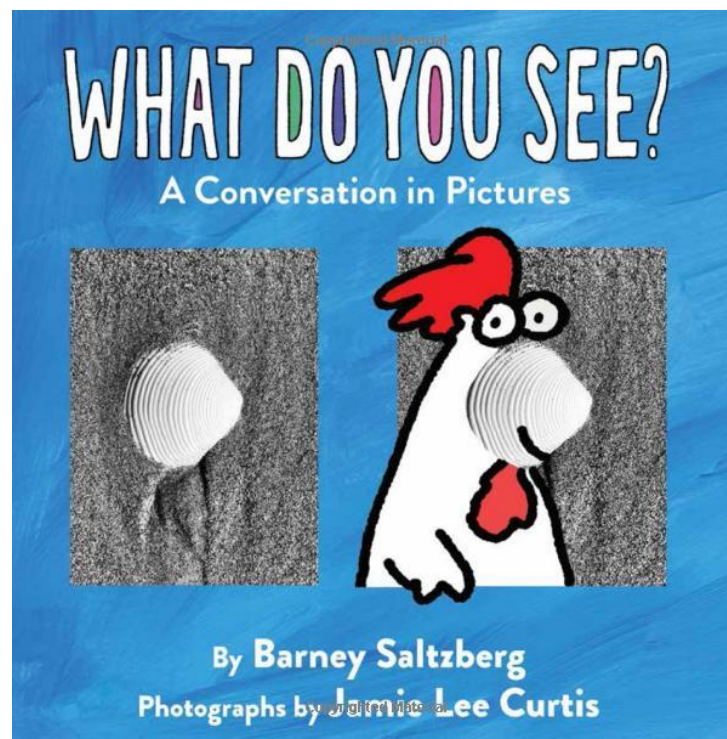


# Week #11:

## What Do You See?



**NISD GT Process Standards**

GT Process Standards provide guidance on what GT students should know, understand, and do as part of GT program services. Each lesson makes a connection to specific standards; however, teachers are encouraged to incorporate every standard where applicable.

- I. Creative Thinking**  
Ability to look at problems or situations from a unique perspective through the use of imagination and/or innovative ideas
- II. Critical Thinking**  
Ability to demonstrate clear, rational, open-minded thinking, informed by evidence
- III. Depth & Complexity**  
Ability to dig deeper into a concept and to understand that concept with greater complexity
- IV. Scholarly Inquiry & Research**  
Ability to interpret information that leads to new understandings and connects to the world beyond the classroom
- V. Effective Communication**  
Ability to convey new learning through the use of written, spoken, and technological media
- VI. Leadership & Responsibility**  
Demonstrates initiative, task commitment, and the elements of compromise and diplomacy



Language of the Discipline

- imagination
- creative
- elaborate
- details
- transform
- perspective
- change
- remodel
- redo
- alter
- reconstruct
- convert

















**Scholarly Habits**

- Scholars utilize varied resources
- Scholars exhibit curiosity
- Scholars demonstrate academic humility
- Scholars save ideas
- Scholars ponder the big idea
- Scholars see from different perspectives
- Scholars are always prepared

- Scholars display perseverance
- Scholars set goals
- Scholars take intellectual risks



### Depth and Complexity & Content Imperatives

 Language of the Discipline	 Details	 Patterns	 Unanswered Questions	 Rules	 Trends	 Ethics	 Big Idea	 Across the Disciplines	 Changes Over Time	 Multiple Perspectives
 Contributions	 Convergence	 Origin	 Paradox	 Parallel						

### Thinking like a Disciplinarian

Thinking like a *scholar* (a person who exercises their intellect and pursues academic and intellectual activities).  
 Thinking like an *artist* (a person that creates art, such as painting, sculpture, music, or writing, using conscious skill and creative imagination).

### Essential Questions

- How can I explore different ways of thinking?
- How can I apply different ways of thinking?
- How can I utilize the elements of Depth and Complexity in my thinking?

## Supported TEKS

### Science

1.2E, 2.2E (The student develops the abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to communicate observations and provide reasons for explanations using student-generated data from simple descriptive investigations.)

### Social Studies

1.13A, 2.13A (The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word and voting.)

1.18B (create and interpret visual and written material)

### RLA

1.1A, 2.1A (listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses)

1.1B, 2.1B (follow, restate, and give oral instructions that involve a short, related sequence of actions)

1.1C, 2.1C (share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language)

1.1D, 2.1D (work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions)

1.4B, 2.3B (Students are expected to ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.)



1.4C, 2.3C (Students are expected to establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down.)

2.3A (Students are expected to use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions.)

2.11 (Students understand, make inferences and draw conclusions about how an author;s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize that some words and phrases have literal and nonliteral meanings.)

### Art

2 (Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while revised August 2020 25 challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A) express ideas and feelings in personal artworks using a variety of lines, shapes, colors, textures, forms, and space; (B) create compositions using the elements of art and principles of design; and (C) identify and practice skills necessary for producing drawings, paintings, prints, constructions, and sculpture, including modeled forms, using a variety of materials.)

<h1>Instructional Plan</h1>	<h1>Date:</h1>
<h2>What Do You See?</h2>	
<p><b>Objectives:</b> Students will ...</p> <ul style="list-style-type: none"> <li>• understand what it means to transform an item or an image.</li> <li>• apply FFOE when working on a “transformation”.</li> <li>• become familiar with the transformation rubric.</li> <li>• create their own transformation.</li> </ul>	
<h3>Learning Experiences</h3>	<h3>Resources/Materials</h3>
<p><b>Skill Stations (Slide 1)</b>          Note: you may consider not working on a “skill station” at the beginning of class to allow time for the “transformation” as the culminating product.</p> <p><b>Class Meeting (Slides 2-3)</b></p> <p><b>Let’s Get Curious (Slide 4)</b>          Tobin Center Floor Transformation</p> <ul style="list-style-type: none"> <li>• What do you notice?</li> <li>• What do you wonder?</li> </ul> <p><b>Scholarly Habit: Pondering Ideas (Slides 5-6)</b></p> <p><b>Read Aloud: <i>What Do You See?</i>(Slides 7-9)</b>          Read aloud “<i>What Do You See? A Conversation in Pictures</i>” by Barney Saltzberg.</p> <ul style="list-style-type: none"> <li>• Discuss story</li> <li>• Discuss the word “transformation”. What does it mean to “transform”? What other words, synonyms do we know that mean to transform? (slide 9)</li> </ul> <p><b>Introduce Transformations (slides 10-13)</b>          Explain the expectations/rules of a “transformation” in GT. Review the transformation rubric (slide 10) and discuss the different transformation examples (slides 11-13). You may want to share some of the transformations your intermediate</p>	<p><a href="#">BP Week 11B: Lesson Slides</a></p> <p><a href="#">“<i>What Do You See? A Conversation in Pictures</i>” by Barney Saltzberg</a></p>   <p><a href="#">CP Transformation Rubric</a></p>

students have done.

**Review FFOE (Slides 14-19)**

Remind students that as we create transformations, we want to use FFOE to create our new idea and to think what new ideas are possible using the Green Thinking Hat.

FFOE (Slides 13-17)/ Posters to refer to (included within lesson slides)

Six Thinking Hats: Green Hat (Creativity)



Magazine Pictures for Transformations

[Transformation activity with the author, B. Saltzberg](#)

**Closure/Culminating Product/Project (Slide 20)**

Students will use what they learned from the read aloud, as well as refer to and review the FFOE Slides and Transformation Rubric, to begin the transformation process. Students will choose a picture from those that you have gathered to transform. You could show the example of the transformation activity with the author as well to give students an idea of what to do and how this works.

“ A \_\_\_\_\_ isn’t a \_\_\_\_\_, when it is a \_\_\_\_\_.” First they will use “**fluency**” to brainstorm ideas by coming up with 4 ideas each time the page is turned. You will model this with them. As they are brainstorming ideas, remind them to be “**flexible**” in their thinking by coming up with unique and “**original**” ideas that are different, ideas that no one else is thinking of. Once they have completed the brainstorming process, they will begin drawing.

Remind students that they will:

- use the entire page
- they will need to add “details” (elaboration)
- have a setting like Alpert in the read aloud
- have a unique perspective (flexibility)
- have an item that runs off the page (resistance to closure)
- have a creative title
- try their best and produce quality, neat work

**Extension (Slide 21)**

- optical illusions: <https://www.optics4kids.org/optical-illusions>