

Week 6:

It's in the Details



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

details

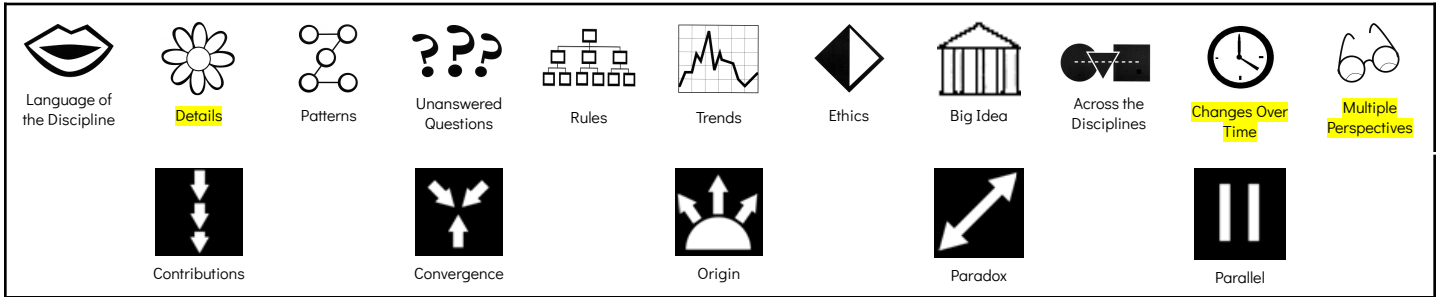
unique

potential

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)

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)

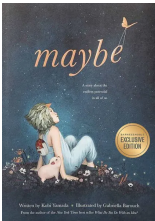

1.1D, 2.1D (work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions)

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.)

<h1>Instructional Plan</h1>	<h1>Date:</h1>
<h2>It's in the Details</h2>	
<p>Objectives: Students will ...</p> <ul style="list-style-type: none">• understand that specific details are important to learning and understanding topics.• be able to identify, explain and apply the “detail” depth and complexity thinking element.• identify important details from the read aloud.• apply the “detail” thinking element and list important details about themselves using a “detail” graphic organizer.	
<h3>Learning Experiences</h3>	<h3>Resources/Materials</h3>
<p>Skill Stations (Slide 1)</p> <p>Class Meeting (Slide 2)</p> <p>Let's Get Curious (Slide 3) Behind the Scenes</p> <ul style="list-style-type: none">• What do you notice?• What do you wonder? <p>Scholarly Habit: Different Perspectives (Slides 4-5) Review the scholarly habit of Different Perspectives. View <i>Presto</i> clip (Slide 5)</p> <ul style="list-style-type: none">• What is an example from the clip where things were seen from different perspectives?• Why is it important to be able to see things from different perspectives? <p>Read Aloud: <i>Maybe</i> (Slides 6-7) Discuss how details are little things that make a big difference in how we see things.</p> <p>Questions to ask before reading:</p> <ul style="list-style-type: none">• What do you think the word “maybe” means?• How does it make you feel when you hear the word “maybe”? (possible response: <i>When I hear the word maybe, I think that something could be possible and it makes me feel hopeful.</i>) <p>Read the book and discuss the details, including the title, author, and message of the book. The book talks about how</p>	<p>BP_Week 6B: Lesson Slides</p> <p>Maybe by Kobi Yamada</p>  

each of us has talents, gifts and ideas that will change the world. Each of those gifts, talents and ideas make anything possible. This will lead into the direct teach/modeling of the depth and complexity details element.

Details of Me (Slides 8-9)

Explain that the icon of the flower is what we use when we are talking about details. These little details help paint a bigger picture. We use the flower when you want them to be more specific or consider important details of a topic, you will draw their attention to the details icon/thinking element. The Details icon on slide 8 is linked to the byrdseed.tv video.

Make a large Detail flower icon and guide students to discuss what details help us understand what is special about the GT classroom. As a class, place GT in the center of the flower and add essential details of the GT classroom on the different petals.

Now, we are going to think about yourself and about the different gifts and talents that make you special, those little things about us that make us unique. We will write the details down on a firefly and place them in a jar.

Students will then create their own paper jar and share details about themselves and write them on fireflies to fill up the jar that represents themselves, or utilize a plastic jar for a 3D option.



CP_Fireflies and Jar

examples:



[plastic Jars on Amazon](#)
[Light for jars](#)

Closure/Culminating Product/Project (Slide 10)

DP_I matter because

Students can complete the banner. There are 2 different versions: one with lines and one without. Once students complete their part of the banner, connect them together to create a class banner.

Students can continually add to their jar throughout the year and would be a great showpiece at the end of the year.