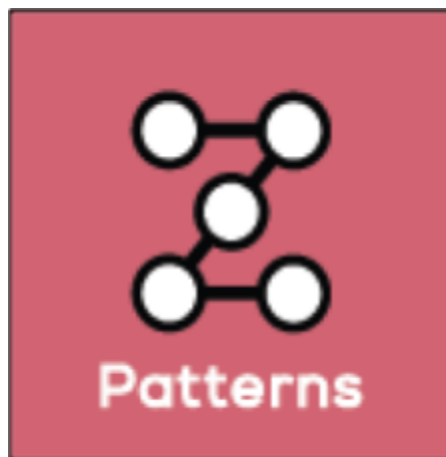


Week 12B:

What Comes Next?



J. Taylor Education

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

patterns

repeat

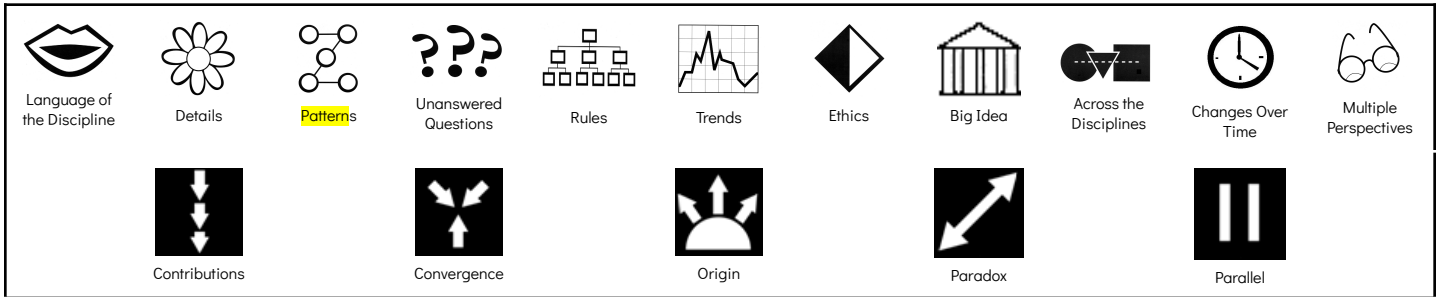
reoccurring

order

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



Thinking like a Disciplinarian

Thinking like a *scholar* (a person who exercises their intellect and pursues academic and intellectual activities).

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

1.2B,C,D,E; 2.2A,C,D,E,F (develop abilities to ask questions and seek answers in investigations; plan and conduct investigations; collect and make observations; record and organize data; communicate observations and justify explanations using student-generated data from investigations)
 1.3B; 2.3B,C (knows that information, critical thinking, scientific problem solving and the contributions of scientists are used in decision making; identify what a scientist is and what a scientist does)

Social Studies

1.16 (The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology.)
 1.16A (gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance)
 1.16(B) sequence and categorize information
 1.17 (The student communicates in oral, visual, and written forms.)
 1.17C (express ideas orally based on knowledge and experiences)
 1.17D (create and interpret visual and written material)
 1.18 (Social Studies Skills. The student uses problem-solving and decision-making skills, working independently and with others.)
 1.18A (use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution)
 2.15 (Social Studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology.)
 2.15A (gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts)
 2.15B (interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting)
 2.16 (Social Studies skills. The student communicates in written, oral, and visual forms.)

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)

Math

1.1B, 2.1B (use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution)
 1.1C, 2.1C (select tools, including real objects, manipulatives, paper and pencil, and technology as

Foundational Thinking Skills B

Grade Level: Primary

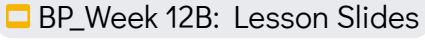

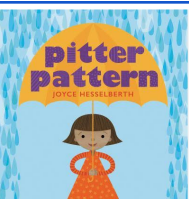

Scholarly Habit: Curiosity

Skill Focus: Patterns

appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems)

1.3 (Number and operations. The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.)

2.2 (Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.)

Instructional Plan	Date:
What Comes Next?	
<p>Objectives: Students will...</p> <ul style="list-style-type: none"> • understand how patterns are used in literature. • be able to identify and apply the Pattern Depth & Complexity icon and thinking. • apply their learning of patterns by creating a “quilt.” 	
Learning Experiences	Resources/Materials
<p>Skill Stations (Slide 1)</p> <p>Class Meeting (Slide 2)</p> <p>Let’s Get Curious (Slide 3) Watch the Patterns in Nature video.</p> <ul style="list-style-type: none"> • What did you notice? • What do you wonder? • How do you think patterns help you? <p>Scholarly Habit: Exhibit Curiosity (Slides 4-5) Students will be exercising their curiosity by identifying and applying the Depth & Complexity icon of patterns. View the <i>Wall-E</i> clip and discuss how he exhibits curiosity.</p> <p>Read Aloud: <i>Pitter Pattern</i> (Slides 6-7) Read aloud <i>Pitter Pattern</i> by Joyce Hesselberth to understand that patterns are all around us!</p> <ul style="list-style-type: none"> • Ask students about some of the “growing patterns” and have them recall which patterns in the book are examples of growing patterns. • Read the description of a “repeating pattern” at the back of the book. Then go through the pictures and identify some of the repeating patterns. • Find the pages that show the week as a pattern of time. What do different days of the week mean to Lu? What kind of routines do you have in your week? <p>Scavenger Hunt (Slide 8) Have students look around your classroom and identify patterns. Then take them around your campus and outside to search for more patterns</p>	<p> BP_Week 12B: Lesson Slides</p> <p>Patterns in Nature</p>  <p>Pitter Pattern by Joyce Hesselberth</p>  <p>Teacher Background Resource: Byrdseed TV: Introducing Depth & Complexity Patterns for Students</p> 

Closure/Culminating Product/Project (Slide 9)

Have students make a quilt like Lu's Grandmother using 8 inch square pieces of felt. For directions, view the [Felt Quilt Video Directions](#) video on slide 9.

Extension (Slide 10)

Students will choose a square to complete from the Patterns Choice Menu found on Slide 10.