Brief Bibliography:

Theresa Monaco is Professor of Curriculum and Instruction and Director of the Center for Gifted and Talented Education at the University of Houston. Her homepage URL is http://www.uh.edu/~tmonaco. She has authored:

> Monaco, T. (Ed.) 2nd Edition (2002) <u>Biographical Directory of Leaders in Gifted Education</u>. ISBN# 0-89824-434-X
> Monaco, T. (Ed.) (1999) <u>Gifted Program Evaluation: Ensuring Equity and Excellence</u>. ISBN# 0-88092-240-0

Co-authors:

Lynda Kieler, Chad Jones, Danna Parsons, Tom Ly

Abstract:

Each class participant in the course CUIN 7352 entitled Curriculum and Management Systems for Gifted and Talented Students, was asked to respond to this question: What is your "vision" of an ideal curriculum that includes at least one gifted and talented student in your class. (Select a creative way to respond.) You will prepare a differentiated unit of instruction at the end of the semester. Start planning how you will accommodate the gifted learner in your regular classroom. The common definition of a differentiated unit is accommodating to different learning styles. Technology is one strategy to help students access information and master content standards in various areas of the curriculum. However, technology is only as good as the content, applications, and questions posed. Following are the exemplary products submitted by each author.

Differentiated Habitat Unit for Grade Two
Rationale for Use

Grade 2 studies animal groups and habitats. The study is fairly generic for the gifted.

This option would help the gifted to cover the groups of animals and habitats in a new and unique way while having to delve a little deeper into the threats to the habitats, both man made and natural.

They would then make a plan for a zoo and create a brochure for the zoo.

Created by Lynda Kieler

CUIN 7352   **Spring 2008**

Habitat Web Quest

An Independent Study Option

Created for Kieler's Kids

February 2008

Enter and Enjoy!

Introduction

Wharton has received a grant to build a zoo. This zoo will educate the residents of our community about the various land and water habitats.

The conditions of the grant specify that the zoo shall educate people of the food chain in each habitat as well as the changes, both natural and man made that threaten the animals of that habitat.

You have been chosen to accomplish this task! Good luck!

The Task

Define "habitat".

What habitats do other zoos have?

Study zoo maps and create one for Wharton.

Classify animals into the various habitats.

Identify natural and man made problems facing each habitat.

Develop a brochure for each habitat using Publisher.

The brochure should include information on the animals,their food chain, and the problems the habitat has.

Create a map of Wharton's zoo.

What threatens our food chain?

The Process

Read through Science Textbook, Chapters 1 and 2 in Unit B.

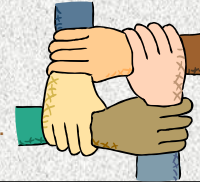Answer questions on the worksheet.

Choose a habitat.

Research with your group, the animals within your habitat, their food chain, and the problems the habitat has.

Develop a brochure which tells all about your habitat. Look at other zoo maps.

Meet with other habitat groups to plan Wharton's Zoo map.

Use the computer to generate the map.

Evaluate your work.

Work in harmony with other habitat groups to create a new plan for a zoo.

5

Directory of Links

- Below are the links and sources I have researched and should help you in your search for information on habitats and other zoos. You may find others using our school search engines. Happy searching!

Wharton ISD Search

User sivells

password tigers

Science Textbook
Unit B-
Welcome to the Coral Reef
Animal Communities
Marine Ecosystems
What is a Habitat?

Unit C- Ecosystems

Desert Life
Useful for information on a desert habitat.

Rainforest
Information on rainforests.

Ocean Habitat 1
Information on oceans

Ocean Habitat 2

San Diego Zoo
Visit the famous zoo and view their map.

Artic Habitat
Read about the Artic.

6

Directory of Links Continued

Denver Zoo, Denver, Colorado

Louisville Zoo, Louisville, Kentucky

Temperate Forests

Rainforests

Lakes and Ponds

Mountain Habitats

Artic Region

Houston Zoo, Houston, Texas

Grasslands

Deserts

Animal Facts

7

- **Worksheet For Habitat Web Quest**

- What is a habitat?
  _____
  _____

- What is an ecosystem?
  _____

- What is a food chain?
- _____

- What are two types on water habitats?
- _____
  _____

- What are seven land habitats?
- _____
  _____
  _____
  _____
  _____

- What are some of the natural problems that have an effect on habitats?
- _____

- What are some of the man made problems that have an effect on habitats?
- _____
  _____
  _____

- What sections do most zoos have?
- _____
  _____
  _____
  _____

- What habitat are you most interested in researching and why?
- _____
  _____

8

Evaluation Rubric

|	All of the time	Some of the time	None of the time
I answered the questions on the worksheet correctly.			
I worked with my group harmoniously.			
I was productive and did my share of the work.			
I went to appropriate websites for information.			
I helped create the brochure.			
I participated in designing the zoo map.			
I enjoyed this project.			

9

Class Participant Two

CUIN 7352
Differentiated Unit
Tom Ly
Spring 2008

1

Carousel

- Theme 5, Selection 3
- Family Time
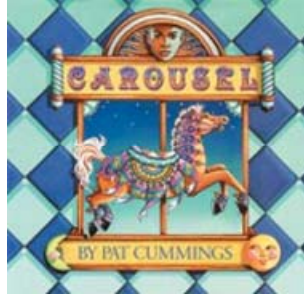
Carousel
By: Pat Cummings

- This reading unit is from the Houghton-Mifflin anthology series for 2nd grade.
- The students will read the picture story Carousel as a whole class.
- The activity in this unit will cover Gardner's Multiple Intelligence.

Linguistic

- Make a t-chart of the vocabulary words in this story, giving the definition:
  - Angry   -- Grumbled
  - Fussed   -- Grumpily
  - Groaned   -- Promised
- Write sentences using all the vocabulary words.

4

Logical-Mathematical

- Create math word problems relating to the story.
- Example: Alex's dad bought the carousel for $49.99. She broke a piece of it. It will cost $9.99 to replace that piece. What is the total cost of the carousel? (About $60.00)
  - 1. Create a math problem relating to money
  - 2. Solve.
  - 3. Give a number model ($50.00 + $10.00 =$60.00)
  - 4. Illustrate the problem

5

Musical
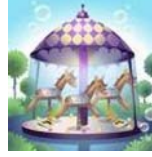
- Write a poem or song using rhyming couplets for the story Carousel.
- The students can use a familiar tune or nursery rhyme and substitute the words to match the story.

6

Spatial

- In the story, you know that Alex broke a piece of the carousel. Pretend you are her friend, and you are going to replace a broken piece for her.
- Using clay, design a carousel animal that can replace the broken piece.
- The clay piece can be put in the oven to heat up. Once dry, the students will color it with paint. Let it dry.

7

Bodily Kinesthetic

- For each of the vocabulary words, give a body movement that matches the definition
  - Ex: for "angry" cross your arms and pout as you give the definition.
- Make a dance routine working with the students who are creating a song (musical)

8

Interpersonal

- Design a carousel animal using paper, crayon, or even clay.
- Write a letter to Mr. Mottola convincing him why your design should be picked.
- Remember, Mr. Mottola is getting over a thousand entries, and he can only pick 36. Tell him why yours is the best.

9

Intrapersonal

- The students will write a journal entry from the main character's point-of-view from beginning, middle, and end of the story.
- Make sure the students cite examples from the story.
  - Ex: Dear diary, Today is my birthday and I am so mad! Daddy promised to be here and he's not! I do not want to go downstairs! I don't care what Momma says!
                                                          Alex

10

References

- http://www.eduplace.com/kids/tnc/gr2/gr2_th5_sel3.html
- Houghton-Mifflin 2nd grade Anthology, Theme 5, Selection 3 Teacher's Edition (2004)

11
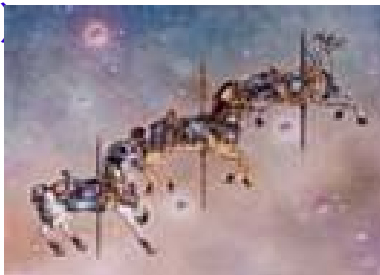
What is it?

Inductive Procurement of Literary Terms

Find the rule.

By Chad Jones

1

Introduction

This unit would serve as a method for teaching literary terms through inductive reasoning. It would be a mixture of classroom discussions, to individual pacing to allow gifted students to move ahead. The concept is truly beneficial for the student, because it allows for them to develop rules of what the literary terms are for themselves, and therefore makes the material more meaningful. It also involves the use of mnemonic devices and application activities.

2

How it works:

1. Students first view a set of examples and non-examples for what the "rule" (i.e. definition) of the term is. The examples and non-examples are very purposefully created to allow for only one conclusive rule to be made.
2. Students check to make sure their "rule" matches the teacher's rule.

How it works:

3. Students then view a mnemonic device page, where the term name is created using images.
4. The reasoning behind why the term is important is then provided.
5. Application and analysis of the term in the current text would then be made.

TEKS

- (11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:
- (A) compare and contrast varying aspects of texts such as themes, conflicts, and allusions;
- (B) analyze relevance of setting and time frame to text's meaning;
- (C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved;
- (D) analyze the melodies of literary language, including its use of evocative words and rhythms;
- (E) connect literature to historical contexts, current events, and his/her own experiences; and
- (F) understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.

Objective

- Learn the definition of literary terms commonly seen on the AP exam
- Apply the knowledge of the terms to show deeper understanding of the text.

Time Frame

- This unit would cover the course of the year as new terms are brought up and discovered in the literature.

Modifications for Gifted Learners

- Acceleration: since the slides are all completed, students can move at a pace that is effective for them
- Pre-Assessment: students would be assessed on what terms they already know and would not be required to complete activities for those terms
- Creation: students would be given the task of creating their own inductive lessons for terms not yet covered in class

Examples

- The following slides show examples of how this concept is used in the classroom.

Number 1

Examples

- People Person
- Katy kicked the kicker
- Monkey master
- Tired Timmy taught the tired teacher
- Peter always loved the purple plum
- Cocky Ken kicked the can

Non-Examples

- Scotch tape dispenser
- Growing the bottom line
- Handy Manny
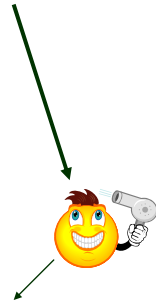- Chasing cars
- Monkey bottoms
- Taking on the tsunami

11

So what is the rule?

- On your sheet of paper, write down what the rule for each example was.

- Rule: The repetition of a sound at the beginning of a grouping of words.

12

So what is the term?

A + little + aeration

13

Alliteration

14

So why is it important?

- Helps create mood/tone:
  - Peter piper picked a peck of pickled peppers.
    - Happy, peppy...
- Draws the reader's attention:
  - Who could have done it? Perhaps the purple penguin or the lost dog.
    - Which one do you notice most? Intention would be the purple penguin.

Number 2

What is it?

Inductive Procurement of Literary Terms

Find the rule.

Examples

- Bite
- He <u>got</u> me!
- The <u>fierce</u> wind <u>blistered</u> my nose.
- I <u>hate</u> you!
- The <u>catacombs</u> <u>wreaked of death</u>.
- <u>Limit</u> the time to five minutes <u>only</u>!

Non-Examples

- Pretty
- I have been <u>persuaded</u>.
- The <u>light</u> wind <u>whispered</u> in my ear.
- I <u>love</u> you!
- The room had an <u>air of roses</u>.
- Please, take your time.

So what is the rule?

- On your sheet of paper, write down what the rule for each example was.

- Rule: The use of words (diction) that are unpleasant to the readers mind or ear.

So what is the term?

Ca + + E

Cacophony

Used to describe diction...cacophonous

So why is it important?
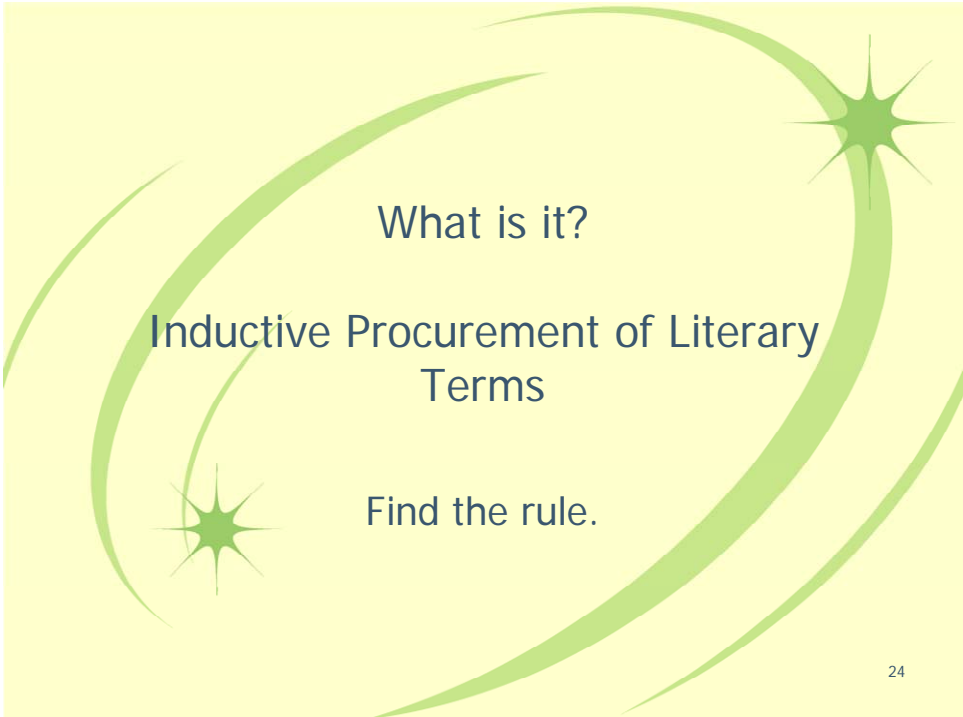
- Used to describe diction:
  - Her screech destroyed his concentration.
    - The cacophonous diction lets the reader feel the speakers disappointment.

- Helps create mood/tone:
  - The imminent storm brewed in the gulf.
    - Frightening, hints of bad things to come.

Number 3

What is it?

Inductive Procurement of Literary Terms

Find the rule.

Examples

- Daisies
- He <u>soothed</u> my fears.
- The <u>light</u> wind <u>whispered</u> in my ear.
- I <u>love</u> you!
- The <u>room</u> had an <u>air of roses</u>.
- The <u>vibrant</u> colors please my eye

Non-Examples

- Mudwump
- I have been <u>accosted</u>.
- The <u>fierce</u> wind <u>blistered</u> my nose.
- I <u>hate</u> you!
- The <u>catacombs</u> <u>wreaked of death</u>.
- The <u>rank</u> odor has <u>destroyed</u> my <u>resolve</u>.

25

So what is the rule?

- On your sheet of paper, write down what the rule for each example was.

- Rule: The use of words (diction) that are pleasant to the readers mind or ear.

26

So what is the term?

U +   + E

Used to describe diction…euphonious

So why is it important?

- Used to describe diction:
  - The bright shining sun promised a second chance.
    - The euphonious diction lets the reader feel the speakers hope.

- Helps create mood/tone:
  - The perky elf skipped along the flower lined path.
    - Joyful, exuberant...innocent.

Number 4

What is it?

Inductive Procurement of Literary Terms

Find the rule.

Examples

- The projector hates me.
- The desk bit me.
- The <u>light</u> wind <u>whispered</u> in my ear.
- I <u>love</u> you!
- The <u>room</u> had an <u>air of roses</u>.
- The <u>vibrant</u> colors please my eye

Non-Examples

- Scotch Tape Dispenser
- I have been <u>accosted</u>.
- The <u>fierce</u> wind <u>blistered</u> my nose.
- I <u>hate</u> you!
- The <u>catacombs wreaked of death</u>.
- The pliers pinched me.

So what is the rule?

- On your sheet of paper, write down what the rule for each example was.

- Rule: The use of words (diction) that are pleasant to the readers mind or ear.

So what is the term?

Purse on Vacation

Personification

So why is it important?

- Used to describe diction:
  - The bright shining sun promised a second chance.
    - The euphonious diction lets the reader feel the speakers hope.

- Helps create mood/tone:
  - The perky elf skipped along the flower lined path.
    - Joyful, exuberant...innocent.

Relationships

A Differentiated Unit Plan

Danna Parsons

CUIN 7352

Spring 2007

1

Concept

- A thematic differentiated unit plan focused upon the study of **relationships**.

- Cross-curricular inquiry.

- Attention to auditory, visual, and haptic learning styles.

- Grade level- dependent on the individual learner.

Generalizations

- Everything is related in some way.
- All relationships are purposeful.
- Relationships change over time.

3

Inquiry Questions

- What are relationships?

- What relationships do I see in the environment around me?

- Why is it important to notice the significance of relationships?

4

Activities

Math

Science

Social Studies /Art

Language Arts

Math

Spatial Relationships

Auditory

- Name of Activity: Origami Oration

- Topic: Spatial Reasoning and Relationships

- Description of Activity:
  Research the art of Origami using the website
  http://www.origami-usa.org/ and other resources. Create an
  audio tape in which you provide verbal instructions for the class
 in how to construct an origami figure of your choice.

7

Visual

- Name of Activity: The Shape of My World

- Topic: Spatial Reasoning and Relationships

- Description of Activity:
  Conclude which geometric shape found within the Tangrams is
  used most often in our world. Draw a façade view of all the
  buildings on one block in your neighborhood, highlighting the
  shapes, and be prepared to prove your point.
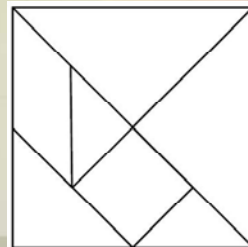
Haptic

- Name of Activity: Toothpick Equations
- Topic: Geometry, Spatial Reasoning
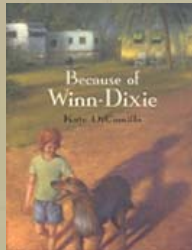- Description of Activities:

1. Use toothpicks to make the pattern.
2. Select a strategy to find how many tooth picks are in the pattern without counting each toothpick?
3. Write an equation to illustrate a strategy to determine the number of tooth picks. You may change your strategy.
4. Exchange an equation with a partner. Prove to yourself the strategy you were given will determine the number of toothpicks.
5. Return the equation to the partner and explain strategies to each other.
6. Form groups of four and repeat steps 5 and 6.
7. Everyone puts their equation on the board.
8. Each person tries to understand how each equation on the board is a strategy to find a solution.
9. Take turns listening and explaining the equations on the board until everyone understands the strategy for each.
10. Organize the equations into categories.
11. Each person, pair, or group of four creates a new problem using what was learned today.
12. Each person or group shares a new problem with the others.
13. Which equation was the most unique? Why?
14. Each person or group shares what equation they think is most unique and why it's most unique with the others.

9

Language Arts
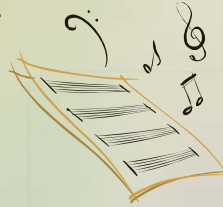## Literary Relationships in
Because of Winn Dixie

10

Auditory

- Name of Activity: Lights, Camera, Music…

- Topic: Relationships in action and mood

- Description of Activity:
  Choose a specific scene from the story and choose or create background music that appropriately relates to the scene. Recite the scene with music to the class.

11

Visual

- Name of Activity: Character Connections

- Topic: Character Relationships

- Description of Activity:
  Diagram the relationships the main character develops throughout the novel. Include all connections between Opal and the supporting characters as well any connections between the supporting characters.

12

Haptic

- <u>Name of Activity:</u> Gloria Dump's Tree

- <u>Topic:</u> Relationship between characters and setting

- <u>Description of Activities:</u>
  In the book, Gloria Dump's bottle tree holds special meaning.
  Create a model of a new "tree" for Gloria.
  Be prepared to explain the special meaning(s)
  the new tree might represent.

Science
Natural Relationships

Auditory

- Name of Activity: Conservation Conversations
- Topic: Human/Nature Relationships
- Description of Activity:

  The student will research the format for developing an effective Public Service Announcement. The student will compose and record a Public Service Announcement advocating ways in which humans can conserve our Earth's natural resources.

15

Visual

- Name of Activity: Dynamic Duos
- Topic: Relationships between living components
- Description of Activity:

  The student will research symbiotic relationships in nature. The student will create a Student Fun Page in which he/she will compose newspaper style want ads from the point of view of one of the partners in a symbiotic relationship. The student will then create a match list which describes the plants or animals which would most likely respond to each ad. The Fun Page will be presented to other students to complete.

  *See Example- Attached PDF Document

16

Haptic

- <u>Name of Activity:</u> Nature's Recyclers
- <u>Topic:</u> Relationship between living and nonliving components
- <u>Description of Activity:</u>
  The student will research the sowbug and their relationship with the world of 'nonliving' components of the environment. The student will design and build a small scale sowbug farm, creating the necessary habitat and optimal living conditions for the organism. The student will perform observations of the farm for one week. Following the investigation the student will report on the findings, including a discussion within the following areas:

- The sowbug's role as a decomposer.
- The conditions under which these organisms thrive.
- The organism's relationship within the ecosystem.

Social Studies / Art
Relationships in Art and Culture

18

Auditory

- Name of Activity: Music Through the Ages…
- Topic: Music and American Culture
- Description of Activity:
  Student will research music as a part of American culture. The student will create a musical montage depicting major cultural movements throughout America's history.

Visual

- Name of Activity: African-American Freedom Quilts
- Topic: Relationship between Art and Cultural Traditions
- Description of Activity:

  This lesson is designed to help students recognize how people of different cultures and time periods have used cloth-based art forms to pass down their traditions and history.
  Activity: The student will research African-American quilts and quilting history and create a digital slideshow (utilizing PowerPoint or Digital Storytelling) to discuss the significance of quilting within the African-American culture.

Haptic

- <u>Name of Activity:</u> The Meaning behind the Mask
- <u>Topic:</u> Relationship between Art and Cultural Ceremonies/Celebrations
- <u>Description of Activity:</u>

  In this lesson, students will explore the cultural significance of masks. After researching some of the contexts in which masks are worn in the United States- e.g, Halloween, Mardi Gras, the circus, parades, plays, or costume parties- students discuss the use of masks in stories. Students then investigate the role masks play in ceremonies and on special occasions in various African cultures. Students will see pictures of African masks online, pointing out the similarities and differences between masks of different regions.

  Activity: The student will create an African mask including cultural symbols among a variety of regions and present mask to class with oral explanation of process of creation and meaning.

21

Resources

- Toothpick Equations- http://www.huntel.net/rsweetland/pedagogy/theories/taxonomies/toothpicsAndBloom.html

- Quilt Unit- http://edsitement.neh.gov/view_lesson_plan.asp?id=241#LESSON2

- The Meaning Behind the Mask- http://edsitement.neh.gov/view_lesson_plan.asp?id=314

- Project Learning Tree Environmental Education Activity Guide- http://www.plt.org

- DiCamillo, Kate. <u>Because of Winn-Dixie</u>. Cambridge: Candlewick Press, 2000.

22

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