


Week #9: Bird's Eye View



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.

















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

 <p>Language of the Discipline</p> <p>imagination</p> <p>creative</p> <p>ideas</p> <p>elaborate</p> <p>details</p>

Scholarly Habits

<ul style="list-style-type: none"> ● 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
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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 an *ornithologist* (a person who studies birds to find clues about how to protect the environment).

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.)

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.

Read Aloud: *The Nest that Wren Built* (Slide 8)

Read “The Nest That Wren Built” to students.

After reading the story, ask the following guiding questions:

- What did Wren use to make her nest?
- Are all bird nests the same?
- Why are nests important to birds?
- How do animals rely on each other?
- How do birds rely on plants?

Let’s Make a Nest (Slide 9)

Show the video “What nests are made of ” or “Wren building her nest”. Have students brainstorm a list of items that birds used to make their nests. You can record their responses on the board or chart paper.

Students will select materials that are available to make a nest. When all students have finished, have them share their nest. Students should explain their process in making their nest, where might we see it in nature, and what was their favorite part. Encourage them to elaborate as they explain.

Have students select an egg and place their previously written Big Idea from lesson 8. They can place their egg(s) into their nest. You can have students add ideas, words and thoughts to their egg as the year goes. If you have some large branches to place in the classroom you can display the nests in the branches.

Reflection (Slide 10)

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

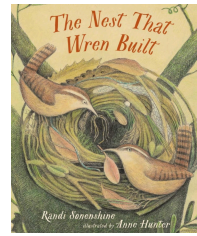
- What kind of bird would live in your nest?
- What does elaboration mean to you?
- Why do birds use different materials to build their nest?

Closure/Culminating Product/Project (Slide 11)

Teacher information: Haiku is an ancient form of poetry that comes from Japan. These three lined poems deal with nature and feelings about the natural world. Each line of haiku is not a complete sentence but is a simple phrase. [DP_Haiku Template](#)

Haiku poems must be written following a syllable pattern. The number of words is not as important as the number of beats per line. Have students create their own Haiku about their bird nest and nature.

The Nest that Wren Built by Randi Sonenshine



[What nests are made of](#) (linked in slides)

[Wren building her nest](#)

Teacher will collect beforehand: twigs, leaves, branches, feathers, cotton, moss, shredded paper and what other items you think you may want to use.

You can also have students go outside and gather materials to add to their selection of materials.

Plastic Eggs (1 per student)