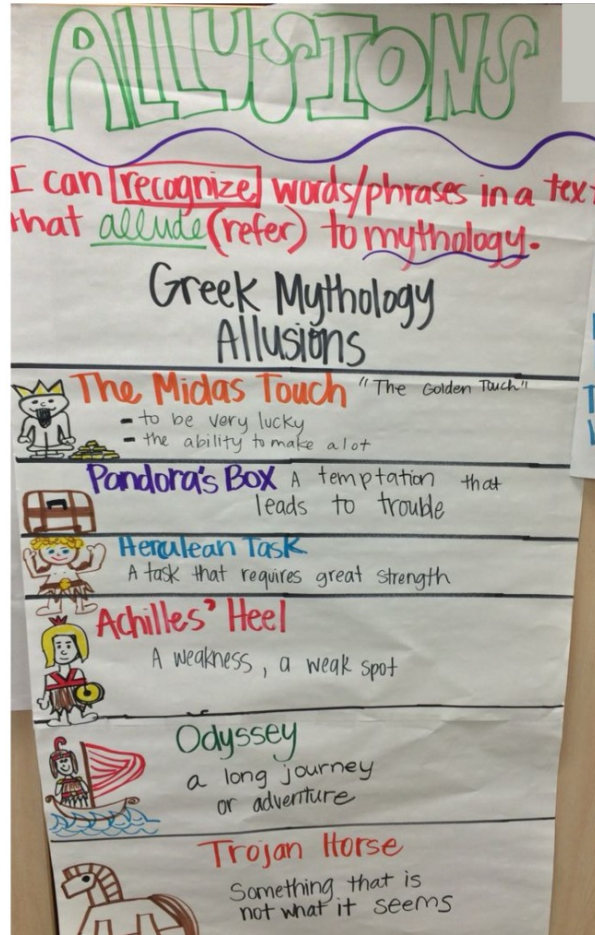


2nd Grade Affective Skills

- Affective Skills AS 2.6
- Students participated in team building skills and accepted responsibility for their part of the team.
- Students worked together with assigned leadership and group members to demonstrate effective group skills.

AS 2.7

Greek Mythology Allusions that we use today.

Affective Skills AS 2.7

- During the Greek Mythology Unit, students recognized contributions of Greek Mythology Language to our today's culture.

CM 2.1

How has Covid 19 affected your life
iMovie trailer? Tell your story and how
you have responded to this challenge.

Speaking CM 2.1

- Students used iMovie and Photobooth to create movie trailers to tell their story of how Covid 19 had affected their lives and how they responded to this challenge.

CM 2.2, 2.3
Special Guest Paratrooper
Unit - Smoke Jumpers



2nd Grade Communication Skills

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- Listening CM 2.2 - 2.3
- Students were able to demonstrate effective listening strategies in a classroom setting with a guest speaker during the Smoke Jumpers unit.
- Students gave appropriate feedback to the guest speaker and asked relevant questions.

CM 2.4

Oral Directions - Using construction paper, crayons, wiggly eyes, pipe cleaners, and glue, design your own version of Medusa's face. Make sure to include a crown, at least 4 snakes in her hair, and a snake tongue for her.



- Listening 2.4
- During the Greek Mythology unit, students were given multiple step oral directions and teacher-selected materials to create their version of Medusa's head.

CM 2.5, 2.6, 2.7

3. misery gorilla 6. rain sneakers

Write four adjectives that describe a bird.

small, scary, demonic, horrible

Use the adjectives in a short paragraph about a bird.

Birds are horrible, scary, demonic flying rats. Birds attack you and poop on your car. They're beautiful and can whistle good, but they're mean and the definition of a demon. They are the devil in a small, pretty body.

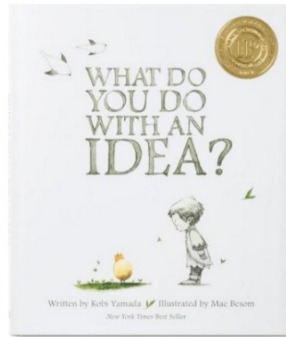
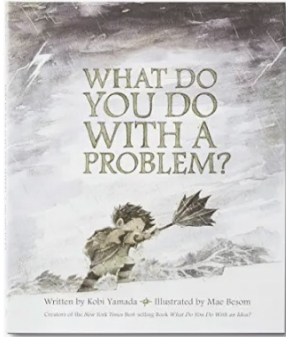
WRITE ON!

On a separate sheet of paper, write five adjectives that describe your appearance, personality, or attitude.

- Writing CM 2.5 - 2.7
- Students were able to analyze various samples of writing types.
- Then using a given period of time and situation, students created an original writing product based on their feelings and past experiences real or imagined.

3rd Grade Outcomes

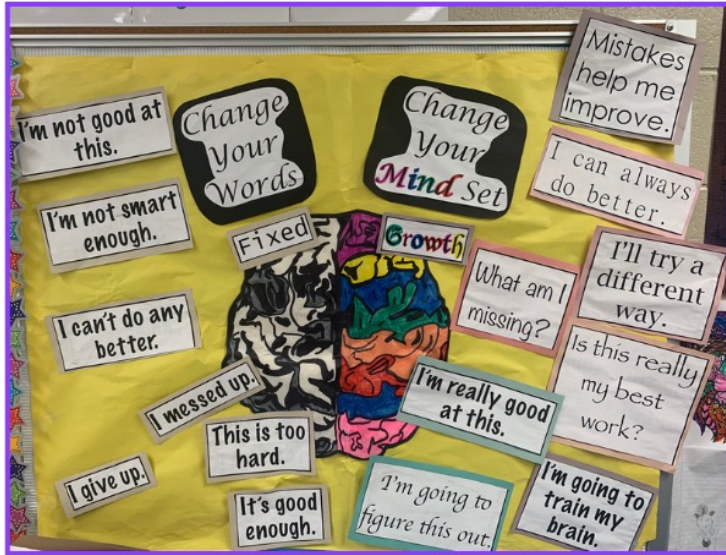
Examples of Artifacts



Metacognition TS 3.1 - 3.4

- Read the books by Koby Yamada, What Do You Do With a Problem? and What Do You Do With An Idea?.
- Teacher/Student Discussion and analysis of the story and characters, role play, Think-Pair-Share about solutions
- Teacher/Student Discussion of new understanding and alternative ways to respond

- **Students analyze how the child in the book feels and responds to the problem and their idea.**
- **Students will analyze and discuss "The Growth Mindset" as it applies to the stories.**
- **Students brainstorm solutions and ways to ask for help with their ideas and problems.**
- **Students will compose "opportunities" to go with their problems.**

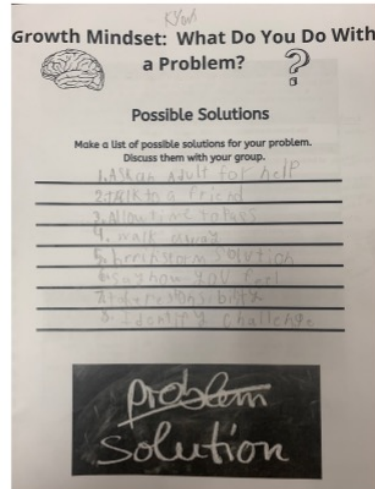
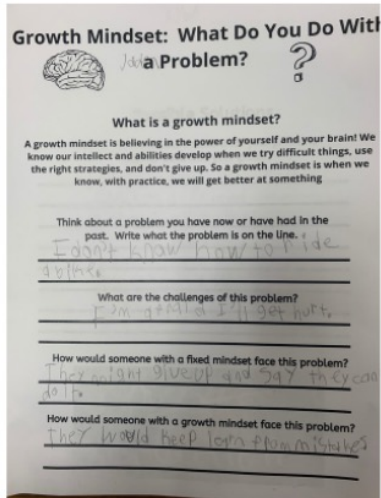


Metacognition TS 3.1 - 3.4

Convergent Thinking TS 3.5

Critical Thinking TS 3.7

- Students will discuss the Growth Mindset as it applies to the books.
- Students will brainstorm "opportunities" or solutions to go with their ideas and problems.



TS 3.6, 3.8 Figural Analogies

3rd Grade Thinking Skills

Convergent Thinking TS 3.6

Critical Thinking TS 3.8

- Figural Analogies – Students apply abstract reasoning and classify information into logical categories.

ANALOGIES WITH SHAPES
DIRECTIONS: Use the information in the diagrams below to fill in the blanks at the bottom of the page.

An ANALOGY is a comparison of similar things.
The four figures below show an analogy. The triangle and the circle have both been changed in the same way. They have both been made larger.

To understand analogies, it helps to write words on the diagram. (Notice that the groups of dots represent words.)

E-1 How are the first two shapes alike? *They are triangles.*

E-2 How are the first two shapes different? *Different size.*

E-3 How are the last two shapes alike? *They are circles.*

E-4 How are the last two shapes different? *Just a different size.*

Missing Shape
DIRECTIONS: A shape is missing from the square. Pick the shape that completes the square.

ANALOGIES WITH SHAPES
DIRECTIONS: Circle the figure that completes the analogy.

EXAMPLE

E-8

E-9

TS 3.9, 3.10

Black Plague Simulation

Cause and Effect of Actions and Events

Discuss if we have Black Plague now.

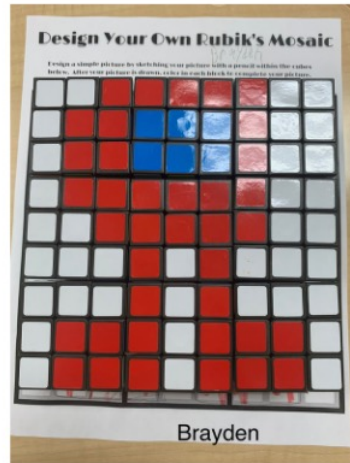
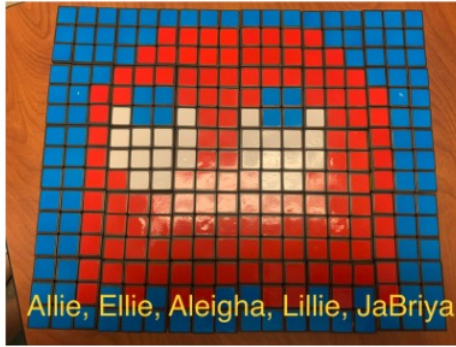
<http://scorescience.humboldt.k12.ca.us/fast/teachers/Plague/Pindex.html>



Critical Thinking TS 3.9 - 3.10

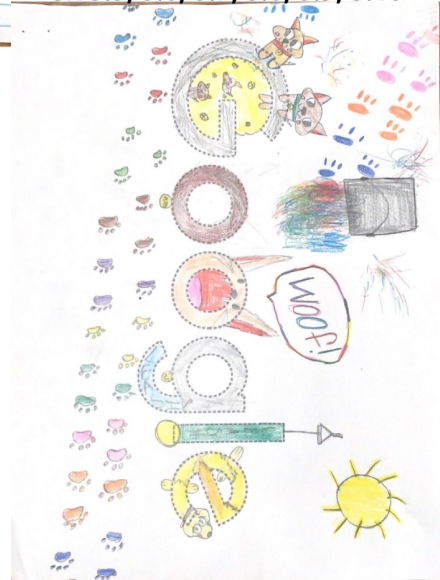
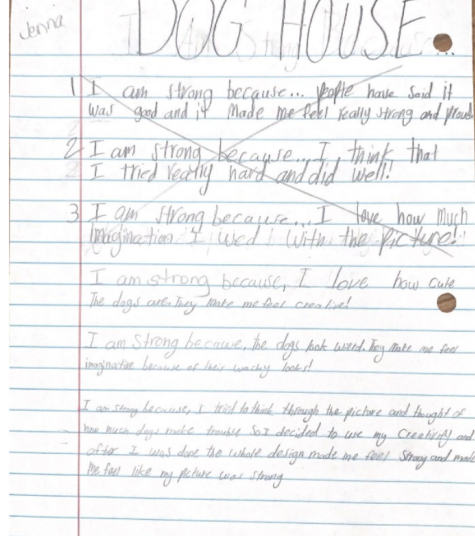
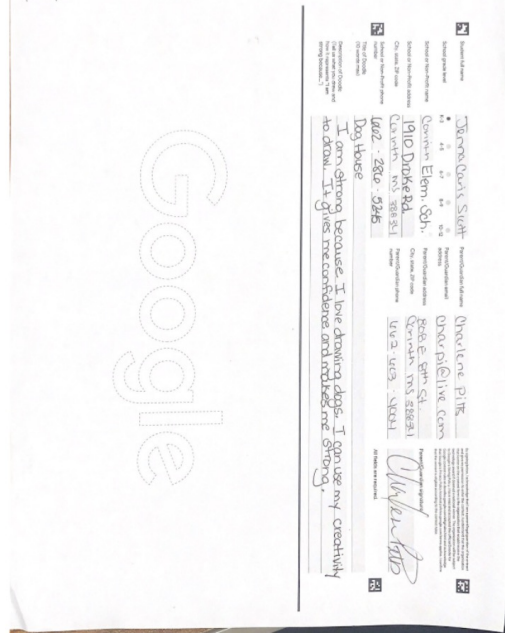
- During the Middle Ages unit, students discussed and analyzed events that would have made the news during that time and the social issues of those events.
- Students analyzed cause and effect of the Middle Ages Black Plague and compare to the "pandemic" we have now.

Rubik's Mosaics Design & Construction



Creative Thinking (Cognitive) CR 3.1 - 3.5

- Students learned to solve at least 1 side of a Rubik's cube.
- Students designed their own mosaic using 9 cubes.
- Students followed chosen mosaic patterns to create mosaics using 90 cubes.



3rd Grade Creativity

- Creative Thinking (Affective) CR 3.5 - 3.10
- Doodle for Google Contest
- Students are given a prompt and they interpret it to apply to themselves or their surroundings, curiosity, or interests.
- Students brainstorm ideas and use SCAMPER to come up with a plan for their art work and prompt extension.

Digital Google Slides Choice Board
Unit - Famous Artists

Creative Expression CR 3.11

- As a part of the Famous Historical Artist unit, students were able to make, explain, and justify connections between artists and artwork/history.



CR 3.12

Famous Artist - Redesign of famous art works.



3rd Grade Creativity

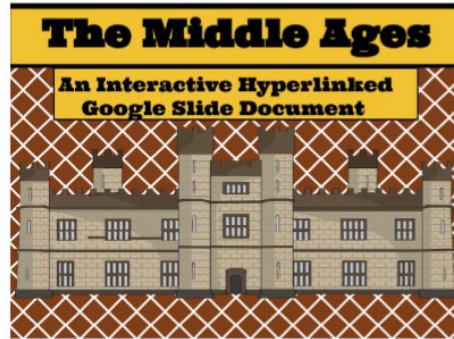
35

Creative Expression CR 3.12

- Students analyzed and utilized the elements of art in historical art pieces to recreate the historical art using their own interests to create their own interpretations of the historical art.

IL 3.1, 3.2, 3.3, 3.5

Digital Google Slides Choice Board
Unit - The Middle Ages



Middle Ages Career Goals

Follow these links to learn about how to become a knight.

1. Medieval Knight
2. From Peasant to Knight
3. The Life of a Knight

Follow these links to learn about being a peasant or a monk in the Middle Ages.

1. The Church in the Middle Ages
2. What did Medieval Monks do all day?
3. A Monk's Life in Medieval Times

Follow these links to learn about being a peasant or a monk in the Middle Ages.

1. Peasant and Knight in the Middle Ages
2. 3 Mini-Games to Medieval Games
3. Crash Course in European History

Follow these links to learn about other jobs in the Middle Ages.

1. Medieval Jobs
2. What Jobs in the Middle Ages?
3. What was Medieval Medicine Like?
4. Doctors in the Middle Ages
5. Priest in the Middle Ages

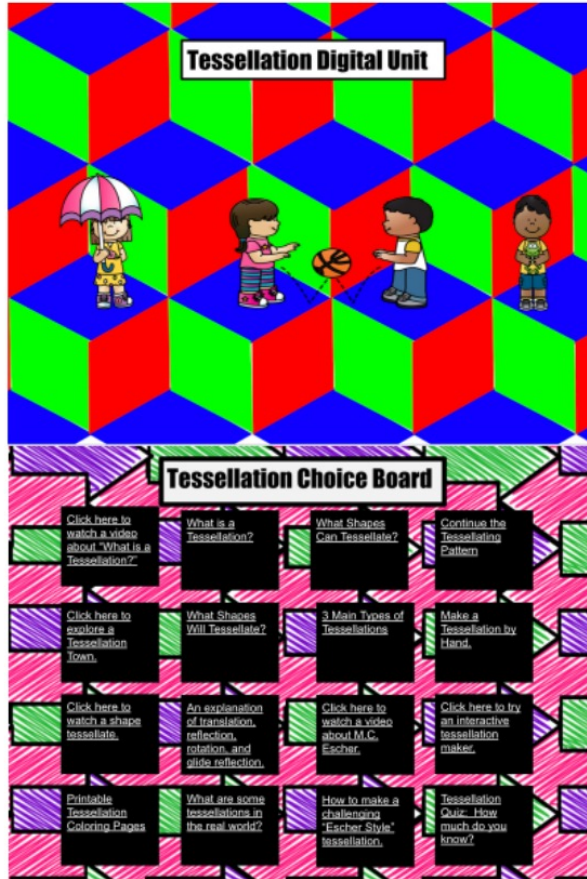
Information Literacy IL 3.1 - 3.3, 3.5

- Students used an Interactive Hyperlinked Google Slide Choice Board to examine the Middle Ages.
- Students analyzed, synthesized, and employed various digital tools and media to access teacher-approved information.
- Students interpreted information, distinguished fact from opinion, and used role play to evaluate their findings.

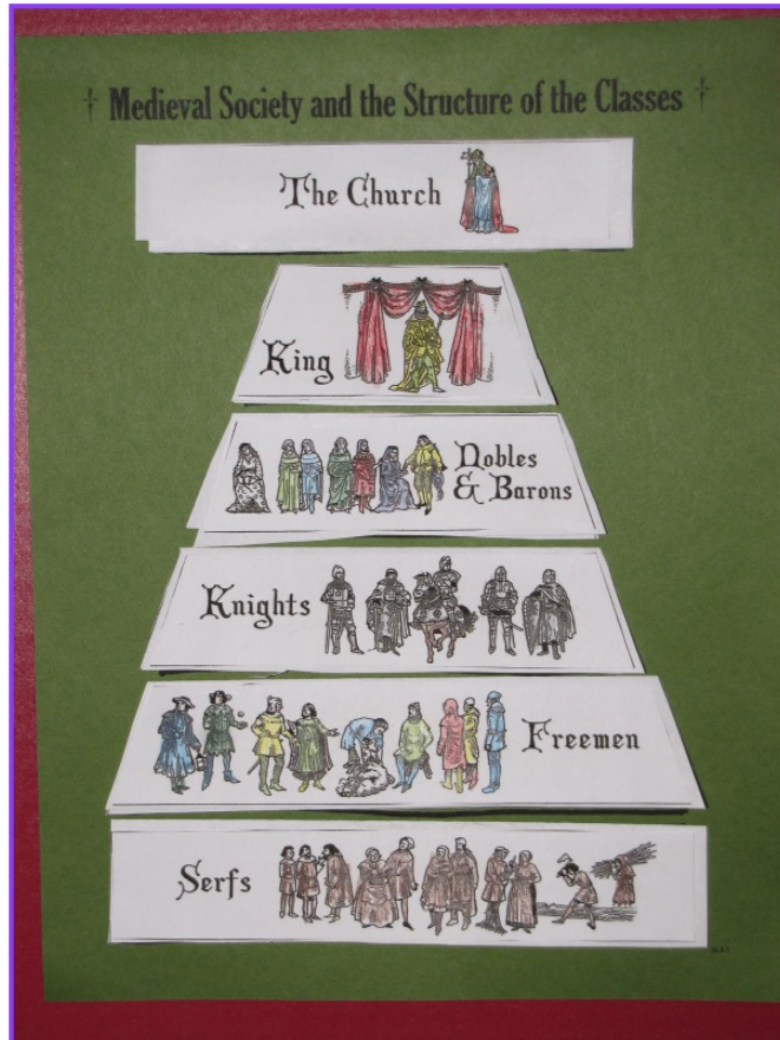
IL 3.3

Digital Google Slides Choice Board

Unit - Tessellations, Students choose the digital method of research they wish to pursue.

Information Literacy IL 3.3

- Students employed various digital tools, media, and strategies to locate and collect appropriate and reliable information from teacher-approved sites in a Tessellation Digital Choice Board.



Informational Literacy IL 3.4

- Students visually organized information using a pyramid in the correct feudal system order during the Middle Ages unit.

SS 3.1

3 Doodler Design



Rubik's Cube Mosaic



Breakout Box



Success Skills SS 3.1

- During the 3Doodler Design Unit, Rubik's Cube Mosaic Unit, and Breakout Box Activities, students demonstrated the ability to organize their materials, set priorities, and self-evaluate their progress for completion of tasks.

Success Skills SS 3.2

- During a teacher-led lesson about conflict management, students were able to role play during scenarios and choose the ways they normally respond to conflict and discuss to determine if this was effective.

SS 3.2 Name: Elijah

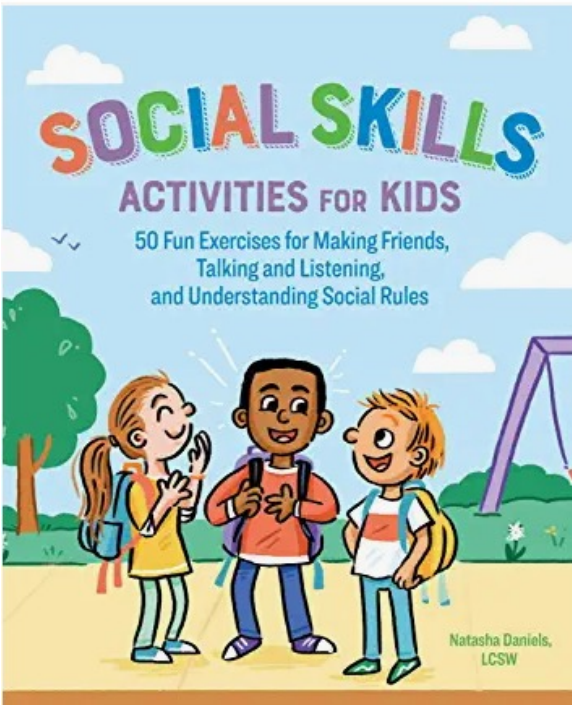
How I Handle Conflict

Put a check in the boxes to show how you would typically handle conflict with friends and family.

My Response: **Usually** **Sometimes** **Never**

Raise my voice or yell	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Ignore	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apologize	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walk away	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Suggest solutions	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Complain	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Forgive	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Threaten	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Look for a win-win	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Call others names	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Understand all points of view	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Get upset	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Ask for and adult to help	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Use humor	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Cry	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Let others have their way	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assign Blame	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work toward agreement	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Make a deal	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Work it out fairly	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Other: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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SS 3.4 My Superpower Score

How you should have a good idea about what all the fuss is around social skills. Just as in math, writing, or art, we all have our talents. Some of us are great at math, and some of us (like me!) have to really practice. Some of us are awesome at drawing, and some of us have to be taught how to draw well. Social skills are the same way. Some people have great social skills, and some of us have to learn how to improve our superpowers. Either way it's okay, because learning these skills is fun and really easy to do.

Figure out how you feel about your own social skills right now, so we can discover where you want to grow. This will also help you see all the superpowers you stand to gain by the end of our time together in this lesson.

DIRECTIONS: Read each social skill superpower and put a check mark where you think you are. Don't worry if you have some areas you need help on - that's what this lesson is for! If you can't think of other social skills not mentioned here, fill them in.

SOCIAL SKILL	NEED HELP	PRETTY GOOD	DOING GREAT
Talking to kids I know	*		✓
Talking to kids I don't know	*	✓	✓
Talking to adults I know		✓	
Talking to adults I don't know	✓		
Starting a conversation		✓	
Entering a group conversation	*	✓	✓
Keeping a conversation going	*		✓
Ending a conversation		✓	
Making new friends		✓	
Playing/hanging out with others		✓	
Keeping friendships going		✓	
Making plans with friends		✓	
Raising my hand at school	*		
Asking for help	*		✓

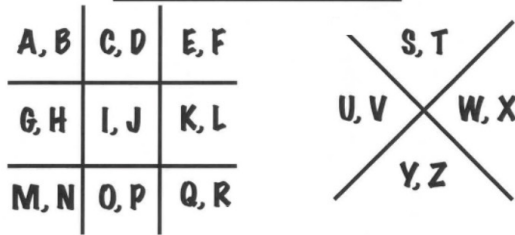
Look at your results. You may have areas you're doing great in, and others you're not comfortable with yet. That's fine! In this lesson, we will have activities that will help you target skills that you may need help improving. Even if you don't need help in a certain area, it's still a good idea to do the activities. A little extra practice is always useful, and you may learn something new. Pay close attention to the activities where you need help.

Life Skills SS 3.4

- Students used self-evaluation to analyze their interpersonal interactions in social situations.

Pigpen Secret Code

lysen

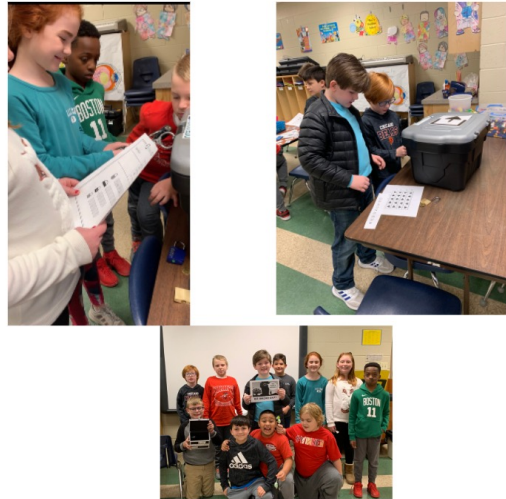


SS 3.5, 3.6, 3.7

Breakout Box

T h e c e n s u s
 i s w h e n w e
 c o u n t
 e v e r y o n e
 We c o u n t them!

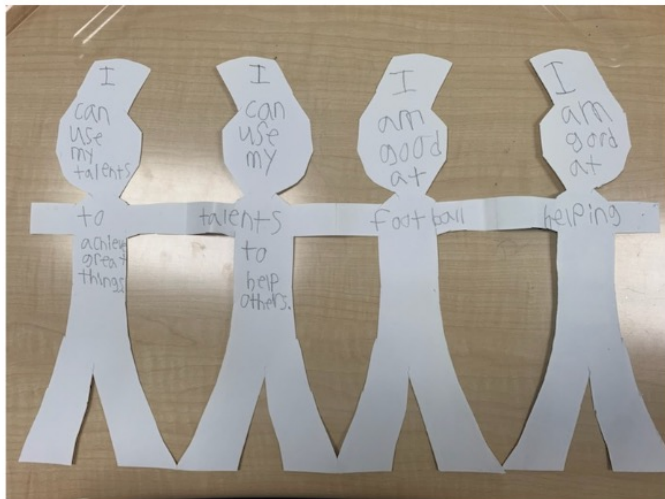
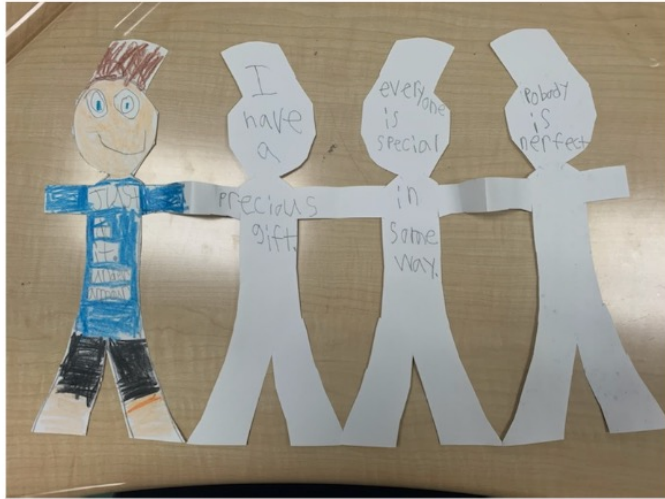
What do we for everyone during the Census?
We c o u n t them!



3rd Grade Success Skills

Life Skills SS 3.5, Collaboration Skills SS 3.6 - 3.7

- While completing Breakout Boxes, students were able to work in various parts of a team collaboratively and successfully meet challenges and effectively work out problems in a variety of situations.

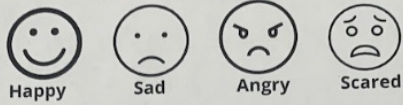


Affective Skills AS 3.1

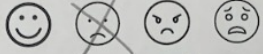
- Students demonstrated their understanding of their own asynchronous development during the Back to School unit while making a fold out "mini me" embracing their own strengths and weaknesses.

Identifying My Feelings & Emotions

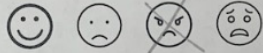
Read each scenario and put an "X" the face that shows how you would feel.



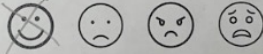
1. An older kid on the bus is call you names.



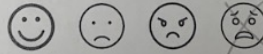
2. Your team lost the game and a player from the other team comes over to laugh at your team.



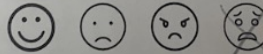
3. You are going to go on vacation this weekend.



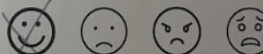
4. It's the beginning of the year and you have a new teacher.



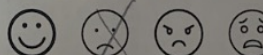
5. There is going to be a big thunderstorm.



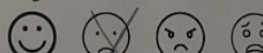
6. A friend is coming over to play at your house.



7. You dropped your ice cream cone in the dirt.



8. You fell and skinned your knee.



3rd Grade Affective Skills

Affective Skills AS 3.2

- Given multiple scenarios, students analyzed their feelings and emotions.

AS 3.3 Name: Ellie

How I Handle Conflict

Put a check in the boxes to show how you would typically handle conflict with friends and family.

My Response:	Usually	Sometimes	Never
Raise my voice or yell	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Ignore	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apologize	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walk away	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Suggest solutions	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
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Work it out fairly	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Other: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Affective Skills AS 3.3

- During a teacher-led lesson about conflict management, students were able to role play during scenarios and choose the ways they normally respond to conflict and discuss to determine if this was effective and positive.

AS 3.4 My Superpower Score

By now you should have a good idea about what all the fuss is around social skills. Just as in math, writing, or art, we all have our talents. Some of us are great at math, and some of us (like me!) have to really practice. Some of us are awesome at drawing, and some of us have to be taught how to draw well. Social skills are the same way. Some people have great social skills, and some of us have to learn how to improve our superpowers. Either way it's okay, because learning these skills is fun and really easy to do. Let's figure out how you feel about your own social skills right now, so we can discover where you want to grow. This will also help you see all the superpowers you stand to gain by the end of our time together in this lesson.

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SOCIAL SKILL	NEED HELP	PRETTY GOOD	DOING GREAT
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Talking to kids I don't know	*	✓	
Talking to adults I know		✓	
Talking to adults I don't know	✓		
Starting a conversation		✓	
Entering a group conversation	*		✓
Keeping a conversation going	*		✓
Ending a conversation		✓	
Making new friends		✓	
Playing/hanging out with others		✓	
Keeping friendships going		✓	
Making plans with friends		✓	
Raising my hand at school	*		✓
Asking for help	*		✓

Look at your results. You may have areas you're doing great in, and others you're not comfortable with yet. That's fine! In this lesson, we will have activities that will help you target skills that you may need help improving. Even if you don't need help in a certain area, it's still a good idea to do the activities. A little extra practice is always useful, and you may learn something new. Pay close attention to the activities...

Affective Skills AS 3.4

- Students used self-evaluation to analyze their interpersonal interactions in social situations and if their response was acceptable and what the consequences would be.

malcolm
Name That Body Language!

Word Bank

Scared	Bored	Enjoyment	Shy
Embarrassed	Surprised	Anger	Confused
Disappointed	Proud	Excited	Confident

How does the person feel? <i>Enjoyment</i>	How does the person feel? <i>scared</i>	How does the person feel? <i>confused</i>
How can you tell?	How can you tell?	How can you tell?

Compare how the people in all the pictures feel.
How are they alike?
How are they different?

The people are all reading or watching something they all feel different.

Draw a picture to go with the others showing someone who is bored.

Affective Skills AS 3.5

- Students analyzed and evaluated Body Language Non-Verbal Cues in pictures and ways to respond appropriately.

AS 3.6

Famous Artist Unit - Frida Kahlo Flowers Bulletin Board

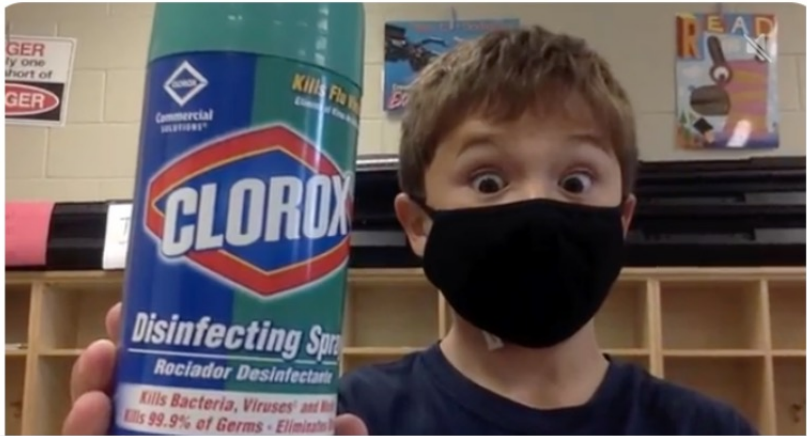


Affective Skills AS 3.6

- During the Famous Historical Artists unit, students were able to focus on an artist of Hispanic heritage during September, Hispanic heritage month. They recreated Frida Kahlo flowers to design their own bulletin board.

CM 3.1

How to Stay Safe and Learn During a Pandemic iMovie Project



3rd Grade Communication Skills

49

Speaking CM 3.1

- Students created a movie trailer using iMovie and Photobooth to communicate with an audience ways to stay safe during a pandemic.

CM 3.2

Rosa Parks Rubiks Cube Mosaic Student Led Group Project



Speaking CS 3.2

- During the Rubik's Cube Mosaic unit, student leaders gave directions and instructions for completion of the mosaic.

CM 3.3 and 3.4

Memphis Natural History and Science Museum
Planetarium Presentation and Discussion Field Trip



Listening CM 3.3 - 3.4

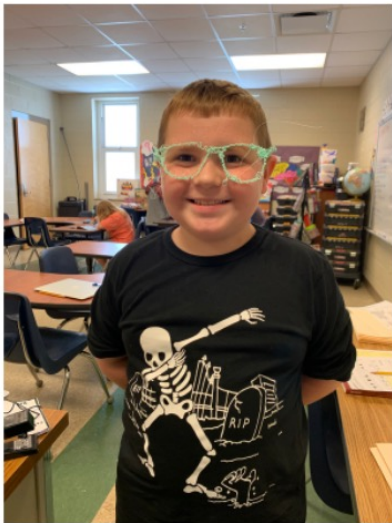
- Students demonstrated effective listening behavior and giving appropriate feedback with relevant information when attending a field trip to the Memphis Natural History and Science Museum Planetarium.

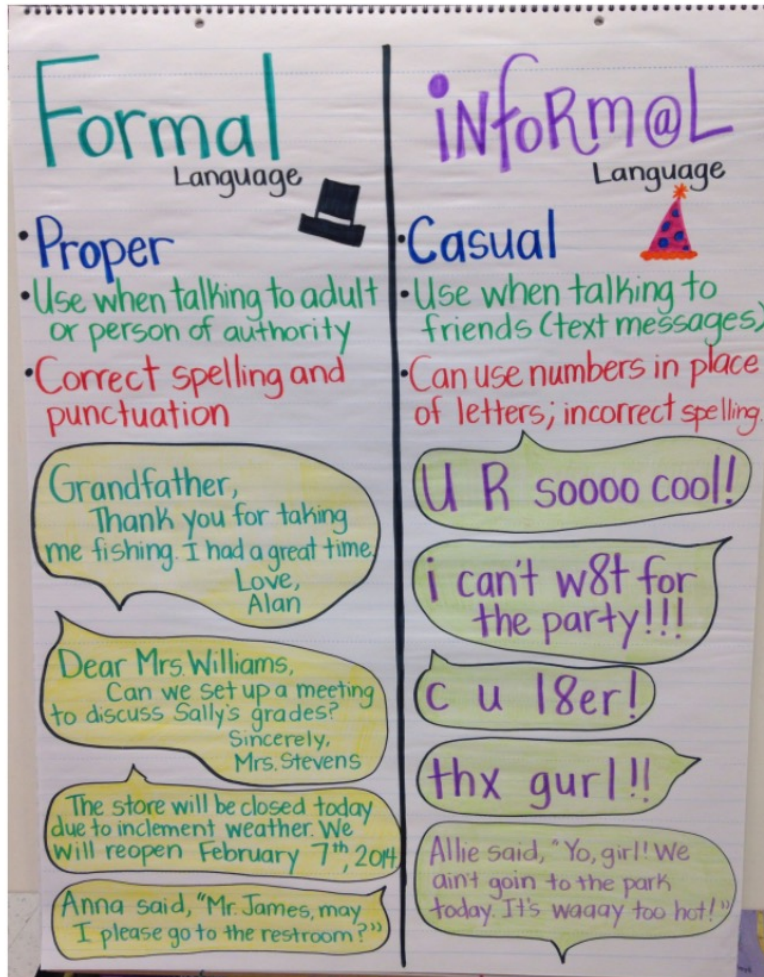
3 Doodler Pen Design



Listening CM 3.5

- Students follow multi-step oral directions during the 3Doodler Pen Design unit.





Writing CM 3.6

- During several writing activities, students analyzed and discussed formal and informal styles of writing examples.

CM 3.7

Amin

The Snowman

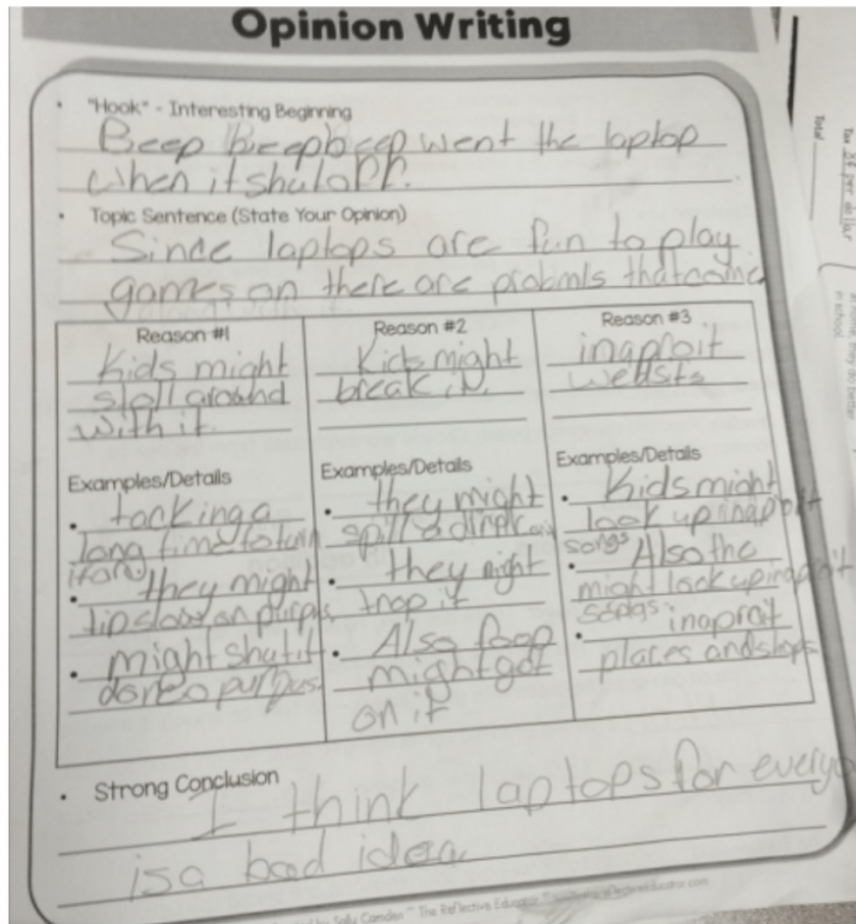
Whenever I try to make a snowman it always gets destroyed. I don't know why? My dad says "make a snowball then pat more snow on it!" I put more snow on it, but it doesn't work. Once he made one in front of me but I didn't understand. I was sooooo confusing for me. And each day in the winter I beg my dad to go out and practice how to make a snowman. And each day I go out to play with the snow I get better. And I tried and I tried until one time I gathered up the snow and just made it round and I had made a snowman! I was sooooo surprised that I had made a snowman! And then I just got a couple of sticks and I put them on and I screamed to my dad and said "I MADE A SNOWMAN!" because he wasn't watching me and he hugged me.

Writing CM 3.7

- During a writing assignment, students utilized informal writing styles to communicate ideas and feelings.

Writing CM 3.8

- Students used written reasoning based on facts to support opinions.



4th Grade Outcomes

Examples of Artifacts

TS 4.1

Spatial Reasoning- mentally manipulating and rotating objects



Squzzle Puzzle or Scramble Squares

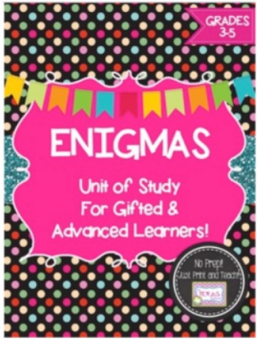


Metacognition TS 4.1

- Students used a variety of spatial reasoning and abstract thinking skills games

TS 4.2 and 4.3

Enigmas

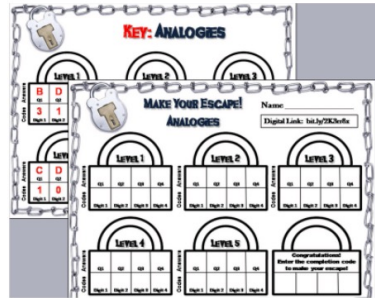
Metacognition TS 4.2 - 4.3

- Using a unit about Enigmas, students were able to compose questions and analyze different scenarios based on their research of each.

- **Students analyze and discuss each situation**
- **Students brainstorm hypothetical questions about each of the enigmas and research to explore possibilities**
- **Students will compose answers to their hypothetical questions and discuss how they arrived with their findings**

TS 4.4 and 4.5

Metaphors and Analogies



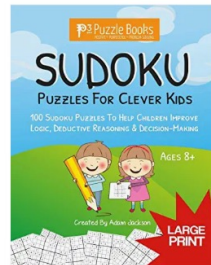
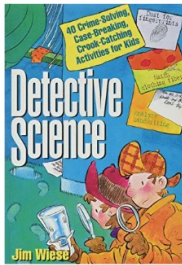
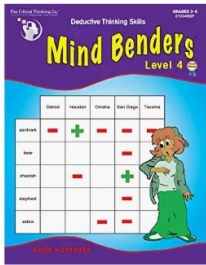
- Demonstrate an understanding of analogical reasoning by identifying, explaining, and giving examples of the forms of analogies
- Utilize analogical reasoning to create analogies using multiple categories

Convergent Thinking TS 4.4 - 4.5

- Students were able to use a Digital Escape Room about Metaphors and Analogies to demonstrate understanding of analogical reasoning by identifying, giving examples of, and creating analogies.

TS 4.6

Deductive Reasoning

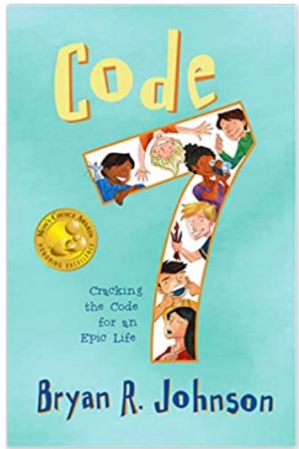


- Utilize analogical reasoning to create analogies using multiple categories

Convergent Thinking TS 4.6

- Using deductive and analogical reasoning, students create and analyze analogies through mind bender puzzles, crime scene analysis, and sudoku.

Intuitive Thinking



An Exercise in Caring

Objective
To connect with the theme of the story by reconstructing an element of the plot.

Materials

- Egg-Care Box
- Cardstock
- Scissors
- Tape
- Cotton balls
- Markers
- Egg
- 2 copies print double-sided of the Egg-Care Sheet
- Identification Sheet
- Pencil
- Paper

Procedure

- Print the Egg-Care Box on cardstock.
- Use scissors and tape to construct the box by following the printed directions.
- Use markers to decorate the box.
- Use cotton balls to create a soft bed in the base of the box.
- Use markers to decorate the egg.
- Place the egg in the box.
- Print the Egg-Care Documentation Sheets (pages 1 to 4 and 5 to 7) in a double-sided sheet.
- Follow Miss Skeen's directions as printed below. Record your observations on the Egg-Care Documentation Sheets. Use the space labeled "Record Observations" to make references.
- Write a summary paragraph describing your egg-care experience. Express your emotional reactions to the project, noting times of irritation, frustration, and delight.

"No hatching!" Miss Skeen confirmed. "Instead, I want you to learn what it is like to care for something as 'sensitive' as this. See—and what actor says to their other using an egg that is fragile and helpless? Treat your egg as if they are your children. Give them names, one from whenever you go, and record your experiences. If for any reason you can't take care of the egg, you may have someone else egg-it. Use sheets to what they want to with their kid."

- Utilize intuitive thinking to deepen understanding and analyze varying perspectives
- Discuss and analyze events and issues for problem identification
- Assess the organization, content, value, effectiveness, and results of actions/decisions.
- Appraise implications and consequences of personal actions and decisions

- Critical Thinking TS 4.7 - 4.10
- Using the Code 7 book by Bryan R. Johnson and the Code 7 Educational Guide provided by candywrapper.com, students were able to explore different perspectives, discuss and analyze issues, and appraise implications and consequences of actions and decisions.

Cognitive Domain

Fibonacci - "Fingerprint of God"



Lesson 1: Introduction to Fibonacci numbers

Have you ever pulled the petals off a daisy? If you look closely at the center of a daisy, you will find that the yellow center is not solid. It is made up of lots of spirals that go out from the center. It's not just daisies! Nature is all about math.

Look at the bottom of a pineapple. It has three same kinds of spirals. They don't go around and around in a circle - they go out like fireworks. Look at the picture below to see what that looks like. How many spirals go in the clockwise direction (green lines)? How many spirals go in a counter-clockwise direction (purple lines)? Are they the same? How do you expect that they would be the same?

To understand the spirals in pinecones, pineapples, daisies and lots of other things in nature, we have to meet a mathematician named Leonardo da Vinci. Most people call him Fibonacci (pronounced fib-onach-ee). About 800 years ago, he wrote a book in which he included a math problem that went like this:

"A certain man put a pair of rabbits in a place surrounded by a wall. How many pairs of rabbits can be produced from that pair in a year if it is supposed that every month each pair begets a new pair from which the second month on becomes productive?"

Isn't it weird that they had word problems 800 years ago? Fibonacci's work on this problem led him to this sequence of numbers:

0, 1, 1, 2, 3, 5, 8, 13, 21, 34, 55, 89, 144 ...

Can you figure out what the next number in the sequence will be?

We call this the Fibonacci sequence, and the numbers are called Fibonacci numbers. To get the next number in the sequence, you add the previous two numbers together. Now go back and look at those pinecone spirals. What do you notice about the number of spirals in each direction, now that you know about Fibonacci numbers?

Lesson 2: Finding Fibonacci

Now that you know what Fibonacci numbers are, you're ready to go on a Fibonacci hunt.

Flowers Look at this flower. It's a daisy. The petals are arranged in a spiral. How many petals do you see? Are you thinking that that's not a Fibonacci number? Look more closely. Do you see that there are really two sets of these petals? The outside petals with the orange edges are not really petals. They're called sepals. So how many actual petals are there?	Seed heads The seed heads of flowers are in Fibonacci sequence, too. Like you see in the picture. Look at the seed head of this sunflower. Do you see how packed in the seeds are? How many do you see? How many of them get smaller? The spiral pattern in the seeds is the Fibonacci sequence. How many seeds do you see in the head?	Food Look at this picture of a purple cauliflower. If you look carefully, you can see the center of it, where the little flowers (florets) begin. Can you see the spiraling?
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How do you think you could use this information in your life? Do you think it would work to try to create a sculpture like this? Why or why not?

Cognitive Domain CR 4.3 - 4.4

- Using the Mensa for Kids website, students utilized the Fibonacci - "Fingerprint of God" unit to apply originality to generate ideas and alternative solutions for given problems.

- Students apply originality to generate original ideas and elaborate alternative solutions and plans for given problems.

CR 4.9 - Affective Domain Creative Thinking

JA Biz Town - Real World Problems



Affective Domain CR 4.9

- Students took part in the JA Biz Town simulated town to learn civic education. They were able to apply the Creative Problem Solving Process to solve given problems.

- Students demonstrate the ability to follow the Creative Problem Solving process to solve a given problem.

CR 4.9 - Affective Domain**Creative Thinking**

**Invention Convention - Inventing to solve
a problem**



- Students demonstrate the ability to follow the Creative Problem Solving process to solve a given problem.

Creative Expression CR 4.9

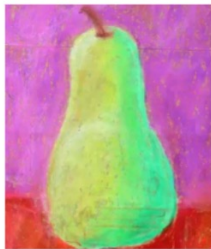
- During the Invention Convention unit, students used the Creative Problem Solving Process to solve given problems in creative and new ways.

CR 4.10 - 4.11 - Creativity

Creative Expression

Smart About Art by Joan Holub

Edible Color Wheel



Art Critique

Talking About Art

Talking to students about their art:

1. Examine the artwork. Both you or the student, take longer than you can get to.
2. Be specific. Avoid general words like "interesting" or "nice." Use descriptive words like "color," "texture," etc.
3. Find a point of entry. What do you like about the work? What do you dislike? Does the presentation (the way it was displayed) contribute to your liking? Do you like the way it was displayed?
4. Celebrate successes. Ask the student to describe the successes of their work. Ask the student to describe the successes of the work. Ask the student to describe the successes of the work.



Students talking to peers about art:

1. Critique is a constructive process. Critique is the process of providing feedback. It is constructive because it helps students understand their strengths and weaknesses.
2. Provide opportunities for peer to peer critique. Feedback is often most effective for the person giving it to feedback. Encourage students to give and receive feedback. Encourage students to give and receive feedback.
3. Try using the "sandwich method." Pair students. Each student gives a positive comment or constructive comment to a partner. Encourage students to be specific in their comments.



Student Art Creation

- Students interpret, analyze and utilize the principles of art and design to create various products based on personal interest.

Creative Expression CR 4.10 - 4.11

- Using the book series Smart About Art by Joan Holub, students were able to create, critique, analyze, and design creations based on their personal interests.

Information Literacy
Christmas Chemistry

Christmas Chromatography

- CONCEPT BEING TAUGHT:**
 - Chromatography is a technique for separating the solutes of a mixture based on their relative amounts. The stationary phase is the substance that we are testing on and the mobile phase is what we use to carry the chemicals through it.
- MATERIALS:**
 - Water-soluble Markers (magic or overhead markers)
 - Filter Paper/Coffee filters
 - Scissors
 - White PIPe cleaners (cut in half or smaller)
- DIRECTIONS:**
 - Cut a festive shape out of the coffee filter (trees, Christmas lights, stars, etc.)
 - Place a dot/a few dots with the marker in the middle shape. (Make sure the dots are spread out around and not too close together)
 - Insert one end of the PIPe cleaner into the center dot. The other end should be placed into a container (make sure the filter paper is NOT TOUCHING the wall)
 - Wait for the water to travel up the PIPe cleaner to edges of the filter. (time will depend on size and if paper)
 - Take out the filter paper and place in an area to dry
- FOLLOW UP QUESTIONS:**
 - Identify each of the following in today's lab: stationary mobile phase, the solute, the solvent.

SNOW GLOBE Lab



- CONCEPT BEING TAUGHT:**
 - Saturated and supersaturated solutions
- MATERIALS:**
 - Benzoic acid ($C_6H_5CO_2$)
 - Miniature figurine to go in snow globe
 - Baby Food Jar
 - Hot Plate
 - Hot Glue Gun
 - Beaker
- DIRECTIONS:**
 - Glue the miniature to the top of the baby food jar. having trouble getting it to stick you may need to use the top
 - Add 1 g of benzoic acid to 50ml of water on the hot until it dissolves (do not boil the water)
 - Allow the solution to cool. "SNOW CRYSTALS" will start to appear
 - Once the mixture is at room temperature stir and P baby food jar
 - Fill the remaining area in jar with tap water. LEAVES AIR AS POSSIBLE
 - Cap the jar tightly. (you may want to seal with cello)
- FOLLOW UP QUESTIONS:**
 - In this reaction we created a supersaturated solution. Chromatography from the lab supports this?

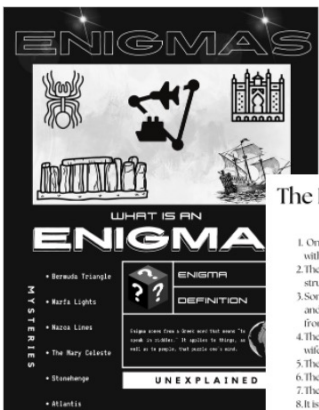
Copper Ornaments

- CONCEPT BEING TAUGHT:**
 - This reaction demonstrates a redox reaction. First we will reduce the zinc coated on stainless steel using an oxidation reaction and then we will replace the zinc with copper (in a redox reaction)
- MATERIALS:**
 - Acetated copper (II) nitrate solution, $Cu(NO_3)_2 \cdot 0.5H_2O$, 25 mL (prepare 50 of $Cu(NO_3)_2$ in 200mL H₂O)
 - Ornament holder
 - Stainless steel, 2 1/2" x 2 1/2" piece (can be purchased at hardware stores)
 - Insulated safe
 - Hydrochloric acid solution, HCl, 1M, 50 mL
 - Scalpel
 - Crater mask
 - Eraser
 - Acrylic sealer (optional)
- SAFETY:**
 - HCl is corrosive to skin and respiratory tract. Avoided HCl vapors is better than it is harmful to skin. Wear an safety goggles.
- DIRECTIONS:**
 - Cover both sides (and edges) of specimen with tape.
 - Draw a (simple) design onto the tape with a pencil. You may draw on one or both sides.
 - Use the scalpel to cut out your design. Remove the masked safe inside the artwork.
 - Place the ornament in the safe and use sand to make sure it is snug fit (optional sandpaper)
 - Once the specimen is dry, remove the specimen and press under tap water
 - Put the specimen in a paper towel and clean the exposed area of your design with an eraser
 - Put a cotton swab into 25mL of the $Cu(NO_3)_2$ and scrub it into the exposed portion
 - Place it into the safe with water and HCl
 - Remove the finished safe from both sides and attach a holder to hold the ornament.
 - (Optional) Coat both sides in acrylic sealer to preserve better.
- FOLLOW UP QUESTIONS:**
 - What was reduced in the oxidation reaction?

- Students conduct experiments and investigations utilizing the Scientific Method.

Information Literacy IL 4.1

- Utilizing a Christmas Chemistry unit, students were able to conduct experiments and investigations using the Scientific Method.



The Enigma of the M.

The Enigma of the Mary Celeste

On the morning of Friday, December 10, 1872, a mysterious ship entered the Bay of Gibraltar between Spain and Morocco. No one thought that there was anything strange about the ship, but it soon became obvious that this vessel was missing something. In fact, this ship was the Mary Celeste, a 200-foot ship weighing almost 300 tons. It was registered in New York, and was partly owned by the Boston-based firm of Briggs. Briggs was captain of the Mary Celeste for a trip from New York to Genoa, Italy. It would be the captain's last trip. The cargo was 200 barrels of alcohol with a value of \$20,000. Captain Briggs was accompanied by his wife, Sarah, his two-year-old daughter, Sophia, his 16-year-old son, and seven crewmen. They would never be seen again. There are many stories surrounding the Mary Celeste. One story has it that steaming caps of tea and half eaten breads were in the galley. Sailors also left about a deck being backward and a ship's cat walking around the empty decks. Some say a blood-stained letter was found aboard. These, however, are likely to be sailors' tales, exaggerated from port to port. What we do know is that the Mary Celeste was followed by another vessel, the Dei Gratia, which left New York eight days earlier. The Dei Gratia's captain, Captain Morehouse had died with Captain Briggs before their voyage, and held a court about the trip. Morehouse had recorded details of a heavy storm in the mid-Atlantic. As the Dei Gratia approached the coast of Europe, Captain Morehouse noticed the Mary Celeste, apparently out of control. After signaling to her with no reply, Captain Morehouse told the court he decided to board her to find the crew. Captain Briggs, the court record stated that "the Galley was in a bad state, the stove was knocked out of its place, and the cooking stoves were strewn around. The whole ship was so thoroughly watertight, the Captain had no time to sleep in and had to be shot." A crew member from the Dei Gratia said that no rescue boat was on the Mary Celeste. Significantly, the ship's papers and navigation tools were missing, and all of the cargo remained on the vessel. It seemed the crew had left in a hurry, but the mystery continues to captivate seamen today - what exactly did happen to the crew of the Mary Celeste?

Known Facts

1. On December 5th, the ship was found with no one on board.
2. The ship was in good condition and their struggle.
3. Some papers and the ship's boat were left from the ship's mate to his wife.
4. There were 10 people on board including wife, and his baby daughter.
5. The ship had left New York on November 6.
6. The ship was sailing to Genoa, Italy with 7. The last entry in the log book was written 8. It is known that there was storm on the a November 25th.

What do you think happened to the Mary Celeste?

What do you think happened to the people on the ship?

Write facts below that you find pertinent to the investigation while doing your research.

- Students assemble information, create and visually organize information using charts, tables, graphs, etc., and justify conclusions and generalizations based upon data gathered through research.

Information Literacy IL 4.2 - 4.4

- Using a unit about Enigmas in history, students were able to assemble information, create and organize information using a variety of tools, and justify conclusions using data and information gathered through research.

Life Skills and Collaboration Skills

JA Biz Town

Junior Achievement JA BizTown® | Kit Description

Secondary school students are not old enough to drive, work, vote, or to be taxed, but they can still learn from opening banks, managing businesses, using checks, using debit cards, and using a computer at JA BizTown, where students connect the dots between what they learn in school and the real world.

JA BizTown® | Program Brief

The JA BizTown program provides education with lessons and resources to effectively engage financial literacy and civic education. The program supports critical thinking skills and student engagement, and successfully combines the classroom with a real-world simulation.

Curriculum updates include:

- Content updates for improved readability
- STEM additions to the Store and Career Foundations unit
- New electronic payment options in the Financial Literacy unit, with a wider variety of transactions and greater emphasis on payments and debit cards
- New digital assets such as a transaction register, interactive video, and a digital Circular Flow Poster

JA BizTown® Program Overview | May 2018

The JA BizTown program provides education with lessons and resources to effectively engage financial literacy and civic education. The program supports critical thinking skills and student engagement, and successfully combines the classroom with a real-world simulation.

Unit	Overview	Students...	Changes from the 2017 version
Unit One: Financial Literacy	Students learn about bank services and products. Citizens begin to understand the basics of deposits, checks, and electronic banking and bank cards.	<ul style="list-style-type: none"> Are introduced to bank services and able to apply for a bank account. Learn to endorse and deposit checks and report deposits in a register. Discover steps to make payments electronically and the difference between a debit and credit card. Play the Spending and Saving Game. 	<ul style="list-style-type: none"> Added "How to Fill in Your Transaction Register" instructional video (an optional digital asset). The video can be used in Unit 1 to help students practice recording register transactions. Revised Lesson 1, Application Game, Money Game (optional), payment register, and debit card. Added Check It Out! activity used throughout the curriculum will now include electronic payment transactions. Added Opportunity for students to earn bank income while comparing for the JA BizTown simulation. Revised Savings as a requirement. Revised Check writing task, been re-organized and a wider variety of transactions, including payments and debit cards, receive more emphasis throughout.

- Students demonstrate the ability to establish budgets and manage money in a variety of situations and as a group leader, effectively work with group members to establish goals and objs. for successful collaboration.

Life Skills and Collaboration Skills

SS 4.3 - 4.4

- During the JA Biz Town Unit, students demonstrated the ability to establish budgets and manage money.
- Students served as group leader in a variety of situations and led members in successful collaboration.

Affective Skills
Code 7 by Bryan R. Johnson

The image shows two pages from the Code 7 book unit. The left page is titled 'CHAPTER 3 HANDLE WITH CARE' and features a 'DISCUSSION QUESTIONS' section. Below it, there is an 'An Exercise in Caring' section with a 'PROJECT' icon. The right page is titled 'Code 7 The Movie' and also features a 'PROJECT' icon. Both pages contain detailed instructions, objectives, materials, and procedures for the activities.

- Identify sources and possible solutions of stress and anxiety
- Develop and model self-discipline
- Show evidence of delayed gratification and impulse control
- Demonstrate respect and empathy for others

Affective Skills AS 4.3 - 4.6

- During the Code 7 book unit, students were able to identify sources and possible solutions of stress and anxiety, show self-discipline, show evidence of delayed gratification and impulse control, and demonstrate respect and empathy for others.

CM 4.1 - 4.3 Communication Skills

Code 7 Movie Trailer



Biz Town Job Interview



Invention Convention
Sales Pitch



- Communicate complete thoughts and information with clarity to an appropriate audience
- Give precise instructions for complex tasks and self-evaluate utilizing preset criteria
- Participate in a variety of formal/ informal speaking activities and self-evaluate utilizing preset criteria

- Speaking CM 4.1 - 4.3
- Through creating the Code 7 Movie Trailer, completing the JA Biz Town job interview, and the Invention Convention Sales Pitch, students communicate complete thoughts and information, give precise instructions, and participate in a variety of speaking activities.

CM 4.4 - 4.6 Listening Skills

JA Biz Town City Hall Meeting & Leadership Meeting



- Demonstrate effective listening behaviors in formal and informal settings
- Identify the purpose, content, organization, and delivery of oral communication and evaluate based upon preset criteria developed by teacher and class
- Listen to oral directions for understanding and organize directions for complex tasks

Listening CM 4.4 - 4.6

- Through the JA Biz Town City Hall Meeting and the JA Biz Town Leadership Meeting, students were able to demonstrate listening behaviors, delivery of oral communication and listen to oral directions.

JA Biz Town
Election Candidates



JA Biz Town
Radio Commercial



Code 7 The Movie

Objective
To plan for and create a digital presentation lesson portraying the development of main ideas or themes in a text.

Materials
 • Code 7 Creating the
 • Completed Code
 • Picture Perfect Design
 • Markers
 • Digital movie-making software such as
 • Story 3, iMovie, iMovie
 • iMovie, iMovie
 • iMovie, iMovie
 • iMovie, iMovie
 • iMovie, iMovie

Procedure
 1. The purpose of the **Picture Perfect Design** is to plan for the graphic component of the Code 7 movie.
 2. Decide upon an introductory graphic that would open the movie in a dynamic way.
 3. Draw it in the first rectangle, labeled **Intro**.
 4. Describe it in the corresponding box labeled **Caption**. Explain how this graphic adds to the story.
 5. Use the completed **Code 7-Cole Reader** template as inspiration to plan for the content of the Code 7 movie.
 6. Plan for the closing of the graphic component of the film by describing graphics in the corresponding box labeled **Outro**.
 7. Explain how each graphic fits into a story.
 8. Use the **Picture Perfect Design** to plan for any text to be used in the movie, as well.
 9. Decide upon a concluding graphic that would end the movie in a dynamic way.
 10. Draw it in the last rectangle, labeled **Outro**.
 11. Describe it in the corresponding box labeled **Outro**.
 12. Explain how the graphic adds to a story.
 13. Plan for the closing of the movie by describing graphics to be used in the film.
 14. Use digital movie-making software to create your film.
 15. Share it with others!

Code 7 Epilogue (Movie)

- Analyze the writing style of scripts (commercials, plays, etc.)
- Create scripts (commercials, plays, etc.) to communicate ideas and feelings
- Utilize dialog to develop characters

Writing CM 4.7 - 4.9

- Through the JA Biz Town Election, the JA Biz Town Radio Commercial and the Code 7 Epilogue (Movie Trailer), students analyzed and created writing styles of scripts, and utilized dialog to develop characters.

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MISSISSIPPI
DEPARTMENT OF
EDUCATION

