

Week 8:

The Big Idea



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

Big Idea

main idea

summary

















plan

overall

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 is a lifelong learner).

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

Social Studies

1.17A,B,C, 2.18A,B,D (applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology; obtain information about a topic using a variety of valid oral sources such as conversations; obtain information about a topic using a variety of valid visual sources such as pictures; sequence and categorize information)

1.18A,B, 2.19A,B (communicates in oral, visual, and written forms; expresses ideas orally based on knowledge and experiences; creates and interprets visual and written material)

1.19B, 2.20B (uses problem-solving and decision-making skills, working independently and with others; use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision)

RLA

1.13, 2.13 (analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding)

1.18, 2.18 (write literary texts to express ideas and feelings about real people, events, and ideas)

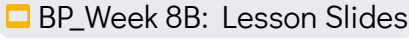
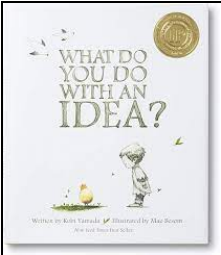
1.27A, 2.28A (use comprehension skills to listen attentively to others in formal and informal settings; continue to apply earlier standards with greater complexity; listen attentively to speakers, ask relevant questions to clarify information)

1.28, 2.29 (speak clearly and to the point, using conventions of language; share information and ideas about the topic under discussion)

1.29, 2.30 (work productively in teams; follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions)

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.

Instructional Plan	Date:
The Big Idea	
<p>Objectives: Students will understand...</p> <ul style="list-style-type: none"> • that the big idea is something to be aware of. • details are what support the big idea. • embracing your ideas and sharing them can benefit both yourself and everyone. 	
Learning Experiences	Resources/Materials
<p>Skill Stations (Slide 1)</p> <p>Class Meeting (Slide 2)</p> <p>Let's Get Curious (Slide 3) Before viewing the curiosity clip, ask students:</p> <ul style="list-style-type: none"> • What are you curious about? • What do you wonder about? <p>Have students watch Ok Go-This Too Shall Pass-Rube Goldberg Machine, then ask students what they noticed and what they wondered when watching the video.</p> <p>Scholarly Habit: Pondering Ideas (Slides 4-5) Have a class discussion about the habit they will be focusing on <i>Ponder the big idea</i>: to think about what you are learning carefully and from multiple perspectives. View <i>Soul</i> clip (Slide 5).</p> <p>What's the Big Idea (Slide 6) The big idea is a statement that sums up the content. It makes us think about the purpose of the topic and is justified with evidence. It's supported by all of the details, theme, moral of the story, conclusion based on events, summarizing or why do you suppose the author wrote this book? It is supported by all of the main details we are learning about. Watch the Byrdseed.tv. on the Big Idea and discuss the topics that were discussed in the video.</p> <p>Read Aloud: What do you do with an Idea? (Slide 7) Teacher notes to share with the class before reading. This story encourages children to not give up on their ideas and how their ideas can change the world. It's a celebration of</p>	<p></p> <p>Byrdseed.tv: Big Idea</p> <p>What do you do with an Idea? by Kobi Yamada</p> 

ideas that come in all shapes and sizes.

It shows us that wild, crazy and out of the box ideas are okay, and we should embrace them. By doing so, we can learn to trust ourselves. Even though it can be intimidating to share our ideas, everyone around us benefits from it and we do too.

Read aloud the story and use the discussion questions:

- Describe a time when you had an idea. How did your idea make you feel?
- What did you notice about the pictures? Why does color show up at the end of the book?
- Why is it scary sometimes to share your new ideas?
- Why do you think the boy felt happier when his idea was around?
- How are you courageous when you come up with a new idea?
- What do you think it means to become friends with your idea? How does that help it grow?
- What do you think will happen to the boy’s world after he shares his ideas?
- What does it mean to change the world?

Hexagonal Thinking Activity (Slide 8)


Place the Big Idea hexagon on the table and read it out loud. “Our ideas can make our world better” is the big idea from the story we just read.

Explain that we are going to use images and words to explain our thinking to support our big idea using hexagonal thinking.

Drop all of the hexagon cards that you cut from (slides 1-2, you can also include blank ones from slide 3) onto the table and have the students start to sort and discuss where the cards can build off the big idea and expand out. What connections can we make from the story using details to support our big idea? Observe and listen to what students are identifying and saying.


Big Idea Activity (Slide 9)

After students have completed the activity, pass out the Big Idea template. Explain that we are going to fill in the template together but thinking about it from another perspective using what we know about what we can do with our ideas. Ask these questions to guide discussion and fill in the columns.

 CP_Hexagonal Thinking Slides

Print and cut out the Hexagons Thinking Activity slides 1-3 beforehand.



 DP_Big Idea Template



- What do you do with an idea?
- What are some ideas that would make our world better?
- What are some ideas that have made our world better?

When you have completed the handout students can put it into their scholar notebook.

Create a Crown (Slide 10):

We are now going to create your own “Big Idea Crown” using a crown template of your choice and supplies. After students have made their crown they will write “What’s Their Big Idea” on a big idea sentence strip and share with the class wearing their crown.

*You will save their Big Idea sentence strips to use in Week 9 lesson: Elaboration. They will place their Big Idea into a plastic egg.


Reflection (Slide 11):

Ask students to reflect on what they learned today and have a group discussion focusing on the Essential Questions.

- How can I explore different ways of thinking?
- How are you courageous when you come up with a new idea?
- What does the big idea mean to you?

[Crown templates and ideas](#)

-Print crown templates you want
 -Beforehand collect scrapbook paper, sequence, colored pencils, markers, felt, pom poms, buttons, jewels, or any other supplies you could use to decorate the crowns.

 EP_Big Idea Sentence Strips

Closure/Culminating Product/Project

Ask students to draw or write down an idea they have and how they think it will change the world. Then, have them practice sharing their ideas with classmates, friends, parents or caretakers. How do they think it will change the world? Encourage students to be open minded and accepting of all ideas. This activity is meant to help students become comfortable coming up with and expressing their ideas.