Indiana Department of Education
High Ability Language Arts Curriculum Project

Unit K: Connecting to My World
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Dedication: To the high ability students in Indiana

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INTRODUCTION TO THE PROJECT AND ALL UNITS

Since 2007, Indiana Code has required school corporations in the state to identify and serve students with high ability in the general intellectual and specific academic domains, K-12. With the adoption of new Indiana Academic Standards in 2014, all Indiana school districts need language arts curriculum that both meets the learning needs of high ability learners and is also aligned to the Indiana Academic Standards. To respond to the need for high quality curriculum, the Indiana Department of Education funded a high ability language arts curriculum project wherein the IDOE contracted with Dr. Joyce VanTassel-Baska to lead Indiana teachers in writing these units. Using the National Association for Gifted Students’ Standards for Curriculum and Assessment, the team of teachers worked under Dr. VanTassel-Baska to develop one language arts curriculum unit for each grade level, K-8, that aligns with Indiana Standards. The following is a description of the Indiana Academic Standards, 21st Century Skills, and NAGC Standards alignment that guided the project.

Alignment of the Project with Relevant Standards

The Indiana High Ability Project has deliberately aligned its framework and underlying units of study with three important sets of standards. These are: the Indiana Academic Standards, the National Association for Gifted Children (NAGC) Program Standards (curriculum and assessment), and the 21st Century Skills Project. By so doing, the project is designed to address all aspects of state requirements, differentiation for the gifted, and future needs of students in preparing for the world of the professions.

2014 Indiana Academic Standards

Each unit of study has been aligned with the 2014 Indiana Academic Standards. Within each unit, lesson plans specify the particular standards addressed. The goals and outcomes of the project are also aligned with the Indiana Academic Standards in respect to emphasis. One additional goal has been added to the project that focuses on a macro-concept not addressed in the standards.

NAGC Curriculum and Assessment Standards

These standards represent the professional standards for programs in gifted education across P - 12 levels. More information on the standards can be found at www.nagc.org The curriculum and assessment standards were used to design the Indiana High Ability Project in respect to:

Curriculum framework development aligned to content standards - The project has defined differentiated goals and outcomes in language arts for gifted learners.
Scope and sequence development - The project has established a set of interrelated units of study for use across K - 8, with a common format, set of goals and outcomes, concepts, and models.

Use of differentiation strategies — The project uses the central differentiation strategies emphasized in the standards including critical and creative thinking, problem-solving, inquiry, research, and concept development.

Use of acceleration techniques including pre-assessment, formative assessment, and pacing — The project uses all of these acceleration strategies as well as advanced literature and other reading selections to ensure the challenge level for the gifted.

Adaptation or replacement of the core curriculum — The project extends the Indiana Academic Standards by ensuring that gifted learners master them and then go beyond them in key ways. Some standards are mastered earlier (e.g. reading and language skills), while others are practiced at higher levels of skill and concept.

Use of culturally sensitive curriculum approaches leading to cultural competency — The project has employed world and multicultural literature to ensure that students have an appreciation for the contributions of different cultures.

Use of research-based materials - The project has included models and techniques found to be highly effective with gifted learners in enhancing critical thinking, literary analysis, and persuasive writing.

Use of information technologies - The project includes the use of visual media, computer technology and multimedia in executing the learning activities developed.

Use of metacognitive strategies - The project focuses students on the use of reflection, planning, monitoring, and assessing their own learning.

Use of community resources — The project includes opportunities for students to learn from experts or to interview a relevant person central to understanding some aspect of their unit of study.

Career development — The project includes biography and autobiography as deliberate tools for students to model on an eminent person. Problem based learning scenarios provide opportunities for students to put themselves in the roles of experts in various fields.

Talent development in areas of aptitude and interest in cognitive, affective and aesthetic domains — The project provides multiple opportunities for students to explore domain-specific interests and communicate in writing, multimedia, and oral expression.

21st Century Skills

The project included a major emphasis on key 21st Century skills in respect to goals and outcomes of the work as well as key activities and assessments employed throughout the units of study.
Several of these skill sets overlap with the differentiation emphases discussed above in relation to the gifted standards. The skills receiving major emphases include:

**Collaboration** - Students are encouraged to work in pairs or small groups to carry out many learning activities and projects, to discuss readings, and to plan presentations.

**Communication** - Students are encouraged to develop communication skills in written, oral, visual, and technological modes in a balanced format within each unit of study.

**Critical Thinking** - Students are provided with models of critical thinking that are incorporated into classroom activities, questions, and assignments.

**Creative Thinking** - Students are provided with models of creative thinking that develop skills that support innovative thinking and problem-solving.

**Problem-Solving** — Students are engaged in real world problem-solving in each unit of study and learn the processes involved in such work.

**Technology Literacy** — Students use technology in multiple forms and formats to create generative products.

**Information Media Literacy** — Students use multimedia to express ideas and project learning.

**Cross-Cultural Skills** — Students read and discuss works and events representing the perspectives of different cultures. They have opportunities to analyze different perspectives on issues.

**Social Skills** — Students work in small groups and develop the tools of collaboration, communication, and working effectively with others on a common set of tasks.

**Features of the Indiana Units:**

In the interest of equity for all districts, as a model of good vertical articulation in curriculum planning, and in keeping with basing curriculum for high ability students upon the needs of high ability learners, each unit addresses the following:

- Individual student growth in accordance with unit goals as demonstrated through the use of pre and post assessments with similar rubrics
- Pre-assessment of prior knowledge for the purposes of planning for differentiation of instruction
- Conceptual focus and activity based upon the work of Hilda Taba (1966)
- Interdisciplinary connections
- Above grade reading skills through the selections of passages from above grade materials or that are more complex or in-depth than those selected for typical learners at a particular grade
• Critical thinking skills through the use of Paul’s Reasoning Model. See www.criticalthinking.org for more information.
• Creative problem solving skills through the selection of real world problems or issues and the through use of the Creative Problem Solving (CPS) model and Problem Based Learning (PBL). For additional information about these models go to www.creativeeducationfoundation.org for CPS or to the Illinois Math and Science Academy Problem Based Learning Network for PBL at http://pbln.imsa.edu/index.html
• Idea organization through the use of various graphic organizers for literature, writing, and vocabulary. For more information on these, go to the College of William & Mary, Center for Gifted Education website, http://education.wm.edu/centers/cfge/curriculum/teachingmodels/index.php
• Analysis skills related to informational text and multiple media formats
• Research process skills appropriate to the level of students with high ability
• Metacognitive skills through peer and self evaluation and the use of rubrics
• Collaboration and communication skills through the use of a variety of assessments as well as Socratic questioning. For more information about Socratic seminars, go to www.socraticseminars.com

In addition to the goals of creating units that aligned with the Indiana Academic Standards, 21st Century Skills, the NAGC Curriculum and Assessment Standards stated above, the IDOE also sought to create units that would be:

• Research based with initial units piloted by the teacher developer in his/her own classroom, data analyzed, revised, field tested by other Indiana teachers, data analyzed, externally reviewed, revised.
• Able to be used in multiple service models, including using many parts of the units with general education students of at least average ability with differentiated reading selections and expectations. Note: If used as a replacement to the core curriculum for students with high ability (recommended), an English Language Arts program will need additional grammar and vocabulary instruction. In this case, consider the work and materials developed by Michael Clay Thompson, published by Royal Fireworks Publishing Co., Inc., www.rfwp.com Instruction in language mechanics and usage will also be necessary.
• Designed to cover approximately 9 weeks, although this time will vary based upon the length of the daily Language Arts instructional period, and the pace of instruction. Field testers reported the units taking 9 – 12 weeks.
• Highly compatible with the use of the William & Mary English Language Arts units published by Kendall Hunt to provide an additional unit of high quality curriculum for students with high ability. These can be found at www.kendallhunt.com
• Using readings from public domain when possible so that district resource requirements are minimal.
• Available to Indiana educators by download from the Indiana Department of Education.
• Use the Integrated Curriculum Model, developed by Dr. VanTassel-Baska, ensuring that the units would be structurally sound, including alignment of goals and assessments, the use of
pre and post assessments, a conceptual focus, specific goals and objectives, and careful attention to using instructional models. This structure also allows them to be compatible with other quality curriculum models that may be used in documentation of general education curriculum at the school district level, e.g. Understanding by Design, developed by Jay McTighe and Grant Wiggins (2011).

Indiana High Ability Language Arts Project Goal Statements

Goal 1: To analyze and interpret literature

Students will be able to...

- Interpret literal and figurative meaning of written, spoken, and multimedia texts
- Identify similarities and differences in meaning in literary selections or multimedia pieces
- Make inferences and draw conclusions based on information in given passages or multimedia pieces
- Demonstrate understanding of important structural elements and their application to different types of literature including multimedia pieces.
- Create an objective summary of text or media including the central idea.
- Determine theme and its relationship to setting, character, and plot.

Goal 2: To synthesize and evaluate informational text

Students will be able to:

- Evaluate and apply understanding of text or multimedia features for a specified purpose and audience.
- Synthesize info from multiple sources to defend a point of view or explain historical events or scientific ideas.
- Judge reliability and validity of informational text sources including, but not limited to, internet, periodicals, and other print resources.
- Compare and contrast the most important points and key details presented in two sources on the same topic.

Goal 3: To become persuasive, informational, and narrative writers

Students will be able to:

- Write for multiple purposes and audiences using various media.
- Develop a written persuasive essay, letter, editorial, etc., given a topic.
- Generate a variety of informational pieces.
- Create a number of narrative pieces.
- Write a research paper on a given topic.
- Respond to a prompt (e.g. text, art, map, media, etc.) using evidence.
- Complete various pieces using the writing process.
- Assess writing and multimedia communication of self and others.
Goal 4: To develop linguistic competency  
*Students will be able to:*
- Apply knowledge of parts of speech to understand how words function in multiple contexts.
- Develop and use vocabulary at a level in alignment with reading.
- Use correct grammar and syntax in multiple contexts.
- Evaluate effective use of words, sentences, and paragraphs in context.
- Analyze and interpret text containing figurative language and utilize figurative language to convey meaning effectively in written, oral, and technological communication.

Goal 5: To become effective communicators  
*Students will be able to...*
- Discriminate between informative and persuasive messages.
- Evaluate an oral persuasive message according to main idea and arguments cited to support it.
- Evaluate a multimedia message according to main idea and elements of persuasion or reasoning.
- Initiate and participate in a range of collaborative discussions including giving and receiving constructive feedback. Organize oral and multimedia presentations based on predetermined criteria.
- Utilize appropriate technology and multimedia to effectively communicate.
- Evaluate writing, speaking, and multimedia communication of self and others.

Goal 6: To develop and apply critical and creative thinking (problem solving)  
*Students will be able to...*
- Study, compare, contrast, and utilize a variety of thinking, reasoning, and problem solving models (e.g. Paul’s Reasoning, Bloom’s Taxonomy).
- Identify purpose of written, spoken, and multimedia communication of self and others.
- Identify problems, ask significant questions, research to find related facts, generate ideas, consider alternatives, and find solutions.
- Acknowledge and consider more than one perspective.
- Evaluate the validity of a claim or source based on evidence or criteria.
- Support a claim or a thesis statement with relevant data or evidence.
- Collaborate on critical and creative thinking (problem solving) activities or products.

**NOTE:** Consider Habits of Mind: Remain skeptical, active, and open-minded.

Goal 7: To understand the concept of _  
*Units 1 - 3: Concept of Connections*  
*Students will be able to...*
- Judge relationships among objects, places, ideas, and people.
- Formulate original relationships among objects, places, ideas, and people.
- Categorize connections as intellectual, physical, emotional, and/or social.
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- Identify and provide evidence of how and why connections change or stay the same over time.

Units 4 - 6: Concept of Change

*Students will be able to...*

- Recognize that change permeates the universe.
- Classify change in literature according to time.
- Evaluate the positive and negative connotations of the change in a character within the text.
- Evaluate the type of change in the specified event within a given text.
- Evaluate whether a specified change is natural, manmade, or a combination thereof.

Units 7 - 9: Concept of Power

*Students will be able to:*

- Using multiple texts and media, analyze why individuals or groups apply or suppress their own power.
- Based on multiple perspectives, evaluate the use of power as being good or evil.
- Demonstrate how power provides freedom of choice.
- Evaluate the cause and effects of situations where power is sustained, transferred, or uprooted.

**NOTE:** If your school is required to use a research-based core reading program, be aware that these units, while research based, are NOT designed to be a "core reading program." They may be used to supplement a core reading program.

**Grading and Assessment**

Each unit contains a set of pre and post assessments that may be used to determine student growth in some of the major areas of language arts during the implementation of the unit. These assessments are performance-based in orientation, requiring students to engage in an elaborated response to the prompts provided. These assessments provide teacher data on growth of high ability learners in concept development, in nonfiction text analysis, in persuasive writing, and in grammar. Rubrics are provided. NOTE: These were the assessments used in the research phase and may be the same within a band of grade levels. If your district is using the units at multiple grade levels, you will want to review these in advance with the teachers in the adjacent grades to determine if changes need to be made so students are not repeating the assessments.

**Pre-Post Concept Assessment:** This assessment demonstrates student growth in understanding key generalizations about the concept studied throughout the unit. It asks students to cite examples, categorize, and make generalizations about the concept.

**Pre-Post Informational Text Assessment:** This assessment requires students to use higher level critical reading skills to interpret a preselected nonfiction reading, grounded in
subjects beyond the language arts. They are asked to summarize the passage and make inferences.

Pre-Post Persuasive Writing Assessment: This assessment requires students to write a persuasive essay based on a prompt. They must be able to handle data, claim, and warrant elements in their writing. Prompts vary by grade level clusters of K-2, 3-5, and 6-8.

Pre-Post Grammar and Usage Assessments: This assessment requires students to work with the grammatical principles of form (parts of speech), function (use of parts of speech in sentences), and selective combination (use of differing sentence patterns). It also probes their knowledge of usage principles such as subject-verb agreement, punctuation, and capitalization.

Products developed, based on research and problem-solving activities, are also evaluated by teachers, using well-developed rubrics. Key activities are also employed to judge student progress in the unit. Teachers may decide how and if they wish to weight certain goals in the unit over others, what pieces of data they want to include for grading students within the unit, how they wish to grade oral participation, etc. From the data collected across assessments, teachers may also derive a grade for unit work. The teacher can control how the pre-post assessment results or learning activities within the unit contribute to a student’s grade in the unit.

It is recommended that BOTH the unit work samples and the assessments be used in assigning a grade to students for the work in the unit. Between the two approaches, both formative and summative data are available for teachers to make decisions. The use of the forms allow teachers to have communications with students and their parents about their growth during and at the end of the unit. It should also provide data to the teacher about which standards, goals, or lessons should have additional emphasis during the remainder of the year for the class or for individual students or in future years when using the unit with other groups of learners.

**Student Grouping and Differentiation**

Students with high ability should be grouped for instruction with others of similar ability and/or readiness. The greatest gains in student achievement have been found when students are grouped for instruction on a daily basis, when curriculum and instruction are accelerated and differentiated, and when students have opportunity for investigations of their own interest (Rogers, 2007).

As previously mentioned, Indiana requires students identified with high ability in core academic domains to be provided with appropriately differentiated curriculum and instruction. While the particular service model may vary, most schools in Indiana group students for instruction at least part of the time. A cluster grouping model is commonly utilized which puts identified students together in one classroom at the grade level, along with a restricted instructional range of learners making up the remainder of the class. The Indiana High Ability Language Arts Units are designed
for use with a group of students with high ability in language arts, but the units can be used successfully in mixed ability classrooms as long as the range of learners does not include those with below grade level skills. This can be done in two ways. Two groups can operate independent of one another, with the high ability students having this unit. Or, the unit can be used for all students with the reading selections and some of the other elements made more accessible as needed for more typical learners in the class. This will vary according to local circumstances and decision. All units need differentiation to accommodate individual levels of readiness, even with a population of students all of whom have been identified as having high ability in language arts. The units were piloted and field tested with demonstrated student gains in a variety of classroom types and school district demographic characteristics.

Organization of the Indiana Units

Units are organized in a similar format from grade to grade based upon categories outlined in an article in Gifted Child Quarterly (2002) and the NAGC Curriculum Network Rubric.

High Ability Curriculum Project Glossary

**Differentiation** — The deliberate adaptation and modification of the curriculum, instructional processes, and assessments to respond to the needs of gifted learners (Van Tassel-Baska, 2009).

**High Ability Learners** — Students who give evidence of high performance capability in such areas as intellectual/academic, creative, or artistic capacity and who require accelerated or differentiated curriculum programs in order to develop those capabilities fully (Elementary and Secondary Education Act, 1972).

**Metacognition** — The process of understanding one’s own thinking abilities, and understanding what one does and does not know, as well as reflecting on learning plans and strategies, and monitoring interpretations, perceptions, decisions and behaviors (Costa, 2003).

**Critical Thinking** — Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action (Paul, 1987).

**Creative Thinking** — Involves creating something new or original. It involves the skills of flexibility, originality, fluency, elaboration, brainstorming, modification, imagery, associative thinking, attribute listing, metaphorical thinking, forced relationships. The aim of creative thinking is to stimulate curiosity and promote divergence (Bloom, 1956).

**Scaffolding** — The support structures provided by teachers and others in supporting the learner's development and content mastery (Vygotsky, 1987). For purposes of the High Ability Project, scaffolding refers to the deliberate use of graphic organizers for purposes of organizing information on relevant concepts, problems or ideas.

**Problem Based Learning (PBL)** — A form of discovery learning where teachers give students a real world problem that they must work through by reflecting on what they know, what they need to know and then using appropriate resources to find out. Students learn about the subject area as they work toward the problem’s resolution (Stepien & Gallagher, 1997).
**Content Acceleration** — The process of advancing students more rapidly through material to reach a higher level of performance and/or work at a deeper level than their same age peers. Typically subject areas may be advanced by one to two years for gifted learners (Stanley, 1972).

**Performance-Based Assessment** — Forms of assessment that require students to demonstrate skills and understanding by active means, including written elaborated responses, physical manipulation, oral reports and presentations, and products of various types.

**Portfolios** — The process of collecting student work in either paper or digital form in order to see evidence of student growth over time on specific dimensions of learning. Use of portfolios in language arts may include samples of student writing, research papers, analysis of literature, and vocabulary study. Portfolios may also include graded rubrics from performance-based assessments. **Creative Problem-Solving** — The act of working on challenging problems and projects through the use of six steps: mess-finding, data-finding, problem-finding, idea-finding, solution-finding, and acceptance-finding (Isaksen, Treffinger, Dorval & Nollar, 2000).

**References**


INTRODUCTION FOR UNIT K

OVERVIEW

What do Baby Bear, Knuffle Bunny, and Rosie Revere have in common? They have all united in the early elementary unit Connecting to My World to provide for students and teachers an engaging experience that is chock-full of age-appropriate higher-level thinking opportunities.

The opportunity to engage in a stimulating and academically challenging environment that is developmentally appropriate is a must for primary high ability students. Connecting to My World offers all young students an opportunity to unleash their high ability potential as they are introduced to higher-level teaching models including the 4-level questioning strategy, the Reading Analyzer, the Vocabulary Map, the Creative Problem Solving model, the Problem-Based Learning model, the Hamburger Model for persuasive writing, and several open-ended creative thinking activities. Connecting to My World also integrates the overarching concept of Connections, encouraging young children to think about a “big idea.”

Three anchor lessons intended to develop the conceptual understanding of Connections are incorporated in the beginning, middle, and end of the unit. Among other unit activities, students will use their critical and creative thinking skills to transform letters of the alphabet, formulate original “connection equations,” and take on the role of engineer as they design, build, and test a new chair for Baby Bear.

So, join the gang and let them lead you on this high ability adventure perfect for unlocking the high ability potential in young minds!

CONCEPT AND GENERALIZATIONS

The Concept of Connections

Generalizations:

- Connections show relationships among objects, places, ideas, and people.
- Connections can be intellectual, physical, emotional, or social.
- Connections change or stay the same over time.
The concept of connections has many applications in the world of knowledge. Different disciplines inform each other. Many schools deliberately connect two or more disciplines for purposes of teaching and learning. The social sciences and the humanities are often paired, especially history and language. Math and science may be woven together, using mathematics as the core for scientific reasoning and logical thought as the core for both. Other connections across disciplines are also common for educational purposes. Often curriculum is designed to be cross-disciplinary or even interdisciplinary.

**Importance of Connections**

Why are connections important? The cross-disciplinary connections noted above have salience for many reasons. They allow scholars to think outside the box and see new ideas emerge that would not have done so if disciplinary thinking prevailed. Interdisciplinary teams are the norm in many of the new sciences including cognitive science where neurobiologists team up with psychologists and other specialty areas to understand how the mind works.

Metaphors and analogies are a central way of forming knowledge, and are only possible with a deep knowledge of how unlike things are connected in form or function. Neurologically, we know our brains grow and develop in complexity primarily by comparing new information to existing information in different areas. Those neuronal connections are vital to brain growth and development. Moreover, logic itself depends on analyzing relationships between different areas of interest, whether it is seeing the connections between events and causes and effects or how electricity is transmitted.

The ability to understand the nature of relationships and their stability is often the goal of academic endeavors, more so than understanding the specific relationship between two subjects. There is an appeal in creating frameworks and models which often lead to theory generation rather than repeatedly describing analogous relationships.

Some of the connections that may be considered important within each discipline are noted in the paragraphs that follow:

**Math**

While math is widely regarded to be the most self-contained discipline, there are still understandings to be gleaned from the observation of the natural world, and its order and structure. Primarily however, mathematics is used in various ways within other disciplines as the underpinning to prove theories and form the basis for logic and reason. Philosophy, for example, relies heavily on formal logic and re-codified mathematics.
Science

Science comes from *scientia* in Latin meaning 'knowledge', so it seems only natural that any area of study can easily connect to and from science, particularly if you accept Hume’s position that all knowledge is about relation. Linguistics is one of the most elemental of the sciences, embedded as it is in all walks of our daily lives. Even literature depends on science in many ways, as inspiration, both positive and negative. Historically, the social sciences look to the hard sciences as a model for inquiry.

Scientists are always creating connections between different branches of the field. Geneticists for example, work with engineers on the human genome project. The goal of science is to simplify as much as possible, so to find the commonalities in what might seem to be distinct categories of relationships and discover the core relation that binds all like things together, like the biologist E.O. Wilson's thesis for his book *Consilience* which argues we are close to a unified field theory of knowledge. In physics, an example might be that at standard temperature and pressure, the physical universe, as we humans are accustomed to it, contains five distinct forces at play - the strong nuclear force, the weak nuclear force, gravity, magnetism, and the electrical force. The latter two are widely known to be aspects of the same force, giving rise to the term electromagnetism.

When you dramatically change the ambient conditions, particularly temperature and pressure, such as those present pico-seconds after the Big Bang, it becomes apparent that the strong and weak nuclear forces are also aspects of the same force as electromagnetism. The Holy Grail of modern physics is to unite all five forces into a single model, known as the grand unified field theory. This is an example of the type of reductionism in understanding connections and relations that scientists in all fields favor.

Language and Literature

Writing fiction and doing literary analysis can both largely depend on making intra-textual and inter-textual connections, as well as allowing the reader to form his or her own sets of connections with the text. However, in literary criticism, different schools will tell you that there are certain ways to analyze literature that are appropriate which narrow the scope of acceptable connections that the critic is allowed to make. For example, the modernist New Criticism school holds that the only context within which a work exists is internal; that it is inappropriate to analyze a work of literature in relation to anything except itself. On the opposite end of the spectrum, reader response theory would have it that the only important connections in literature are those that the reader makes to the text based upon his own ideas and experiences.

Language too allows us to see connections in respect to how we study it. Morphology is the study of changing relationships in respect to word and phrase meanings. Syntax or grammar is the study of language structures or relationships of form and function peculiar to particular cultures and groups. Usage principles are dependent on the rules related to word and structural relationships. For example, we put an *s* on a verb if the subject is singular to convey the connection of singularity.
in the subject. Or we use ed on a verb to convey the relationship of the past tense of the action. Vocabulary itself is representative of connections made to other languages through roots and stems. For example, 75% of words in English with three syllables or more come from Latin or Greek.

History

The whole point of the study of history is to point out patterns and connections; otherwise, the study of history would just be a rote recitation of names and dates. The classic stereotype of the grade-school student who has learned nothing about history is that she can tell you that the Battle of Hastings took place in 1066, but not tell you who the combatants were, nor why it was an important battle. The relationships of cultures within a time frame form the basis of the study of history.

History is largely viewed as cyclical, progressive or millennialist, related to a singular event that will not end or cannot return. For example, Adler cites Vergil's proclamations of Rome's greatness in future ages, as well as Augustine's work detailing the fall of man as a finite unchangeable event that can't happen again and that cannot be overcome. With each of these three views of history, come various ways of thinking about connections. The cyclical historian ties together events of different ages, looking for repeating patterns, or making predictions based upon previously seen patterns. The progressive historian likewise looks for patterns but ones that build upon past events, looking forward to new future possibilities based upon past discoveries. The third view of history, rooted in millennialism, looks at history as possibly culminating in a singular terminal event. Everything is ultimately related to reaching the millennial state or event in this view of history.

Conclusion

The interconnectedness of the world of knowledge is illustrated in cross-disciplinary efforts to make sense of the whole. At the same time, each discipline also uses the concept of connections as a major mode of analysis and inquiry into its essence. Thus the concept of connections is a central idea in understanding our world and gaining ground in changing it for the better.

Concept Paper on Connections by Andrew Howard, 2012
## UNIT OVERVIEW BY LESSON

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<th>Lesson Title and Brief Description</th>
<th>Readings/ Resources Used</th>
<th>Unit Goals</th>
<th>Indiana Academic Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Pre-Assessments:</strong>&lt;br&gt;Students complete the unit concept and writing pre-assessments to establish baseline knowledge.</td>
<td>The concept pre-assessment&lt;br&gt;The writing pre-assessment</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td><strong>What's a Connection?</strong>&lt;br&gt;Students are introduced to the concept of <em>Connections</em> and learn the Connections Song.</td>
<td>Puzzle with an incorrect piece activity&lt;br&gt;Chart paper/Marker&lt;br&gt;Parent letter&lt;br&gt;Lesson handouts</td>
<td>5, 7</td>
<td>K.SL.1, K.SL.2.1, K.SL.2.3, K.SL.2.5, K.SL.3.1</td>
</tr>
<tr>
<td>3</td>
<td><strong>Knuffle Connections</strong>&lt;br&gt;Students are introduced to a higher-level questioning strategy and the use of a Vocabulary Map.</td>
<td>Chart from Lesson 2&lt;br&gt;<em>Knuffle Bunny: A Cautionary Tale</em> by Mo Willems&lt;br&gt;Lesson handouts</td>
<td>1, 4, 5, 7</td>
<td>K.RL.1, K.RL.2.1, K.RL.3.1, K.RL.3.2, K.RV.3.1, K.SL.1, K.SL.2.1, K.SL.2.3, K.SL.3.1</td>
</tr>
<tr>
<td>4</td>
<td><strong>Super-Special: Let Me Tell You Why</strong>&lt;br&gt;Students connect to the character Trixie from <em>Knuffle Bunny</em> by choosing a similarly favorite toy or stuffed animal, and they write/draw/speak to</td>
<td>Prepare the “Hamburger” ingredients for assembly in advance (construction paper squares)&lt;br&gt;Scissors</td>
<td>3, 5, 7</td>
<td>K.RF.5, K.W.1, K.W.3.1, K.SL.4.1, K.SL.4.3</td>
</tr>
<tr>
<td></td>
<td>Task Description</td>
<td>Materials</td>
<td>Standards</td>
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<tr>
<td>5</td>
<td><strong>Working with Wemberly</strong>&lt;br&gt;Students interpret and analyze the fictional book <em>Wemberly Worried</em> through the use of the 4-level questioning strategy and the newly introduced Reading Analyzer.</td>
<td>Glue sticks&lt;br&gt;Lesson handouts&lt;br&gt;<em>Wemberly Worried</em> by Kevin Henkes&lt;br&gt;Lesson handouts</td>
<td>K.RL.1, K.RL.2.1, K.RL.3.1, K.RL.3.2, K.SL.1, K.SL.2.1, K.SL.2.3, K.SL.3.1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td><strong>CPS: What’s the Worry?</strong>&lt;br&gt;Students participate in a Creative Problem Solving activity to address the problem of worrying.</td>
<td>Chart paper&lt;br&gt;Post-It notes&lt;br&gt;Lesson handouts</td>
<td>K.SL.1, K.SL.2.1, K.SL.2.3, K.SL.2.5</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td><strong>Clicking Connections</strong>&lt;br&gt;Using the mentor text <em>Alphabet City</em>, students investigate the idea of perspective and they create their own “hidden letter” pages for a class alphabet book.</td>
<td>Before the lesson, hang Post-It notes, each with a different letter of the alphabet, somewhere in the classroom where students can access them easily.&lt;br&gt;Digital camera/Smart phone&lt;br&gt;Computer with cable for importing photos</td>
<td>K.RL.4.1, K.RN.1, K.RN.2.1, K.RN.2.2, K.RN.3.1, K.RN.3.2, K.RV.1, K.W.1, K.W.2.2, K.W.3.2, K.W.4, K.W.6.2, K.W.6.2a, K.W.6.2b, K.W.6.2c, K.SL.1, K.SL.2.1, K.SL.2.3, K.SL.2.5, K.SL.3.1</td>
<td></td>
</tr>
<tr>
<td>Lesson</td>
<td>Activity</td>
<td>Mentor Text(s)</td>
<td>Supplies</td>
<td>Standards</td>
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<td>--------</td>
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<tr>
<td>8</td>
<td>Creativity Connections</td>
<td><em>The Turn-Around, Upside-Down Alphabet Book</em> by Lisa Campbell Ernst</td>
<td>Whisk, sock, plate, and/or button, Crayons or markers, Lesson handouts</td>
<td>K.RL.4.1, K.RN.1, K.RN.2.1, K.RN.2.2, K.RN.3.1, K.RN.3.2, K.RN.4.2, K.RV.1, K.W.1, K.W.2.2, K.W.3.2, K.SL.1, K.SL.2.3, K.SL.2.5, K.SL.3.1, K.SL.4.1</td>
</tr>
<tr>
<td>10</td>
<td>Connecting This and That</td>
<td><em>This Plus That: Life’s Little Equations</em> by Amy Krouse Rosenthal</td>
<td>Lesson handouts</td>
<td>K.RF.5, K.RL.1, K.RL.2.1, K.RV.1, K.W.1, K.W.3.2, K.W.6.2c, K.SL.1, K.SL.2.1, K.SL.2.3, K.SL.4.1, K.SL.4.3</td>
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<td></td>
<td>Amy Krouse Rosenthal.</td>
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<tr>
<td>11</td>
<td><strong>Rosie Revere, Engineer</strong></td>
<td>Rosie Revere, Engineer by Andrea Beaty</td>
<td>Lesson handouts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students interpret and analyze the fictional book <em>Rosie Revere, Engineer</em> by Andrea Beaty through the use of the 4-level questioning strategy and analyzing an above grade level vocabulary word from <em>Rosie Revere</em>.</td>
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<td></td>
<td>Students use the Research Model and above-grade-level informational texts to learn about the role of an engineer. The four days of research prepare students for the subsequent lesson – a Problem Based Learning STEM challenge based on the earlier study of <em>Goldilocks and the Three Bears</em>.</td>
<td></td>
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</tr>
<tr>
<td>13</td>
<td><strong>PBL: A Chair for Baby Bear</strong></td>
<td>Hang and title the three charts for the “Need to Know Board”</td>
<td></td>
<td>5, 6</td>
</tr>
<tr>
<td>Particpate in a STEM-integrated (Science, Technology, Engineering, and Math) PBL (Problem Based Learning) activity based on <em>Goldilocks and the Three Bears.</em></td>
<td>Bring a bear to school to use for the STEM-integrated PBL activity. Boxes containing the following materials, one for each two students: paper bathroom cups, popsicle or craft sticks, masking tape, aluminum foil, pipe cleaners, straws, paper plates, hole punch, scissors. A stuffed or toy bear (See “Advance Preparation.”) Timer or stopwatch. Lesson handouts.</td>
<td>K.SL.4.1, K.SL.4.3</td>
<td></td>
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<td>14</td>
<td>2, 6, 7</td>
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<tr>
<td><strong>15</strong></td>
<td><strong>School Connections</strong></td>
<td>Students analyze and interpret a fictional picture book, and then they write a personal narrative.</td>
<td><strong>Knuffle Bunny, Too: A Case of Mistaken Identity</strong> by Mo Willems</td>
<td>Digital prints of photos of school locations (as described in “Advance Preparation”), one for each student</td>
</tr>
<tr>
<td><strong>16</strong></td>
<td><strong>A Knuffle Controversy</strong></td>
<td>Students will continue to develop persuasive writing skills.</td>
<td>“Hamburger” ingredients</td>
<td>Scissors, one pair for each student</td>
</tr>
<tr>
<td><strong>17</strong></td>
<td><strong>Celebrating Connections</strong></td>
<td>Students will practice answering 4-level questions and will work in small groups to analyze the connections from the stories used throughout the unit to present to the class.</td>
<td><strong>Knuffle Bunny Free: An Unexpected Diversion</strong> by Mo Willems</td>
<td>All books used throughout unit</td>
</tr>
</tbody>
</table>

Lesson handouts: 1, 3, 6, 7
### Unit Post-Assessments:
Students complete the unit concept and writing post-assessments at the conclusion of the unit.

<table>
<thead>
<tr>
<th>18</th>
<th>The concept post-assessment</th>
<th>N/A</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The writing post-assessment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Materials Needed for Unit K

- Handouts marked with an * should be copied (2-sided) ahead of time and assembled into a student “workbook” as described in the “Teaching Tips for Implementing this Unit” section.

### Books, Materials, and Quantities Needed in Order Presented in Unit

<table>
<thead>
<tr>
<th>Five puzzles, each 24 pieces or less</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Knuffle Bunny: A Cautionary Tale</em> by Mo Willems, one copy to read aloud</td>
</tr>
<tr>
<td>6X6 yellow (2 for each student), red, green, and brown (1 for each student) construction paper squares, scissors, glue sticks</td>
</tr>
<tr>
<td><em>Wemberly Worried</em> by Kevin Henkes, one copy to read aloud</td>
</tr>
<tr>
<td><em>Alphabet City</em> by Stephen T. Johnson, one copy to read aloud</td>
</tr>
<tr>
<td>Post-It notes</td>
</tr>
<tr>
<td>Digital camera(s) or smartphone(s), computer with cable for importing photographs, printer</td>
</tr>
<tr>
<td><em>The Turn-Around Upside Down Alphabet</em> by Lisa Campbell Ernst, one copy to read aloud</td>
</tr>
<tr>
<td>Whisk, sock, plate, and/or button</td>
</tr>
<tr>
<td><em>Goldilocks and the Three Bears: A Tale Moderne</em> by Steven Guarnaccia, one copy to read aloud</td>
</tr>
<tr>
<td><em>Goldilocks and the Three Dinosaurs</em> by Mo Willems, one copy to read aloud</td>
</tr>
<tr>
<td>6X6 yellow (2 for each student), red, green, and brown (1 for each student) construction paper squares, scissors, glue sticks</td>
</tr>
<tr>
<td><em>This Plus That: Life's Little Equations</em> by Amy Krouse Rosenthal, one copy to read aloud</td>
</tr>
<tr>
<td><em>Rosie Revere, Engineer</em> by Andrea Beaty, one copy to read aloud</td>
</tr>
</tbody>
</table>
**Engineering Close-Up** by Reagan Miller, one copy to read aloud

**Engineers Solve Problems** by Reagan Miller, one copy to read aloud

**How Engineers Find Solutions** by Reagan Miller, one copy to read aloud

**Engineers Build Models** by Reagan Miller, one copy to read aloud

A box containing the following materials (1 box for each 2-4 students): paper bathroom cups, craft sticks, masking tape, aluminum foil, pipe cleaners, straws, paper plates, hole punch, scissors

One stuffed or toy bear with legs

One timer/stopwatch

**The Boy Who Harnessed the Wind** by William Kamkwamba and Bryan Mealer, one copy to read aloud

**Knuffle Bunny, Too: A Case of Mistaken Identity** by Mo Willems, one copy to read aloud

White construction paper, scissors, glue sticks

6X6 yellow (2 for each student), red, green, and brown (1 for each student) construction paper squares, scissors, glue sticks

**Knuffle Bunny Free: An Unexpected Diversion** by Mo Willems, one copy to read aloud

**Note:** Some lessons include other resources used as extensions. Use of these will depend on further differentiation needs and teacher decision.

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**2014 INDIANA ACADEMIC STANDARDS ALIGNMENT REPORT**

Unit: K  
Unit Title: Connecting to My World

Date of Alignment: 5/25/2014  
Completed by: Doris Fulwider

Standards that are well-covered within the unit and will need only practice and reinforcement in the remainder of the school year.

K.RL.1: Actively engage in group reading activities with purpose and understanding.
K.RL.2.1: With support, ask and answer questions about main topics and key details in a text heard or read.

K.RL.2.3: Identify important elements of the text (e.g., characters, settings, or events).

K.RL.4.1: With support, describe the relationship between illustrations and the story in which they appear.

K.RN.1: Actively engage in group reading activities with purpose and understanding.

K.RN.2.1: With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).

K.RN.2.2: With support, retell the main idea and key details of a text.

K.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

K.W.1: Write for specific purposes and audiences.

K.W.3.1: Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.

K.W.3.2: Use words and pictures to develop a main idea and provide some information about a topic.

K.SL.1: Listen actively and communicate effectively with a variety of audiences and for different purposes.

K.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

K.SL.2.3: Listen to others, take turns speaking, and add one’s own ideas to small group discussions or tasks.

K.SL.2.5: Continue a conversation through multiple exchanges.

K.SL.3.1: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

K.SL.4.1: Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details.

K.SL.4.3: Give, restate, and follow simple two-step directions.

Standards that are covered but which will need additional focus in other units.

K.RL.2.2: With support, retell familiar stories, poems, and nursery rhymes, including key details.

K.RL.2.4: Make predictions about what will happen in a story.

K.RL.3.1: Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).

K.RL.3.2: With support, define the role of the author and illustrator of a story in telling the story.

K.RL.4.2: With support, compare and contrast the adventures and experiences of characters in familiar stories.
**K.RN.2.3**: With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

**K.RN.3.1**: Identify text features of a nonfiction text (e.g., *title*, *author*, *illustrations*) and describe the relationship between those features and the text in which they appear.

**K.RN.3.2**: Recognize that a nonfiction text can be structured to describe a topic.

**K.RN.4.2**: With support, identify basic similarities in and differences between two texts on the same topic.

**K.RV.3.1**: With support, ask and answer questions about unknown words in stories, poems, or songs.

**K.RV.3.2**: With support, ask and answer questions about unknown words in a nonfiction text.

**K.W.2.1**: Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.

**K.W.2.2**: Write by moving from left to right and top to bottom.

**K.W.3.3**: Use words and pictures to narrate a single event or simple story, arranging ideas in order.

**K.W.5**: With support, build understanding of a topic using various sources. • Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.

**K.SL.2.4**: Ask questions to seek help, get information, or clarify something that is not understood.

**K.W.6.1**: Demonstrate command of English grammar and usage, focusing on:

**K.W.6.1a: Nouns/Pronouns** – Writing sentences that include singular and/or plural nouns (e.g., *dog/dogs, cat/cats*).

**K.W.6.1b**: Verbs – Writing sentences that include verbs.

**K.W.6.1c: Usage** Recognizing that there are different kinds of sentences (e.g., *sentences that tell something, sentences that ask something, etc.*).

**K.W.6.2**: Demonstrate command of capitalization, punctuation, and spelling, focusing on:

**K.W.6.2a: Capitalization**: Capitalizing the first word in a sentence and the pronoun I.

**K.W.6.2b: Punctuation** – Recognizing and naming end punctuation.

**K.W.6.2c: Spelling** – Spelling simple words phonetically, drawing on phonemic awareness.

**K.RF.1**: Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills.

**K.RF.2.1**: Demonstrate understanding that print moves from left to right across the page and from top to bottom.

**K.RF.2.2**: Recognize that written words are made up of sequences of letters.

**K.RF.2.3**: Recognize that words are combined to form sentences.

**K.RF.3.2**: Orally pronounce, blend, and segment words into syllables.

**K.RF.3.3**: Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.
**K.RF.3.4:** Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.

**K.RF.4.1:** Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).

**K.RF.4.2:** Blend consonant-vowel-consonant (CVC) sounds to make words.

**K.RF.4.3:** Recognize the long and short sounds for the five major vowels.

**K.RF.4.4:** Read common high-frequency words by sight (e.g., a, my).

**K.RF.5:** Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.

**Standards that have not been addressed or that will need some specific focus in other units.**

**K.RN.4.1:** With support, identify the reasons an author gives to support points in a text.

**K.RV.2.2:** Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).

**K.RV.2.4:** Recognize frequently occurring inflections (e.g., look, looks).

**K.W.4:** Apply the writing process to – • With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence). • Use available technology to produce and publish writing.

**K.ML.1:** Recognize various types of media.

**K.ML.2.1:** Recognize common signs and logos and identify commercials or advertisements.

**K.SL.3.2:** Ask appropriate questions about what a speaker says.

**K.RF.2.4:** Identify and name all uppercase (capital) and lowercase letters of the alphabet.

**K.RF.3.1:** Identify and produce rhyming words.

**K.RF.3.5:** Add, delete, or substitute sounds to change words.

**K.RF.4.5:** Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.
Teaching Tips for Implementing the Unit *Connecting to my World*

- Prepare a laminated poster-size copy of Handout 2.2. This chart will be added to throughout the unit using a wet-erase marker.
- Prepare signs/banners/sentence strips with the concept generalizations written on them to hang in the classroom during the unit:
  
  1. *Connections show relationships among objects, ideas, places, and people.*
  2. *Connections can be intellectual, physical, social, or emotional.*
  3. *Connections may change or stay the same over time.*

- Copy the handouts with an *, one set for each student, and arrange them in order for student “workbooks.”
- Using a paper cutter, cut several 6X6 yellow, green, red, and brown construction paper squares. During the unit, each student will need 6 yellow, 3 green, 3 red, and 3 brown squares to create “hamburger books.”
- Print and color Handout 4.3 as follows:
  
  Top Bun – yellow  
  Lettuce – green  
  Tomato – red  
  Burger – brown

This colored handout will be used several times throughout the unit.
LESSON 1: PRE-ASSESSMENT

I. OVERVIEW OF THE LESSON
   • Students complete the unit concept and writing pre-assessments prior to any
     instruction to establish baseline knowledge.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE
   • To establish baseline knowledge
   • To guide instruction and the grouping of students

III. INDIANA ACADEMIC STANDARDS
   • N/A

IV. INSTRUCTIONAL TIME NEEDED
   • 60-90 minutes

V. GROUPING ARRANGEMENTS
   • Individual

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED
   • N/A

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS
   • Administer the concept and writing pre-assessments by reading the directions to the
     class. Some students can work independently. For others, the teacher will need to record
     the words for the child.
   • Assure students that they are not supposed to know how to do what is being asked of
     them, and that they should just do their best.
   • Score student results using the rubrics provided and save the assessments and rubrics
     to compare with the post-assessment results.

VIII. HOMEWORK
   • N/A

IX. INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR
    RESOURCES
   • Enrichment Possibilities:
     o N/A
• **Interdisciplinary Connections:**
  - N/A
• **Resources:**
  - N/A

X. **LESSON HANDOUTS OR ASSESSMENTS**
- Handout K:1.1 Concept Pre-Assessment
- Handout K:1.2 Rubric for Concept Pre-Assessment
- Handout K:1.3 Persuasive Writing Pre-Assessment
- Handout K:1.4 Rubric for Persuasive Writing Pre-Assessment
Handout K:1.1 Concept Pre-Assessment

Name ____________________________ Date ____________________________

Directions to the teacher: Read the directions to the students. Allow 20 minutes.

1. Draw a picture or write words to give examples of objects, ideas, places, or people that connect, up to 6. Put one of the ideas in the box on the left and one in the box on the right. Underneath each example, tell how they connect.

   a. How? ________________________________________________________

   _______________________________________________________________

   _______________________________________________________________
b. How? 


c. How? 


d. How? ____________________________________________
________________________________________________

 e. How? ____________________________________________
________________________________________________
f. How? .................................................................

.................................................................
**Handout K:1.1 contd.** (Concept Pre-Assessment)

2. Tell your teacher or write how the following pairs are connected:

<table>
<thead>
<tr>
<th>Pair</th>
<th>Blank Space for Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>leaf and tree</td>
<td></td>
</tr>
<tr>
<td>father and son</td>
<td></td>
</tr>
<tr>
<td>ball and bat</td>
<td></td>
</tr>
<tr>
<td>sadness and tears</td>
<td></td>
</tr>
</tbody>
</table>
Handout K:1.2 Rubric for Concept Pre-Assessment

Student Name ___________________________ Date ____________________

Circle the description that applies to each student’s pre-assessment.

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>3</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples or drawings of Connections</strong></td>
<td>I gave 5 or more good examples or my drawings showed a connection.</td>
<td>I gave 3 or more good examples or my drawings were not detailed, but showed a possible connection.</td>
<td>I gave 1 or 2 good examples or my drawings were basic, and did not seem to show a connection.</td>
<td>I did not give any examples</td>
</tr>
<tr>
<td><strong>Explanations of My Connections</strong></td>
<td>I was able to explain 5 connections.</td>
<td>I was able to explain 3 connections.</td>
<td>I was able to explain 1 connection.</td>
<td>I was not able to explain any connections.</td>
</tr>
<tr>
<td><strong>Examples of Connections</strong></td>
<td>I was able to explain 5 connections.</td>
<td>I was able to explain 3 connections.</td>
<td>I was able to explain 1 connection.</td>
<td>I was not able to explain any connections.</td>
</tr>
</tbody>
</table>

Concept Pre-Assessment Score ___________ / 15
Handout K:1.3 Persuasive Writing Pre-Assessment

Name ___________________________ Date ___________________________

Directions to the teacher: Allow students 20-30 minutes to complete this pre-assessment unless they finish before that.

Write a paragraph to persuade someone the following statement is true:

My grandma (or other special adult) is wonderful.

Plan your writing here:
Handout K:1.3 contd. (Persuasive Writing Pre-Assessment)

Name ___________________________ Date ___________________________

Hamburger Model for Persuasive Writing
(Primary Version)

Introduction
(Give your opinion or point of view)

Reason

Reason

Conclusion

Center for Gifted Education, The College of William and Mary,
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Handout K:1.3 contd. (Persuasive Writing Pre-Assessment)

Name_________________________________________Date ________________________

*My grandma (or other special adult) is wonderful.*

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Handout K:1.4 Rubric for Persuasive Writing Pre-Assessment

Student Name ___________________________ Date ________________________

Circle the description that applies to each student’s pre-assessment.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds Expectations 4 Points</th>
<th>Meets Expectations 3 Points</th>
<th>Some Evidence 2 Points</th>
<th>Little or No Evidence 1 or 0 points</th>
</tr>
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<tbody>
<tr>
<td>Opening Statement/Opinion</td>
<td>I wrote a very clear opening sentence about my opinion.</td>
<td>I wrote a somewhat clear opening sentence about my opinion.</td>
<td>I wrote an opening sentence, but did not give my opinion.</td>
<td>I did not write an opening sentence about my opinion.</td>
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<td>Reasons</td>
<td>I included 4 or more supporting reasons.</td>
<td>I included 3 supporting reasons.</td>
<td>I included 1 or 2 supporting reasons.</td>
<td>I did not include any supporting reasons.</td>
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<tr>
<td>Word Choice</td>
<td>I used 4 or more exciting words.</td>
<td>I used 3 exciting words.</td>
<td>I used 1 or 2 exciting words.</td>
<td>I did not use any exciting words.</td>
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<tr>
<td>Conclusion</td>
<td>My conclusion clearly restated my opinion.</td>
<td>My conclusion somewhat clearly restated my opinion.</td>
<td>My conclusion did not restate my opinion.</td>
<td>I did not write a conclusion.</td>
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Writing Pre-Assessment Score ____________ / 16
Lesson 2: What’s a Connection?

I. Overview of the Lesson
• Students are introduced to the concept of connections.

II. Student Learning Outcome or Objective
• To develop speaking/listening and collaboration skills
• To develop an understanding of the concept of connections

III. Indiana Academic Standards
• K.SL.1, K.SL.2.1, K.SL.2.3, K.SL.2.5, K.SL.3.1

IV. Instructional Time Needed
• 40 minutes

Advance Preparation:
• Take one puzzle piece from each puzzle and move it into a different puzzle so that each puzzle contains one wrong piece.
• Write the following unit concept generalizations on a poster, signs, or sentence strips, and display them in the classroom following Lesson 2:

  1. Connections show relationships among objects, ideas, places, and people.
  2. Connections can be intellectual, physical, social, or emotional.
  3. Connections may change or stay the same over time.

• Familiarize yourself with “The Connection Song” (Handout 2.1).
• Display the “Can You Find Connections?” laminated poster. This poster will be added to throughout the unit.

V. Grouping Arrangements
• Small group

VI. Reading Selections, Websites, Materials, and Equipment Needed
• Five different simple puzzles, each less than 24 pieces
• Chart paper
• Markers
• Handout 2.1, one copy for whole group display
• *Handout 2.2, one laminated poster for whole group display and one copy for each student (in “workbook”)
• Handouts 2.3 and 2.4, one copy for each student, stapled together

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS

• Distribute a puzzle to each small group of 4-6 students, in which there is one piece that does not belong with that puzzle. (See “Advance Preparation.”)
• Allow about five minutes for students to put their puzzles together.
• Ask each group to share with the class why their puzzles are not complete and to show what “doesn’t fit.” Invite a messenger from each group to walk around the room and find the group that needs his/her group’s wrong piece to complete their puzzle.
• Once all puzzles are complete, discuss with the class that the puzzle pieces have to “link” or “connect” to make a complete puzzle.
• Discuss this activity using the possible questions:
  o What clues did you use to determine that your puzzles weren’t complete?
  o How did you communicate with your partners when you realized you were struggling to make it work?
  o How did you know which group would need your non-fitting piece?
• Distribute a piece of chart paper to each small group, and pose the following question: “What else can connect?” Allow about five minutes for students in each group to draw or write their ideas on the chart paper.
• Invite groups to share their lists while you create a master list on a piece of chart paper.
• Discuss what some of the connections on the master list have in common, leading to creating the following generalization statements for the concept of “connections,” which will be referred to throughout the unit:

  1. Connections show relationships among objects, ideas, places, and people.
  2. Connections can be intellectual, physical, social, or emotional.
  3. Connections may change or stay the same over time.

• Introduce and practice singing “The Connection Song” (Handout 2.1). Each lesson will open with the singing of this song.
• Discuss the chart on *Handout 2.2 and explain to students that we will visit this chart often throughout the unit to record connection examples. As a group, use the generated connection examples on the chart and choose two to record in the “Can You Find Connections?” chart. Distinguishing between connections we see and connections we don’t see will encourage higher-level thinking. Discuss whether each connection is social, emotional, physical, or intellectual. Determine, also, whether each connection is likely to change or stay the same over time. Model this process and allow the students to follow along in the “workbook.”
• Send home the unit parent letter and “Lesson 2 Homework” (Handouts 2.3 and 2.4).
VIII. **HOMEWORK**
- Share the parent letter (Handout 2.3) and “Lesson 2 Homework” (Handout 2.4) with an adult at home.

IX. **INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES**
- **Enrichment Possibilities:**
  - N/A
- **Interdisciplinary Connections:**
  - N/A
- **Resources:**
  - N/A

X. **LESSON HANDOUTS OR ASSESSMENTS**
- Handout K:2.1 The Connection Song
- Handout K:2.2 “Can You Find Connections?” Chart
- Handout K:2.3 Parent Letter
- Handout K:2.4 Lesson 2 Homework
Handout K:2.1

The Connection Song

(Sung to the tune of “Home on the Range”)

Oh give me some objects,
Places, people, and ideas
That I can connect lots of ways.
I can find them in life, in books, or in art
Connections are all in my world.
Con-nect, con-nect all the time
Intellectual, physical, emotional, or social.
Connections can change
Or they can stay the same.
Connections are all in my world.
Can You Find Connections?

<table>
<thead>
<tr>
<th>Connections I Can See…</th>
<th>Connections I Cannot See…</th>
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Dear Parents and/or Guardians,

Our class will be participating in the high ability language arts unit “Connecting to My World.” Throughout the unit, we will interact with above-grade-level texts that will encourage us to think about the many connections in our world. The unit will cover English Language Arts Indiana Academic Standards in a manner appropriate for high ability students, while also exploring the concept of “Connections.”

We know that good readers make connections by asking, “Of what does this remind me?” We will extend that knowledge to develop the idea that connections are links between things, ideas, places, and/or people. We will be distinguishing between physical, emotional, intellectual, and/or social connections. We will also consider whether certain connections are likely to change or stay the same over time. In addition to the concept development of “Connections,” we will analyze literature, build our vocabularies, develop critical and creative thinking skills, and learn about persuasive speaking/writing.

Following each lesson, your child will bring home a short homework assignment intended to support the goals of the unit. Some of these activities simply require a short discussion with a family member and do not need to be returned to school, while some will require your child to return something to school. I appreciate you participating in these assignments with your child!

Thank you in advance for all of your support as we focus on exploring the connections in our world.

Sincerely,
Lesson 2 Homework

Walk into each of the following rooms in your house and find an example of a connection in that room. Decide, with the help of an adult, whether your connection is likely or not likely to change over time.

• the kitchen
• your bedroom
• a bathroom
• a closet
Lesson 3: Knuffle Connections

I. Overview of the Lesson
   • Students are introduced to a higher-level questioning strategy and the use of a Vocabulary Map.

II. Student Learning Outcome or Objective
   • To analyze and interpret literature
   • To analyze above-grade-level vocabulary
   • To utilize higher-level thinking skills

III. Indiana Academic Standards
   • K.RL.1, K.RL.2.1, K.RL.3.1, K.RL.3.2, K.RV.3.1, K.SL.1, K.SL.2.1, K.SL.2.3, K.SL.3.1

IV. Instructional Time Needed
   • 60 – 75 minutes

   Note to Teacher: This lesson can be taught in two parts. A natural break occurs after the Four-Level Questions and before the Vocabulary Map.

V. Grouping Arrangements
   • Whole group, partner

VI. Reading Selections, Websites, Materials, and Equipment Needed
   • Connections chart created in previous lesson
   • Handout 2.1, one copy for whole group display
   • Knuffle Bunny: A Cautionary Tale by Mo Willems, one copy to read aloud
   • Handout 3.1, one copy for classroom display if desired
   • Handout 3.2, one copy for each student (in “workbook”)
   • “Handout 3.3, one copy for whole group display and one copy for each student (in “workbook”)
   • Handout 3.4, one copy for each student, if using the “Extension” activity
   • Handout 3.5, one-copy for each student

VII. Lesson, Student Activities, Guiding Questions
   • Review some of the examples of connections that were generated in the previous lesson. Choose a couple of examples and discuss how they apply to the unit concept generalizations hanging in the room. (For example: What is connecting? [objects, ideas, places, and/or people]; What kind of connection is it? [intellectual, physical,
social, and/or emotional); Is the connection likely to change or stay the same over time?

- Display and sing The Connection Song (Handout 2.1).
- Explain to students that they will be thinking about the idea of connections as they listen to award-winning books throughout the unit.
- Introduce the book *Knuffle Bunny* by showing students the cover, distinguishing the book as a fictional story, and discussing the author and illustrator. After identifying the author and illustrator, discuss the role of each. Point out that this book won the Caldecott Medal award, and point out the award on the cover. Explain that this award is given for outstanding illustrations.
- Introduce to students the idea that a question can sometimes have more than one right answer, and that they can learn to explain their opinions using evidence from stories they read or listen to. Explain that they will be learning and practicing a strategy called “Four-Level Questioning.” Explain the four levels of questions as described below:
  - **LEVEL 1 (Summarizing/Definition/Fact Questions):** With hands almost touching each other (palms facing in), describe these questions as probably having just one correct answer and not requiring much thinking for us to answer.
  - **LEVEL 2 (Analysis/Interpretation Questions):** With hands a little farther apart from each other, describe these questions as having answers that could look a little different and as requiring a little more thinking to answer.
  - **LEVEL 3 (Hypothesis/Prediction Questions):** With hands about shoulder-length apart, describe these questions as having answers that can look pretty different because we are making predictions and as requiring even more thinking to answer than Level 2.
  - **LEVEL 4 (Critical Analysis/Evaluation/Opinion Questions):** With hands wide apart, describe these questions as having answers that can look very different, based on our opinions, and as requiring a whole lot of thinking! Encourage the idea of respecting others’ opinions that may be different from our own.
- Explain to students that they should listen carefully to today’s story so they can practice answering these four levels of questions after the story.
- Read aloud *Knuffle Bunny* by Mo Willems, pointing out and discussing the illustrations as you read.
- After reading, invite students to practice answering some or all of the following four-level questions, either through a whole-class discussion, a “pair and share” format, or with partners or individuals recording their thoughts in writing or pictures using the “Four-Level Questions Record Sheet” (Handout 3.2) as each question is read aloud by the teacher. (If there are two or three questions per level, and you want to use them all, you can ask the students to divide the box in half or thirds by drawing a vertical line(s) to separate the answer space.)
  - **LEVEL 1:** Where are some of the places Trixie and her dad went? What is Knuffle Bunny?
LEVEL 2: How did Knuffle Bunny get lost? Why doesn’t Trixie’s dad understand what is wrong with her on the way home?

LEVEL 3: How would the story have been different if Trixie’s dad had been able to understand her?

LEVEL 4: What should Trixie’s dad have done when he didn’t understand her? What do you think is the best way to ensure that Trixie never loses Knuffle Bunny again? Why do you think your idea will work?

• Visit the “Can You Find Connections?” chart hanging in the room. Invite students to formulate two examples of a connection from Knuffle Bunny. Probe students to think at a higher level by thinking of one connection example that they can see and one connection example that they cannot see. Record the examples on the chart as the students follow along in the “workbook” (Handout 2.2)

• Discuss with students that they will be thinking deeply about interesting words they hear when they listen to stories. Explain that they can even begin to use these words in their own writing.

• Display a copy of the Vocabulary Map (Handout 3.3) for the whole class to see (e.g., document camera, overhead, or poster-sized laminated copy). Choose a word from Knuffle Bunny to analyze (e.g., “bawled”), and model filling out the map. Write the word in the center, and ask the students to explain what they think the word means by listening to it again as you reread it in the context from the book. Read enough before or after the word to allow the students to use the context to help determine meaning. Then, discuss each section as follows:
  o Definition: Teach the students how to locate the word in a child-friendly dictionary or in an online dictionary. Some online primary-friendly choices include:
    * http://wordcentral.com/
    * www.wordsmyth.net
  Write the dictionary definition relevant to the story in the “Definition” box.

  o Source Sentence: Write the sentence that the vocabulary word is used in from the book read.

  o Student Sentence: Ask the students to develop their own sentences using the word. Record one of these sentences in the “Student Sentence” box. Be sure that the student sentence includes a clear context clue for the vocabulary word being analyzed.

  o Synonyms/Antonyms: Discuss the meaning of synonyms and antonyms. Ask the students for possible synonyms and/or antonyms for the word. Record these in the “Synonyms” and “Antonyms” boxes.

  o Word Families: Ask students to think of other words in the same family or words that use one or more of the same word parts. Record these words and circle the similarities in the “Word Families” box.

  o Looks Like: Ask students to draw a picture of what they think the word looks like.

  o Tell students that later in the unit, they will work with a partner to complete a Vocabulary Map for other interesting words.
VIII. **HOMEWORK**

- Think about a toy or stuffed animal you have at home that is as special to you as Knuffle Bunny is to Trixie. If possible, bring that object to school in a sack or bag. (Handout 3.5)

IX. **INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES**

- **Enrichment Possibilities:**
  - Complete an “I Am” character sheet (Handout 3.4) for Trixie, her dad, or Knuffle Bunny.
  - Create a map of Trixie and her dad’s route from home to the Laundromat. Include symbols and a map key.

- **Interdisciplinary Connections:**
  - N/A

- **Resources:**

X. **LESSON HANDOUTS OR ASSESSMENTS**

- Handout K:3.1 Four-Levels of Questioning with examples for each level
- Handout K:3.2 Four-Level Questions Record Sheet
- Handout K:3.3 Vocabulary Map
- Handout K:3.4 “I Am” Character Sheet
- Handout K:3.5 Lesson 3 Homework
Handout K:3.1

STUDENT SUCCESS CENTER; STUDENT STUDY PROGRAM AT UNCG

FOUR LEVELS OF QUESTIONING

LEVEL 1: Summarizing/Definition/Fact questions
- What is the definition of ...?
- Who did ...?
- When did ... occur?
- How much/many ...?
- What is an example of ...?

LEVEL 2: Analysis/Interpretation questions
- How did ... occur?
- Why does ... occur?
- What are the reasons for ...?
- What are types of ...?
- How does ... function?
- How does the process occur?
- What are my own examples of ...?
- What causes ... to occur?
- What results when ... occurs?
- What is the relationship between ... & ...?
- How is ... similar to/different from ...?
- How does ... effect or apply to ...?
- What does ... mean?
- What conclusions can be drawn from ... info?
- What is (are) the problem(s), conflict(s), or issue(s)?
- What are possible solutions/resolutions to these problems, conflicts or issues?
- What is the main argument or thesis?
- How is this argument developed?
- What evidence, proof, support is offered?
- What are other theories, arguments from other authors?

LEVEL 3: Hypothesis/Prediction questions
- If ... occurs, then what would happen?
- If ... changed, then what would change?
- What does theory X predict will happen?
- What hypothesis or theory explains this data or given information?

LEVEL 4: Critical Analysis/Evaluation/Opinion questions
- Is ... good/bad? ... correct/incorrect? ... effective/ineffective? ... relevant/irrelevant? ... logical/ illogical? ... applicable/not applicable? ... proven/not proven? ... ethical/unethical? WHY?
- What are the advantages or disadvantages of ...? WHY?
- What is the best solution to the problem, conflict or issue? Why is it the best?
- What should or should not happen? WHY?
- Do I agree or disagree? WHY?
- What is my opinion? What is my support for my opinion?

Courtesy of Ryerson University
McIver 108
http://success.uncg.edu
Directions: Write or draw a picture of an answer for each question.
LEVEL 3

LEVEL 4
Handout K:3.3
Handout K:3.4

Name ___________________________ Date __________________

**Directions:** Complete the “I Am” character sheet for Trixie, her dad, or Knuffle Bunny.

Permission to use granted by Bertie Kingore.

---

I am ______________________________

and ______________________________.

I am not ____________________________

I like ______________________________

I think ____________________________

I am ______________________________

Lesson 3 Homework

Directions:

Think of a toy or stuffed animal you have at home that is as special to you as Knuffle Bunny is to Trixie. If possible, bring that object to school in a sack or bag. Otherwise, draw a picture of it to bring to school.
LESSON 4: SUPER-SPECIAL – LET ME TELL YOU WHY

I. OVERVIEW OF THE LESSON
• Students connect to the character Trixie from *Knuffle Bunny* by choosing a similarly favorite toy or stuffed animal, and they write/draw/speak to persuade a reader that their favorite toy or animal is the most special.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE
• To learn about persuasive writing
• To develop speaking/listening skills
• To utilize higher level thinking skills

III. INDIANA ACADEMIC STANDARDS
• K.RF.5, K.W.1, K.W.3.1, K.SL.4.1, K.SL.4.3

IV. INSTRUCTIONAL TIME NEEDED
• 45 – 60 minutes

Advance Preparation:
• Bring an item from home that is very special to you. You will use this item to model the first persuasive writing activity.
• Color Handout 4.2 before displaying for the class:
  o Top and bottom buns: yellow
  o Circles in the middle: lettuce/green, tomato/red, burger/brown
• Save this handout for use in future lessons.

V. GROUPING ARRANGEMENTS
• Whole group, partner, individual

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED
• Handout 2.1, one copy for whole group display
• Yellow construction paper squares (6x6), two for each student
• Red construction paper squares (6x6), one for each student
• Green construction paper squares (6x6), one for each student
• Brown construction paper squares (6x6), one for each student
• Scissors, one pair for each student
• Glue stick, one for each student or small group
• Hi * Handout 4.1, one copy for each student (in “workbook”)
• * Handout 4.2, one copy for each student (in “workbook”)

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• Handout 4.3, colored as described in “Advance Preparation,” one copy for whole group display
• Handout 4.4, reference for teacher (Sample Hamburger Book)
• Handout 4.5, two for each student
• Handout 4.6, one copy for each 2 students

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS

• Allow students to place the special object they brought from home on their desk or table.
• Visit the “Can You Find Connections?” chart hanging in the room, and review the connection examples from the previous lesson. Discuss how they apply to the unit concept generalizations hanging in the room. (For example: What is connecting? [objects, ideas, places, and/or people]; What kind of connection is it? [intellectual, physical, social, and/or emotional]; Is the connection likely to change or stay the same over time?)
• Display and sing The Connection Song (Handout 2.1).
• Introduce the word “opinion” as something someone thinks is true, but others may disagree. Introduce the word “fact” as something that no matter who says it, it is always true.
• Read and discuss the directions on Handouts 4.1 and 4.2. Complete the page together as a group, or allow partners to complete the page together before discussing as a group.
• Show students your favorite object from home and tell them that you think it is very special. Ask them whether that is a fact or an opinion. Reinforce that your thought is an opinion, because you believe it is true, but others may disagree.
• Tell the students that we can use the idea of a hamburger to share our opinions and try to convince, or persuade, others to agree with our opinions. Tell them that you want to convince them to agree with you that your object is very special.
• Display Handout 4.3 for the whole group to see. Point out the parts of the hamburger – the top bun (yellow), the lettuce (green), the tomato (red), the burger (brown), and the bottom bun (yellow). Explain each part of the hamburger as follows:
  o Top Bun: Introduction – The introduction is a sentence that tells your reader what you think. It states your opinion.
  o Lettuce: Reason – The lettuce is one strong reason telling why you think your opinion is a good one.
  o Tomato: Reason – The tomato is one strong reason telling why you think your opinion is a good one.
  o Burger: Reason – The burger is one strong reason telling why you think your opinion is a good one.
  o Bottom Bun: Conclusion – The conclusion finishes your message by telling your reader that these are the reasons you think your opinion is a good one.
• Model cutting a top bun, a lettuce, a tomato, a burger, and a bottom bun out of construction paper squares of appropriate color. Explain that it is important to keep the
cut circles as large as possible by only cutting off the corners. You can make wavy cuts for the lettuce. Once all of the pieces are cut, lay them out in front of you.

- Next, model cutting out five burger circles (Handout 4.5). Refer to the displayed graphic organizer, and first discuss the top bun. Read the sentence starter. Show your special object again, and think aloud a good sentence stating your opinion. For example, you might say, “I think my little Purdue pillow is the most special thing in the world.” Model writing that sentence on one of the burger circles. If your students are not ready to write, turn the circle around to the unlined side and draw a picture of the object while saying the introduction sentence aloud. Then, show the students how to glue the sentence to the yellow bun. Reinforce that it is a good idea to write first and then glue, because it is difficult to write on the paper after it gets wet from glue.

- Continue to model each part of the hamburger in this fashion – look at the graphic organizer for a reminder, think aloud a sentence, write/draw on a circle, and glue on the corresponding hamburger part. You might continue with the following sentences:
  - **Reason 1**: It reminds me of my son because he made it for me.
  - **Reason 2**: It is velvety soft.
  - **Reason 3**: It is small enough to take everywhere I go.
  - *(The lettuce, tomato, and burger can go in any order; the suggested sequencing words can be used by students to help order the reasons.)*
  - **Conclusion**: These are the reasons I think my little Purdue pillow is the most special thing in the world.

- Once all of the hamburger parts are finished, order them and put one staple at the top to keep them together and make a book. Read the book to the students. Discuss how the hamburger is trying to convince, or persuade, them to agree with your opinion.

- Provide each student with two yellow, one green, one red, and one brown construction paper squares, along with five burger circle writing pages. Instruct them to complete a hamburger book just as you did. Remind them to use the graphic organizer to help with order and sentence starters.

- Circulate as students are working and help as needed.

- Allow students to share their special object and hamburger books with the class, in small groups, or with a partner.

*An option for differentiating down for students who are not yet writing*: After displaying Handout 4.3, ask students to hold up the colored construction paper hamburger pieces while formulating and reciting their introduction, reasons, and conclusion as the class listens.

**VIII. Homework**

- Tell an adult at home one fact and one opinion about your dinner. Tell the adult three strong reasons why you think he/she should agree with your opinion. Were you able to persuade him/her? (Handout 4.6)
IX. INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES

- Enrichment Possibilities:
  - N/A

- Interdisciplinary Connections:
  - N/A

- Resources:
  - N/A

X. LESSON HANDOUTS OR ASSESSMENTS

- Handout K-1:4.1 Fact or Opinion Worksheet
- Handout K-1:4.2 Write Your Own Fact and Opinion Worksheet
- Handout K-1:4.3 Hamburger Model Graphic Organizer
- Handout K-1:4.4 Sample Hamburger Books
- Handout K-1:4.5 Burger Circles
- Handout K-1:4.6 Lesson 4 Homework
Directions: Read each sentence, and circle FACT or OPINION.

1. Reading is fun!
   fact   opinion

2. The Earth is a planet.
   fact   opinion

3. Spiders have eight legs.
   fact   opinion

4. Rainbows are beautiful.
   fact   opinion

5. Summer is better than winter.
   fact   opinion

6. Some people eat turkey on Thanksgiving.
   fact   opinion
Name ___________________________ Date ___________________________

Directions: Write your own FACT and OPINION.

1. Write a fact about animals.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Write an opinion about animals.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Handout K-1:4.3

Hamburger Model for Persuasive Writing
(Primary Version)

1. Introduction
I think...

2. Reason
Lettuce
First, ... Second, ...
Third, ...

Tomato
First, ... Second, ...
Third, ...

Burger
First, ... Second, ...
Third, ...

3. Conclusion
These are the reasons I think...

Center for Gifted Education.
The College of William and Mary
Handout K: 4.4 Sample Hamburger Book
Handout K:4.5 Burger Circles
Handout K:4.6

Name________________________ Date ____________________

Lesson 4 Homework

Directions:

Tell an adult at home one fact and one opinion about your dinner. Tell the adult three strong reasons why you think he/she should agree with your opinion. Were you able to persuade him/her?

Handout K-1:4.6

Name________________________ Date ____________________

Lesson 4 Homework

Directions:

Tell an adult at home one fact and one opinion about your dinner. Tell the adult three strong reasons why you think he/she should agree with your opinion. Were you able to persuade him/her?
LESSON 5: WORKING WITH WEMBERLY

I. OVERVIEW OF THE LESSON
   • Students interpret and analyze the fictional book *Wemberly Worried* through the use of the 4-level questioning strategy and the newly introduced Reading Analyzer.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE
   • To analyze and interpret literature
   • To utilize higher level thinking

III. INDIANA ACADEMIC STANDARDS
   • K.RL.1, K.RL.2.1, K.RL.3.1, K.RL.3.2, K.SL.1, K.SL.2.1, K.SL.2.3, K.SL.3.1

IV. INSTRUCTIONAL TIME NEEDED
   • 45 minutes

V. GROUPING ARRANGEMENTS
   • Whole group, partner, individual

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED
   • Handout 2.1, one copy for whole group display
   • *Wemberly Worried* by Kevin Henkes, one copy to read aloud
   • *Handout 5.1, one copy for each student (in “workbook”)
   • *Handout 5.2, one copy for whole group display, and one copy for each student (in “workbook”)
   • Handout 5.3, one copy for each 2 students

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS
   • Display and sing The Connection Song (Handout 2.1).
   • Review *fact* and *opinion* with students. Ask the students to turn and face a partner. Instruct the partners to tell each other a *fact* about the first day of school. Then, ask them to tell each other an *opinion* about the first day of school. Share a few examples.
   • Tell the students that today they will listen to a story about a little girl who worries about her first day of school.
   • Introduce the book *Wemberly Worried* by Kevin Henkes by showing students the cover, distinguishing the book as a fictional story, and discussing the author and illustrator. After identifying the author and illustrator, discuss the role of each. Point out that this book was chosen as a special book from the ALA (American Library Association), meaning that librarians chose it as one of the best books written.
• Explain to students that they should listen carefully to today’s story so they can continue to practice answering the four levels of questions after the story (as described in Lesson 3).
• Read aloud *Wemberly Worried* by Kevin Henkes, pointing out and discussing the illustrations as you read.
• After reading, invite students to practice answering some or all of the following four-level questions, either through a whole-class discussion, a “pair and share” format, or with partners or individuals recording their thoughts in writing or pictures using the “Four-Level Questions Record Sheet” (Handout 5.1) as each question is read aloud by the teacher. (If there are two or three questions per level, and you want to use them all, you can ask the students to divide the box in half or thirds by drawing a vertical line(s) to separate the answer space.)
  o **LEVEL 1:** What is an example of something Wemberly worried about?
  o **LEVEL 2:** How did Mrs. Peachum know that Jewel would help Wemberly feel better at school?
  o **LEVEL 3:** How do you think Wemberly’s second day of school will go? Why?
  o **LEVEL 4:** If you were Wemberly’s parent, how would you help her feel better when she worries?
• Visit the “Can You Find Connections?” chart hanging in the room. Invite students to formulate two examples of a connection from *Wemberly Worried*. Probe students to think at a higher level by thinking of one connection example that they can see and one connection example that they cannot see. Record the examples on the chart as the students follow along in the “workbook” (Handout 2.2).
• Discuss with students that they can use a Reading Analyzer to think deeply about what they listen to or read.
• Display a copy of the Reading Analyzer (Handout 5.2) for the whole class to see (document camera, overhead, poster-sized laminated copy). Model filling it out as students follow along in their “workbook.” Encourage each student to provide his/her own unique sketch of “Images.” As you model filling out the Analyzer, discuss each section as follows:
  o **Key Words:** What interesting or exciting words did you read/hear?
  o **Feelings:** What feelings did you have when you read/heard this poem/story?
  o **Ideas:** What was the poem/story mostly about?
  o **Images:** What picture did you see in your mind as you read/heard the story/poem?
• Discuss with students that will use the Reading Analyzer throughout the unit to think more deeply about stories and poems they read or listen to.

VIII. **HOMEWORK**

• Ask an older sibling or an adult at home to write something that he/she has worried about recently. (Handout 5.3)
IX. **INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES**

- **Enrichment Possibilities:**
  - Provide students with a copy of the *Wemberly Worried* Reader’s Theater script available from [www.teachingbooks.net](http://www.teachingbooks.net). Follow these steps to access the script:
    2. Click on the tab “Books” at the top of the page.
    3. In the “Search for a book...” space, enter "Wemberly Worried" and click “Search.”
    4. Click on “Wemberly Worried.”
    5. Scroll down to “Book Guides and Lesson Plans” and click on “Reader’s Theater Script from Timeless Teacher Stuff.”
    6. Enter your school email address and click “Submit.”
    7. Print the script.
  - Discuss the differences between a book and a script, and explain how scripts are read with expression. Group students and assign parts. Allow students to highlight their parts on their script copy and practice reading through the script with their group.
  - Present the reader’s theater performances for other classes. These productions can be simple or elaborate, including masks, props, and/or costumes.
  - Brainstorm alliterative titles for a story similar to *Wemberly Worried* using an ABC organizer. For example, *Becky Bothered, Andrew Angry, Evan Excited, and Jason Jokes*. Each child may want to use his/her name, as well as the names of friends and classmates. Choose a title and write a short story to go along with it.

- **Interdisciplinary Connections:**
  - N/A

- **Resources:**
  - [http://www.teachingbooks.net](http://www.teachingbooks.net)

X. **LESSON HANDOUTS OR ASSESSMENTS**

- Handouts K:5.1 Four-Level Questions Record Sheet
- Handouts K:5.2 Reading Analyzer
- Handouts K:5.3 Lesson 5 Homework
*Handout K:5.1

Name __________________________ Date ________________________

Directions: Write or draw a picture of an answer for each question.

**LESSON 5: FOUR-LEVEL QUESTIONS RECORD SHEET**

<table>
<thead>
<tr>
<th>LEVEL 1</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>LEVEL 2</th>
</tr>
</thead>
</table>
**Handout K:5.1 contd.**

<table>
<thead>
<tr>
<th>LEVEL 3</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>LEVEL 4</th>
</tr>
</thead>
</table>
*Handout K:5.2 Reading Analyzer

Name ___________________________ Date ______________________

Feelings

Description/Images

Ideas

Key Words

Title:

Author:

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Lesson 5 Homework

Ask an older sibling or an adult at home to write something that he/she has worried about recently.

Something that I’ve recently worried about is:


Lesson 5 Homework

Ask an older sibling or an adult at home to write something that he/she has worried about recently.

Something that I’ve recently worried about is:


LESSON 6: CPS – WHAT’S THE WORRY?

I. OVERVIEW OF THE LESSON
- Students participate in a Creative Problem Solving activity to address the problem of worrying.

XI. STUDENT LEARNING OUTCOME OR OBJECTIVE
- To develop and apply creative problem solving skills
- To develop collaboration skills

XII. INDIANA ACADEMIC STANDARDS
- K.SL.1, K.SL.2.1, K.SL.2.3, K.SL.2.5

XIII. INSTRUCTIONAL TIME NEEDED
- 30 – 45 minutes

XIV. GROUPING ARRANGEMENTS
- Whole group

XV. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED
- Handout 2.1, one copy for whole group display
- Homework from the previous lesson (Handout 5.3)
- Chart paper
- Post-It notes
- Marker

XVI. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS
- Visit the “Can You Find Connections?” chart hanging in the room, and review the connection examples from the previous lesson. Discuss how they apply to the unit concept generalizations hanging in the room. (For example: What is connecting? [objects, ideas, places, and/or people]; What kind of connection is it? [intellectual, physical, social, and/or emotional]; Is the connection likely to change or stay the same over time?)
- Display and sing The Connection Song (Handout 2.1).
- Ask the students to tell you what problem Wemberly had in the book we read in the previous lesson. Discuss what it means to worry.
- Invite a few volunteers to share from the previous lesson’s homework (Handout 5.3) what an older sibling or adult at home has recently worried about.
• Tell students that there are a lot of reasons kids their age worry, and that worrying is a problem many kids face. Explain that we can solve problems by thinking of as many solutions as possible and then choosing the best one.

• Invite students to sit together in a whole-group discussion area, and pose the following question by writing it on the top of a piece of chart paper:

   **What do kids your age worry about?**

• Invite students to brainstorm examples of what kids their age worry about. As the ideas flow, write each on a Post-It note and stick them to the chart. Accept all ideas without any judgment at this point.

• When ideas slow down, reread all of the examples aloud. Ask students to choose the top three examples of what kids their age worry about. They should indicate their choices by raising a hand. Remind them that they may raise their hand only three times. Write the total number of votes on each Post-It note as you read through the list. Ask several students to explain their reasons for a vote, which will require them to think at a higher level.

• Next, remove all Post-It notes except the top three. Repeat the procedure to decide on the top example of what kids their age worry about. Allow each child only one vote, and write the total number of votes on each Post-It note. Again, ask several students to explain their reasons for a vote, which will require them to think at a higher level.

• Start a new piece of chart paper and restate the question as a problem statement. For example, if playing the piano at a recital is the top example of what kids their age worry about, rewrite the sentence as:

   **Kids our age worry about playing the piano at a recital.**

• Invite students to brainstorm solutions for this problem. As the ideas flow, write each on a Post-It note and stick them to the chart. Accept all ideas without any judgment at this point.

• Repeat the Post-It note procedure used earlier to decide on the top three solutions for the problem and then the best solution for the problem.

**XVII. Homework**

• N/A

**XVIII. Interdisciplinary Connections, Enrichment Possibilities, or Resources**

• **Enrichment Possibilities:**
  o Read aloud other picture books about kids who worry about something. Compare and contrast these stories. A few notable titles include:
    * *Ira Sleeps Over* by Bernard Waber
    * *A Bad Case of Stripes* by David Shannon
The Worrywarts by Pamela Duncan Edwards
There’s a Monster Under My Bed by James Howe
There’s a Nightmare in my Closet by Mercer Mayer

Wemberly worries about the safety of her playground. Allow children to create what they think are the most important rules for playground safety. They can create lists, posters, and/or signs to share with the other students at school.

Engage students in the Creative Problem Solving process used in this lesson based on the broad “issues” found in the picture books used with students.

• **Interdisciplinary Connections:**
  The Creative Problem Solving activity connects this lesson to Social Studies.
• **Resources:**
  N/A

**XIX. LESSON HANDOUTS OR ASSESSMENTS**

• N/A
LESSON 7: CLICKING CONNECTIONS

I. OVERVIEW OF THE LESSON

- Using the mentor text *Alphabet City*, students investigate the idea of perspective and they create their own “hidden letter” pages for a class alphabet book.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE

- To explore alphabet connections to the real world
- To develop writing and creative thinking skills
- To develop collaboration skills

III. INDIANA ACADEMIC STANDARDS


IV. INSTRUCTIONAL TIME NEEDED

- 45 – 60 minutes

   *Advance Preparation:*

   - Before the lesson, hang Post-It notes, each with a different letter of the alphabet, somewhere in the classroom where students can access them easily.

V. GROUPING ARRANGEMENTS

- Whole group, partner

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED

- *Alphabet City* by Stephen T. Johnson, one copy to read aloud
- Post-It notes, 26
- Handout 7.1, 1-3 copies per partnership
- Digital Camera(s), at least one
- Computer with a cable for importing digital photographs
- Printer
- Handout 7.2, one copy for each 2 students

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS

- Display and sing The Connection Song (Handout 2.1).
- Introduce the book *Alphabet City* by Stephen T. Johnson. Explain that the author is also the illustrator. Stephen T. Johnson painted the pictures for his book based on
photographs he took. Tell students that you will be looking at his perspective, or the way he thinks about seeing the letters of the alphabet in everyday objects.

- Read aloud the author’s note at the beginning of the book.
- Explore the book, discussing the author’s perspective on each page.
- Tell students that we will make connections with Stephen T. Johnson by looking at our environment the way he would look at it.
- Instruct each partnership to select one to three Post-It notes (depending on class size) with a letter on it. The pair must find those letters within a specific area in the school designated by the teacher. Remind students that they are not allowed to move objects to create their letters. Using Handout 7.1, partners should indicate, with pictures or words, the favorite places that they “find” their letters. Then, they should compose a complete sentence describing the “hidden letter.” Discuss the mechanics of a complete sentence (capital letter, ending punctuation, etc.).
- Once finished, assist students in taking a digital photograph of each of their “hidden letters.” Transfer the images into a Word document, and allow the partners to type their descriptive sentences on each page. Print the pages, and compile them to create a book titled “Alphabet Classroom” to put in the classroom/library.
- After printing out the pages for the book, further connect with Stephen T. Johnson by allowing the kids to draw/color/paint their photograph. Combine these pieces of art for another version of “Alphabet Classroom.”

VIII. HOMEWORK

- Alphabet House: Tell your family about *Alphabet City*. Invite your family members to help you look for letters of the alphabet in your house. Remember to not move anything! You may have to change your perspective. (Handout 7.2)

IX. INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES

- **Enrichment Possibilities:**
  - Repeat this lesson using *City by Numbers*, also by Stephen T. Johnson.
  - Continue to explore the idea of perspective by reading aloud *Duck! Rabbit!* by Amy Krouse Rosenthal and Tom Lichtenheld.

- **Interdisciplinary Connections:**
  - Use of the book *Alphabet City* connects this lesson to Art.

- **Resources:**

X. LESSON HANDOUTS OR ASSESSMENTS

- Handout K:7.1 Finding “Hidden” Letters
- Handout K:7.2 Lesson 7 Homework
Names:

Our letter:

This is a picture or words reminding us of where we found our letter:

This is a sentence describing our “hidden letter”:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Written by ______________________________________________________________
Lesson 7 Homework

**Alphabet House:** Tell your family about *Alphabet City*. Invite your family members to help you look for letters of the alphabet in your house. Remember to not move anything! You might have to change your perspective.
LESSON 8 : CREATIVITY CONNECTIONS

I. OVERVIEW OF THE LESSON

• Using the mentor text *The Turn-Around, Upside-Down Alphabet Book* by Lisa Campbell Ernst, students will continue to explore perspective as they create objects using the letters of the alphabet.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE

• To develop creative thinking skills
• To develop writing skills
• To develop speaking and listening skills

III. INDIANA ACADEMIC STANDARDS


IV. INSTRUCTIONAL TIME NEEDED

• 45 minutes

V. GROUPING ARRANGEMENTS

• Whole group, individual

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED

• *The Turn-Around, Upside-Down Alphabet Book* by Lisa Campbell Ernst, one copy to read aloud
• Whisk, sock, plate, and/or button
• Handout 8.4, 4 copies
• Handouts 8.1 – 8.26, one copy of each, excluding Handout 8.4
• Crayons or markers
• Handout 8.27, one copy for each student.

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS

• Display and sing The Connection Song (Handout 2.1).
• Remind students how we explored Stephen T. Johnson's perspective, or the way he thinks about seeing the letters of the alphabet in everyday objects, when looking at his book *Alphabet City*.
• Introduce *The Turn-Around, Upside-Down Alphabet Book* by Lisa Campbell Ernst by showing students the cover. Tell students that she is another author/illustrator who uses her own unique perspective as she looks at letters of the alphabet.
• Read aloud the Author’s Note found at the end of the book. Discuss how Stephen T. Johnson and Lisa Campbell Ernst are alike and how they are different.

• Read aloud *The Turn-Around, Upside-Down Alphabet Book.* Discuss how the author’s perspective changes as she looks at the letters from different angles.

• Examine common objects, such as a whisk, sock, plate, and/or button from all different angles. Invite students to offer suggestions for how these objects could be used other than their intended use. Accept all answers, and, if an answer seems unclear, ask for an explanation.

• Using Handout 8.4, display the letter “D” for all to see using an overhead or document camera. Model, by thinking aloud, all of the things you “see” when you look at the letter from all different angles. For example, starting upright and turning the letter clockwise, you might draw shapes to create the following: a butterfly, a boat with a sail, a ladybug crawling up a tree branch, and a hat or cap on top of a face. For each picture, discuss what details you can add to complete the picture (i.e., clouds, flowers, snow falling, etc.).

• Provide each student with a different letter of the alphabet (Handouts 8.1 – 8.26), without using the letter “D” (Handout 8.4). Encourage the students to spend some time turning their letter around and looking at it from all different angles. Ask them to brainstorm a lot of ideas about what they “see” and could turn the letter into. Instruct them to then use a pencil to draw their picture, in case they want to make changes as they are creating. Encourage them to add details to their pictures. They can then color the picture using crayons or markers. Emphasize that they should think of an original idea – one that they haven’t seen so far.

• Instruct students to write about their creation on the backside of their picture.

• Use a document camera, if available, and allow students to share and describe their creations. These can also be shared in small groups or with a partner.

VIII. HOMEWORK

• Ask an adult to draw a black random squiggle line somewhere in the box with a pen or a marker. Look at it from all angles. What can you turn it into? Draw and color your picture. Write one sentence describing your picture. (Handout 8.27)

IX. INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES

• Enrichment Possibilities:
  - Read aloud *Little Cloud* by Eric Carle or *It Looked Like Spilt Milk* by Charles G. Shaw. Share different perspectives. Provide a piece of white chalk and a large piece of blue construction paper for each student. Have students go outside and lie down on the ground. Ask them to choose a cloud they see and draw it on the paper with the chalk. (Remind them to not look at the sun!) Come inside and study the cloud from all angles. Students finish the sentence, *It looked like, but it wasn’t. It was*
just____. This activity can also be done by “spilling” white paint in random shapes on blue construction paper using a straw or a plastic spoon.

- **Interdisciplinary Connections:**
  - The use of *The Turn-Around, Upside-Down Alphabet Book* connects this lesson to Art.

- **Resources:**

**X. Lesson Handouts or Assessments**

- Handouts K:8.1 to K:8.26 The Letters A to Z
- Handout K:8.27 Lesson 8 Homework
Handout K:8.1
Handout K:8.5
Handout K:8.6
Handout K:8.7
Handout K:8.9
Handout K:8.10
Handout K:8.22
Handout K:8.25
Handout K:8.26
Lesson 8 Homework

Directions: Ask an adult to draw a black random squiggle line somewhere in the box with a pen or a marker. Look at it from all angles. What can you turn it into? Draw and color your picture. Write one sentence describing your picture.
LESSON 9: COMPARE AND CONTRAST

I. OVERVIEW OF THE LESSON
   • Students listen to two completely different versions of the fairy-tale classic *Goldilocks and the Three Bears*, and they use higher-level thinking skills to compare and contrast the stories.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE
   • To interpret and analyze literature
   • To develop speaking and listening skills

III. INDIANA ACADEMIC STANDARDS

IV. INSTRUCTIONAL TIME NEEDED
   • Two 45 – 60 minute sessions

V. GROUPING ARRANGEMENTS
   • Whole group, small group (optional), partner (optional)

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED

   **Part One:**
   • *Goldilocks and the Three Bears: A Tale Moderne* by Steven Guarnaccia, one copy to read aloud
   • *Goldilocks and the Three Dinosaurs* by Mo Willems, one copy to read aloud
   • Handout 9.1, one copy for whole group display or one copy for small group or partner use, if desired

   **Part two:**
   • *Goldilocks and the Three Bears: A Tale Moderne* by Steven Guarnaccia, one copy for display
   • *Goldilocks and the Three Dinosaurs* by Mo Willems, one copy for display
   • Handout 4.3 (colored as described and previously used in Lesson 4), one copy for whole group display
   • Yellow construction paper squares (6x6), two for each student
   • Red construction paper squares (6x6), one for each student
• Green construction paper squares (6x6), one for each student
• Brown construction paper squares (6x6), one for each student
• Scissors, one pair for each student
• Glue stick, one for each student or small group
• Handout 9.2 (Burger Circles), two for each student
• Handout 9.3, one copy for each student

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS

Part One:

• Display and sing The Connection Song (Handout 2.1).
• Introduce Goldilocks and the Three Bears: A Tale Moderne and Goldilocks and the Three Dinosaurs by showing students the book covers. Invite volunteers to predict how the stories might be the same and different based on the titles and book cover pictures.
• Explain to students that they will be listening to both versions of the fairy tale. After both, they will use a Venn diagram to help them think about similarities and differences.
• Read aloud Goldilocks and the Three Bears: A Tale Moderne by Steven Guarnaccia. Discuss the characters, setting, and major events.
• Visit the “Can You Find Connections?” chart hanging in the room. Invite students to formulate two examples of a connection from Goldilocks and the Three Bears: A Tale Moderne. Probe students to think at a higher level by thinking of one connection example that they can see and one connection example that they cannot see. Record the examples on the chart as the students follow along in the “workbook” (Handout 2.2).
• Before reading aloud Goldilocks and the Three Dinosaurs by Mo Willems, ask students to think about how this version of the story is different from the one they just heard.
• Read aloud Goldilocks and the Three Dinosaurs by Mo Willems. Discuss the characters, setting, and major events.
• Visit the “Can You Find Connections?” chart hanging in the room. Invite students to formulate two examples of a connection from Goldilocks and the Three Dinosaurs. Probe students to think at a higher level by thinking of one connection example that they can see and one connection example that they cannot see. Record the examples on the chart as the students follow along in the “workbook” (Handout 2.2).
• Display the Goldilocks Venn diagram (Handout 9.1) for the whole class to see. Compare and contrast the two stories using the graphic organizer.
• For students who are more able, older, or more experienced writers: After discussing the Venn diagram, allow partners or small groups to complete it independently.

Part Two:

• Display the two books read in the first part of this lesson. Ask volunteers to retell each story, including key details.
• Review the meaning of **fact** and **opinion**. Ask students to quietly think about which book they think is the best version of the Goldilocks fairy tale. After adequate thinking time, announce each title and ask the kids to raise their hands indicating which book they thought was the best. Discuss whether there is a right or wrong answer, and reinforce that everyone has his or her own opinion.

• Review how we can use the idea of a hamburger to tell/write about our opinions to try and convince, or persuade, our reader/audience to agree with us.

• Post the following question:

  **Which book do you think is the best version of Goldilocks?**

• Display the colored copy of Handout 4.3 used in Lesson 4. Review the parts of the hamburger, and model how to make a hamburger book. Allow students to answer this question by completing a hamburger book (as described in detail in Lesson 4).

• Provide each student with two yellow, one green, one red, and one brown construction paper squares, along with five burger circle writing pages (Handout 9.2). Remind them to use the graphic organizer to help with order and sentence starters.

• Circulate as students are working and help as needed.

• Allow students to share their hamburger books with the class, in small groups, or with a partner.

• **An option for differentiating down for students who are not yet writing:** After displaying Handout 4.3, ask students to hold up the hamburger pieces while formulating and reciting their introduction, reasons, and conclusion as the class listens.

VIII. **HOMEWORK**

• Cut two small pictures of nouns out of a magazine and glue or tape them onto the paper, one above each circle. Use the Venn diagram to compare and contrast the items by telling how they are alike and how they are different. Can you think of several ways? (Handout 9.3)

IX. **INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES**

• **Enrichment Possibilities:**
  o Introduce a third version of the fairy-tale classic *Goldilocks and the Three Bears*, such as James Marshall’s version of the tale in which Goldilocks is especially naughty. After reading the third version, complete a 3-way Venn diagram, which adds to the level of challenge.

• **Interdisciplinary Connections:**
  o N/A

• **Resources:**

X. **LESSON HANDOUTS OR ASSESSMENTS**

- Handout K:9.1 Goldilocks Compare and Contrast Venn Diagram
- Handout K:9.2 Burger Circles
- Handout K:9.3 Lesson 9 Homework
Goldilocks Compare and Contrast
Handout K:9.2 Burger Circles
Directions: Cut two small pictures of nouns (person, place, or thing) out of a magazine or catalog and glue or tape them onto the paper, one above each circle. Use the Venn diagram to compare and contrast the items by telling how they are alike and how they are different. Can you think of several ways?
LESSON 10: CONNECTING THIS AND THAT

I. OVERVIEW OF THE LESSON
   • Students focus on continuing to develop an understanding of the concept of connections as they formulate “life equations” based on the book *This Plus That* by Amy Krouse Rosenthal.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE
   • To develop an understanding of the concept of connections
   • To utilize higher-level thinking skills

III. INDIANA ACADEMIC STANDARDS
   • K.RF.5, K.RL.1, K.RL.2.1, K.RV.1, K.W.1, K.W.3.2, K.W.6.2c, K.SL.1, K.SL.2.1, K.SL.2.3, K.SL.4.1, K.SL.4.3

IV. INSTRUCTIONAL TIME NEEDED
   • 45 minutes

V. GROUPING ARRANGEMENTS
   • Whole group, small group, partner, individual

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED
   • Handout 2.1, one copy for whole group display
   • *This Plus That: Life’s Little Equations* by Amy Krouse Rosenthal, one copy to read aloud
   • Handout 10.1, one copy for whole group display
   • Handout 10.2, one copy for each student
   • Handout 10.3, one copy for each student

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS
   • Visit the “Can You Find Connections?” chart hanging in the room, and review the connection examples from the previous lesson. Discuss how they apply to the unit concept generalizations hanging in the room. *(For example: What is connecting? [objects, ideas, places, and/or people]; What kind of connection is it? [intellectual, physical, social, and/or emotional]; Is the connection likely to change or stay the same over time?)*
   • Display and sing The Connection Song (Handout 2.1).
   • Play a game of words that go together, or are connected. Give the first word from any of the examples in the list below, and ask the students to raise their hands if they can think of a word to complete it. For example, if you say “cookies and ,” they might say
“milk.” Word pair answers are only suggestions; any answers that can be logically explained are acceptable. This activity can be done whole group, in small groups, or in partnerships. After each word pair is solved, write it as an addition equation and ask students to formulate an “answer.” For example, with the example “cookies and milk,” write “cookies + milk = ____.” The students might suggest “a yummy afterschool snack” as an “answer.”

**Word Pairs**

- boys and (girls)
- pots and (pans)
- bread and (butter)
- bacon and (eggs)
- stop and (go)
- king and (queen)
- up and (down)
- brother and (sister)
- hot and (cold)
- night and (day)
- cup and (saucer)
- left and (right)
- in and (out)
- husband and (wife)
- needle and (thread)
- cookies and (milk)
- stars and (stripes)
- toothbrush and (toothpaste)

- Introduce the book *This Plus That: Life’s Little Equations* by Amy Krouse Rosenthal. Explain that the author uses addition, subtraction, multiplication, and division to find “word answers,” and that she thinks about connections as she solves the equations.
• Read aloud *This Plus That: Life’s Little Equations*. Discuss the illustrations and each connection as you read. Allow students to offer alternative “word solutions.”

• After reading and discussing the book, display Handout 10.1 for the whole group to see. Invite students to choose an “answer” and think of an equation, or connection, for that answer (Handout 10.2). Remind them that the “equation connection” should involve 2 or more ideas, can incorporate addition, subtraction, multiplication, and/or division, and that there are no right or wrong answers as long as each equation has a logical explanation. Encourage those who would rather come up with own equation and answer to do so! The list is intended to support those who may need support getting started.

• Allow students to share their equations and solutions with a partner or in small groups. If desired, compile the handouts into a class book to put in the classroom library.

**VIII. HOMEWORK**

• Make an equation using your name:
  • First name + middle name + last name = a word that defines you
  • Illustrate and label the parts of your equation. (Handout 10.3)

**IX. INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES**

• Enrichment Possibilities:
  • N/A

• Interdisciplinary Connections:
  • The use of *This Plus That: Life’s Little Equations* connects this lesson to Math.

• Resources:

**X. LESSON HANDOUTS OR ASSESSMENTS**

• Handout K:10.1 Word List for “Here’s the Answer. What’s the Equation?”
• Handout K:10.2 Worksheet for “Here’s the Answer. What’s the Equation?”
• Handout K:10.3 Lesson 10 Homework
Here’s the Answer. What’s the Equation?

<table>
<thead>
<tr>
<th>love</th>
<th>family</th>
<th>fun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Halloween</td>
<td>delicious</td>
<td>hilarious</td>
</tr>
<tr>
<td>summer</td>
<td>green</td>
<td>peace</td>
</tr>
<tr>
<td>happiness</td>
<td>4th of July</td>
<td>disgusting</td>
</tr>
<tr>
<td>beautiful</td>
<td>winter</td>
<td>excited</td>
</tr>
<tr>
<td>breakfast</td>
<td>recess</td>
<td>Thanksgiving</td>
</tr>
<tr>
<td>spring</td>
<td>bedtime</td>
<td>orange</td>
</tr>
<tr>
<td>difficult</td>
<td>sleepover</td>
<td>fall</td>
</tr>
</tbody>
</table>
Handout K:10.2

Name __________________________________ Date ________________________

Directions: Choose an answer, formulate a connection equation, and draw a detailed picture. Label all of the parts of your picture.

My Answer:

My Connection Equation:

My Picture:
Lesson 10 Homework

Directions: Make an equation using your name:

First name + middle name + last name = a word that defines you

Illustrate and label the parts of your equation.

___________________________ + ___________________________ + ___________________________ =

__________________________________________________________________________________________
LESSON 11: ROSIE REVERE, ENGINEER

I. OVERVIEW OF THE LESSON
   • Students interpret and analyze the fictional book *Rosie Revere, Engineer* by Andrea Beaty through the use of the 4-level questioning strategy and analyzing an above grade level vocabulary word from *Rosie Revere*.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE
   • To analyze and interpret literature
   • To analyze above-grade-level vocabulary
   • To utilize higher level thinking

III. INDIANA ACADEMIC STANDARDS
   • K.RL.1, K.RL.2.1, K.RL.2.3, K.RL.3.1, K.RL.4.1, K.RV.3.1, K.W.6.2c

IV. INSTRUCTIONAL TIME NEEDED
   • 45 minutes

V. GROUPING ARRANGEMENTS
   • Whole group, small group, partner, individual

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED
   • Handout 2.1, one copy for whole group display
   • *Rosie Revere, Engineer* by Andrea Beaty, one copy to read aloud
   • *Handout 11.1, one copy for each student (in “workbook”)
   • *Handout 11.2, one copy for each student (in “workbook”)
   • Handout 11.3, one copy for each student

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS
   • Display and sing The Connection Song (Handout 2.1).
   • Introduce *Rosie Revere, Engineer* as a fictional story about a young girl who loves inventing things.
   • Explain to students that they should listen carefully to today’s story so they can continue to practice answering the four levels of questions after the story (as described in Lesson 3).
   • Read aloud *Rosie Revere, Engineer* by Andrea Beaty, pointing out and discussing the illustrations as you read.
   • After reading, invite students to practice answering some or all of the following four-level questions, either through a whole-class discussion, a “pair and share” format, or
with partners or individuals recording their thoughts in writing or pictures using the “Four-Level Questions Record Sheet” (Handout 11.1) as each question is read aloud by the teacher. (If there are two or three questions per level, and you want to use them all, you can ask the students to divide the box in half or thirds by drawing a vertical line(s) to separate the answer space.)

- **LEVEL 1:** What were some of Rosie’s inventions?
- **LEVEL 2:** What was the result of Uncle Fred laughing at the hat Rosie made to keep the pythons away?
- **LEVEL 3:** If Aunt Rose had never come to visit, how would the story have changed?
- **LEVEL 4:** Do you agree or disagree with Aunt Rose when she says that making mistakes can be a good thing? Why?

- Visit the “Can You Find Connections?” chart hanging in the room. Invite students to formulate two examples of a connection from *Rosie Revere, Engineer*. Probe students to think at a higher level by thinking of one connection example that they can see and one connection example that they cannot see. Record the examples on the chart as the students follow along in the “workbook” (Handout 2.2).
- Review with students that they can use a Vocabulary Map to think deeply about interesting words they hear when they listen to stories. Remind them that they can even begin use these words in their own writing.
- Display a copy of the Vocabulary Map (Handout 11.2) for the whole class to see (document camera, overhead, poster-sized laminated copy). Choose a word from *Rosie Revere, Engineer* to analyze (i.e., “perplexed”), and model filling out the map while students follow along in their “workbook.” If students are ready, they can work with a partner or in a small group to complete the web independently.
- Write the word in the center, and ask the students to explain what they think the word means by listening to it again as you reread it in the context from the book. Read enough before or after the word to allow the students to use the context to help determine meaning. Then, if modeling for students, discuss each section as follows:
  - **Definition:** Teach the students how to locate the word in a child-friendly dictionary or on an online dictionary. Some online primary-friendly choices include:
    - [http://wordcentral.com/](http://wordcentral.com/)
    - [www.wordsmyth.net](http://www.wordsmyth.net)
    Write the dictionary definition relevant to the story in the “Definition” box.
  - **Source Sentence:** Write the sentence that the vocabulary word is used in from the book read.
  - **Student Sentence:** Ask the students to develop their own sentences using the word. Record one of these sentences in the “Student Sentence” box. Be sure that the student sentence includes a clear context clue for the vocabulary word being analyzed.
o **Synonyms/Antonyms:** Discuss the meaning of synonyms and antonyms. Ask the students for possible synonyms and/or antonyms for the word. Record these in the “Synonyms” and “Antonyms” boxes.

o **Word Families:** Ask students to think of other words in the same family or words that use one or more of the same word parts. Record these words and circle the similarities in the “Word Families” box.

o **Looks Like:** Ask students to draw a picture of what they think the word looks like.

VIII. **HOMEWORK**

* Think of an invention that would solve a problem. Draw it, label the parts, and describe what it does. (Handout 11.3)

IX. **INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES**

* **Enrichment Possibilities:**
  o Read aloud and answer 4-level questions for *Iggy Peck, Architect*, also by Andrea Beatty.

* **Interdisciplinary Connections:**
  o The use of *Rosie Revere, Engineer* links this lesson to Math and Science.

* **Resources:**

X. **LESSON HANDOUTS OR ASSESSMENTS**

* Handout K:11.1 Four-Level Questions Record Sheet
* Handout K:11.2 Vocabulary Map
* Handout K:11.3 Lesson 11 Homework
*Handout K:11.1

Name ___________________________ Date _______________________

Directions: Write or draw a picture of an answer for each question.

LESSON 11: FOUR-LEVEL QUESTIONS RECORD SHEET

LEVEL 1

LEVEL 2
**LEVEL 3**


**LEVEL 4**


*Handout K:11.1 contd.*
*Handout K:11.2

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Vocabulary Map

Name

Word

Synonyms

Antonyms

Looks Like

Analysis

Word Families

Student Sentence

Source Sentence

Definition

June 9, 2014
Lesson 11 Homework

Directions: Think of an invention that would solve a problem. Draw it, label the parts, and describe what it does.
LESSON 12: RESEARCH – WHAT’S AN ENGINEER?

I. OVERVIEW OF THE LESSON

- Students use the Research Model and above-grade-level informational texts to learn about the role of an engineer. The four days of research prepare students for the subsequent lesson – a Problem Based Learning STEM challenge based on the earlier study of Goldilocks and the Three Bears.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE

- To synthesize and evaluate informational text
- To develop research skills
- To develop speaking/listening skills

III. INDIANA ACADEMIC STANDARDS

- K.RF.5, K.RN.1, K.RN.2.1, K.RN.2.2, K.RN.2.3, K.RV.1, K.W.5, K.SL.1, K.SL.2.1, K.SL.2.3, K.SL.2.5, K.SL.3.1

IV. INSTRUCTIONAL TIME NEEDED

Note to Teacher: Since there are four informational texts, it is recommended that this lesson be taught over the course of four days.

- Day 1: 30 – 45 minutes
- Day 2: 30 – 45 minutes
- Day 3: 30 – 45 minutes
- Day 4: 30 – 45 minutes

V. GROUPING ARRANGEMENTS

- Whole group

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED

Day 1:

- *Engineering in Our Everyday Lives* by Reagan Miller, one copy to read aloud
- Chart paper
- Marker

Day 2:

- *Engineers Solve Problems* by Reagan Miller, one copy to read aloud
• Chart papers from Day 1
• Marker

Day 3:
• *How Engineers Find Solutions* by Reagan Miller, one copy to read aloud
• Chart papers from Day 2
• Marker

Day 4:
• *Engineers Build Models* by Reagan Miller, one copy to read aloud
• Chart papers from Day 3
• Marker
• Handout 12.1, one copy for each student (in “workbook”)

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS

Day 1:
• Visit the “Can You Find Connections?” chart hanging in the room, and review the connection examples from the previous lesson. Discuss how they apply to the unit concept generalizations hanging in the room. *(For example: What is connecting? [objects, ideas, places, and/or people]; What kind of connection is it? [intellectual, physical, social, and/or emotional]; Is the connection likely to change or stay the same over time?)*
• Display and sing The Connection Song (Handout 2.1).
• Ask partners to “pair and share” the retelling of the story *Rosie Revere, Engineer*, including key details.
• Remind students that in the make-believe story read yesterday, we heard the word “engineer.” Model thinking aloud by saying, “I wonder what an engineer is.” Tell the students that we can research a subject we don’t know a lot about by asking questions and reading informational texts to find the answers.
• Hang up 3 charts labeled: “Engineers: What We (Think We) Know,” “Engineers: What We Want to Know,” and “Engineers: What We Learned.”
• Ask the students to share anything they think they know about an engineer. Add this information to the “What We (Think We) Know” chart.
• Ask the students if they have any questions or things they wonder about engineers. Add these to the “What We Want to Know” chart. Model this process by asking and recording any interesting questions you have.
• Introduce the book *Engineering in Our Everyday Lives* by Reagan Miller as a non-fiction book that gives information. Tell them that they will listen to a non-fiction book about engineers for the next few days, and that they will answer questions, develop new questions, and update the information they thought they knew as they listen to these
books. Encourage them to listen for answers to the questions they asked today, as well as to think of new questions they might have after listening to the book.

- Read aloud *Engineering in Our Everyday Lives*. As you read aloud, pause throughout to show and discuss the illustrations.
- Close Day 1 by updating the three charts:
  - Did any information we thought we knew turn out to be wrong?
  - Did we answer any of the questions we had?
  - Do we have any new questions after reading this book?

**Day 2:**

- Review the three charts created in the previous lesson.
- Introduce the book *Engineers Solve Problems* as another non-fiction book that gives information. Remind the students to listen for information that may answer the questions generated. Remind them, also, to think of new questions they might have after listening to today's book.
- Read aloud *Engineers Solve Problems*. As you read aloud, pause throughout to show and discuss the illustrations.
- Close Day 2 by updating the three charts:
  - Did any information we thought we knew turn out to be wrong?
  - Did we answer any of the questions we had?
  - Do we have any new questions after reading this book?

**Day 3:**

- Review the three charts created in the previous lesson.
- Introduce the book *How Engineers Find Solutions* as another non-fiction book that gives information. Remind the students to listen for information that may answer the questions generated. Remind them, also, to think of new questions they might have after listening to today's book.
- Read aloud *How Engineers Find Solutions*. As you read aloud, pause throughout to show and discuss the illustrations.
- Close Day 3 by updating the three charts:
  - Did any information we thought we knew turn out to be wrong?
  - Did we answer any of the questions we had?
  - Do we have any new questions after reading this book?

**Day 4:**

- Review the three charts created in the previous lesson.
- Introduce the book *Engineers Build Models* as another non-fiction book that gives information. Remind the students to listen for information that may answer the questions generated. Remind them, also, to think of new questions they might have after listening to today's book.
• Read aloud *Engineers Build Models*. As you read aloud, pause throughout to show and discuss the illustrations.

• Update the three charts:
  o Did any information we thought we knew turn out to be wrong?
  o Did we answer any of the questions we had?
  o Do we have any new questions after reading this book?

• Pose the following question after updating all three charts: How can we find an answer to the unanswered questions we still have?

• Discuss the directions on Handout 12.1. Allow individuals to complete the page independently. Allow students to share their work with a partner, a small group, or the whole class.

VIII. **HOMEWORK**

• N/A

IX. **INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES**

• **Enrichment Possibilities:**
  o Invite a community member who is an engineer or an engineering student to come and talk with the class about his/her job or education. Representing several engineering disciplines will provide more information for students. This would be an excellent method for answering any unanswered questions at the end of the research process.
  o Learn more about engineering by reading aloud *Engineering the ABC’s: How Engineers Shape Our World* by Patty O’Brien Novak

• **Interdisciplinary Connections:**
  o Researching engineers connects this lesson to Math and Science.

• **Resources:**

X. **LESSON HANDOUTS OR ASSESSMENTS**

• Handout K:12.1 An Engineer…
*Handout K:12.1

Name ___________________________ Date _______________________

**Directions:** Finish the sentence using what you learned from your research. Draw a detailed picture, and label all of the parts.

An engineer ...

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

. 

_________________________________________________________________

_________________________________________________________________
LESSON 13: PBL – A CHAIR FOR BABY BEAR

I. OVERVIEW OF THE LESSON

- Students apply what they learned about engineers as they participate in a STEM-integrated (Science, Technology, Engineering, and Math) PBL (Problem Based Learning) activity based on Goldilocks and the Three Bears.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE

- to develop collaboration skills
- to utilize higher-level thinking

III. INDIANA ACADEMIC STANDARDS


IV. INSTRUCTIONAL TIME NEEDED

- 60 – 75 minutes

Advance Preparation:

- Hang and title the three charts for the “Need to Know Board” as described in the lesson below.
- Bring a bear to school to use for the STEM-integrated PBL activity. The bear must have legs. Adjust the size/weight of the bear you use based on the ability level of your class. Only one bear should be used to test all students’ chairs. If you do not have a bear, you can use an object from the classroom (a heavy block, for example) and tape a picture of a bear to it. Accordion folded construction paper legs can be added to the object.
- Prepare the boxes of materials needed for this lesson ahead of time.

Note to Teacher: This lesson can be taught over the course of two or three days, if preferred.

V. GROUPING ARRANGEMENTS

- Whole group, small group, partner, individual

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED

- A box containing the following materials, one for each two students: paper bathroom cups, popsicle or craft sticks, masking tape, aluminum foil, pipe cleaners, straws, paper plates, hole punch, scissors
- A stuffed or toy bear (See “Advance Preparation.”)
- Timer or stopwatch
- Handouts 13.1 and 13.2, one copy for whole group display
Handout 13.3, one copy for each two students
Handout 13.4, one copy for each two students

VII. Lesson, Student Activities, Guiding Questions

• Display and sing The Connection Song (Handout 2.1).
• Explain to students that they will participate in a Problem Based Learning activity today during which they will work with a partner to solve a real problem.
• Display part one of the “A Chair for Baby Bear” Problem Based Learning scenario (Handout 13.1) for the whole group to see. Read the first part of the scenario to the class:

Goldilocks was scolded when she returned home from the three bears’ house. Papa Bear called her mother and told her that Goldilocks broke Baby Bear’s chair. In order to make things right, Goldilocks must build a perfect chair for Baby Bear. Goldilocks doesn’t know anything about building chairs. You are an engineer, and she needs your help!

• After reading the first part of the scenario, hang three charts for the “Need to Know Board.” Label one chart “What We Know,” one “What We Need To Know,” and one “How Do We Find Out?”
• Using the information from part one of the scenario, record information for the “What We Know” chart in order to analyze the problem. This is a good time to distinguish between facts and inferences. Accept only information that comes directly from the problem scenario. Ask students to explain their ideas, which will require them to think at a higher level. (Examples here may include: Goldilocks is in trouble. Baby Bear’s chair is broken. Goldilocks has to build a new chair. The new chair has to be perfect for Baby Bear. Goldilocks needs help building the chair.)
• Next, ask the students what else they need to know and record those ideas on the “What We Need To Know” chart. They should identify what else they need to know to solve this problem. Asking them to explain why they need to know these things will require them to think at a higher level. (Examples here may include: What materials will be used to build the chair? What will make the chair perfect for Baby Bear?)
• At this point, display part two of the “A Chair for Baby Bear” Problem Based Learning scenario (Handout 13.2). Read the second part of the scenario to the class:

Papa Bear sent a box of materials to use for building the chair. They are the only materials that can be used. Papa Bear said that Baby Bear’s feet must not touch the ground when he sits on the chair. Mama Bear wants to make sure that Baby Bear will not fall out of the chair when he is sitting. Baby Bear does not want the chair to break when he sits in it!
• At this point, return to the “Need to Know Board” charts and repeat the process for part two of the scenario, this time including the “How Do We Find Out?” chart, which will likely include testing the properties of the materials for strength, flexibility, etc.

• Provide a box of materials and “A Chair for Baby Bear Design Challenge” (Handout 13.3) to each partnership. Encourage each small group to talk about and draw a detailed plan before building. This will provide an opportunity to problem solve before building.

• Allow partners a specified amount of time to work on developing a plan and building a chair. Encourage them to draw a detailed picture and label materials to be used. Make the bear available for measuring. **Emphasize that students should ask for help with the scissors and/or hole punch when cutting, or punching holes in, thick materials!**

• Once the chairs are finished, have students sit in a circle. Test each chair using the bear and the stopwatch or timer. Encourage partners to explain their design decisions as you go.

• After testing chairs, allow time for partners to work together to complete the “A Chair for Baby Bear Evaluation” (Handout 13.4).

**VIII. HOMEWORK**

• N/A

**IX. INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES**

• **Enrichment Possibilities:**
  
  o Read two or three versions of *The Three Little Pigs*. Create a similar STEM-integrated PBL lesson based on that fairy tale. The students’ design challenge might include building a house with the following constraints:

  1. There must be an entrance

  2. A pig must be able to stand inside.

  3. The house must be able to withstand the wolf’s huffing and puffing (a hair dryer or box fan) for 30 seconds.

  o Choose building materials with different properties.

• **Interdisciplinary Connections:**

  o The STEM-integrated PBL activity connects this lesson to Math and Science.

• **Resources:**


**X. LESSON HANDOUTS OR ASSESSMENTS**

• Handouts K:13.1 A Chair for Baby Bear – Part 1

• Handouts K:13.2 A Chair for Baby Bear – Part 2
• Handouts K:13.3 A Chair for Baby Bear Design Challenge
• Handouts K:13.4 A Chair for Baby Bear Evaluation
Goldilocks was scolded when she returned home from the three bears’ house. Papa Bear called her mother and told her that Goldilocks broke Baby Bear’s chair. In order to make things right, Goldilocks must build a perfect chair for Baby Bear. Goldilocks doesn’t know anything about building chairs. You are an engineer, and she needs your help!
A Chair for Baby Bear – Part 2

Papa Bear sent a box of materials to use for building the chair. They are the only materials that can be used. Papa Bear said that Baby Bear’s feet must not touch the ground when he sits on the chair. Mama Bear wants to make sure that Baby Bear will not fall out of the chair when he is sitting. Baby Bear does not want the chair to break when he sits in it!
Handout K:13.3

Names

____________________________________________________

____________________________________________________

A Chair for Baby Bear Design Challenge

1. Baby Bear’s feet must not touch the ground when he sits in the chair.
2. Baby Bear must not fall out of the chair when he is sitting.
3. The chair must not break for at least 30 seconds when Baby Bear is sitting in it.

Our chair design plan:
Names

________________________________________

________________________________________

A Chair for Baby Bear Evaluation

1. Did your chair pass the design test?
   Yes          No

2. What did you like best about your chair design?

   ___________________________________________

   ___________________________________________

   ___________________________________________

3. What would you do to improve your chair design?

   ___________________________________________

   ___________________________________________

   ___________________________________________
LESSON 14: CONNECTING FICTION AND NON-FICTION

I. OVERVIEW OF THE LESSON

- Students will listen to the biography of William Kamkwamba, who, at 14 years old, brought electricity and running water to his desperately poor village in Africa by teaching himself to build a windmill. Students will complete a Reading Analyzer and compare and contrast a fictional and non-fictional character.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE

- To analyze and interpret informational text
- To utilize higher-level thinking skills

III. INDIANA ACADEMIC STANDARDS


IV. INSTRUCTIONAL TIME NEEDED

- 60 minutes

V. GROUPING ARRANGEMENTS

- Whole group, small group, partner

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED

- Handout 2.1, one copy for whole group display
- *The Boy Who Harnessed the Wind* by William Kamkwamba and Bryan Mealer, one copy to read aloud
- *Handout 14.1, one copy for each student (in “workbook”)
- Handout 14.2, one copy for whole group display
- Handout 14.3, one copy for each student

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS

- Display and sing The Connection Song (Handout 2.1).
- Ask a volunteer to describe an engineer. Discuss the previous lesson by asking:
  
  *How were you like an engineer during yesterday’s lesson?*

- Introduce the book *The Boy Who Harnessed the Wind* by William Kamkwamba and Bryan Mealer as a *biography*, an account of someone’s life written by someone else. Explain that Bryan Mealer, along with William’s help, wrote this book about a part of William’s life, and that William is an engineer.
• Read aloud *The Boy Who Harnessed the Wind* by William Kamkwamba and Bryan Mealer, including the last two pages about William’s life, pointing out and discussing the illustrations as you read.

• Visit the “Can You Find Connections?” chart hanging in the room. Invite students to formulate two examples of a connection from *The Boy Who Harnessed the Wind*. Probe students to think at a higher level by thinking of one connection example that they can see and one connection example that they cannot see. Record the examples on the chart as the students follow along in the “workbook” (Handout 2.2).

• Remind students that they can use a Reading Analyzer to think deeply about what they listen to or read.

• Display a copy of the Reading Analyzer (Handout 14.1) for the whole class to see (document camera, overhead, poster-sized laminated copy). If students are ready, allow them to complete the Analyzer with a partner. Otherwise, model filling it out as students follow along in their “workbook.” Encourage each student to provide his/her own unique sketch of “Images.” As you model filling out the Analyzer, discuss each section as follows:
  - **Key Words:** What interesting or exciting words did you read/hear?
  - **Feelings:** What feelings did you have when you read/heard this poem/story?
  - **Ideas:** What was the poem/story mostly about?
  - **Images:** What picture did you see in your mind as you read/heard the story/poem?

• Display Handout 14.2 for the whole group to see. Ask the students to “pair and share” one way that Rosie from the fictional book *Rosie Revere, Engineer* and William from the biography *The Boy Who Harnessed the Wind* are alike and one way they are different. After time to share, ask volunteers to suggest ideas for the Venn diagram comparing the two characters.

**VIII. HOMEWORK**

• Think about William from *The Boy Who Harnessed the Wind*. Make a list of words that you think describe him. How many can you think of? (Handout 14.3)

**IX. INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES**

• **Enrichment Possibilities:**
  - Visit [http://williamkamkwamba.typepad.com/](http://williamkamkwamba.typepad.com/), click on “Pix/Vid” and view:
    - a powerful and inspirational TED talk (5:59)
    - the short film “Moving Windmills” (6:08)
  - Provide students resources to learn more about the culture of Malawi and to see what it is like to live in a country very different from their own.
  - Provide students resources to learn more about wind energy.

• **Interdisciplinary Connections:**
The use of *The Boy Who Harnessed the Wind* connects this lesson to Science and Social Studies.

**Resources:**

**X. LESSON HANDOUTS OR ASSESSMENTS**
- Handout K:14.1 Reading Analyzer
- Handout K:14.2 Character Compare and Contrast Venn Diagram
- Handout K:14.3 Lesson 14 Homework
**Handout K:14.1 Reading Analyzer**

<table>
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<th>Name __________________________</th>
<th>Date __________________________</th>
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</table>

<table>
<thead>
<tr>
<th>Feelings</th>
<th>Description/ Images</th>
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<table>
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<tr>
<th>Ideas</th>
<th>Key Words</th>
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<table>
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<th>Title:</th>
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<table>
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<tr>
<th>Author:</th>
</tr>
</thead>
</table>

*Adapted from Center for Gifted Education. Copyright © Kendall Hunt Publishing Company*
Character Compare and Contrast
Lesson 14 Homework

**Directions:** Think about William from *The Boy Who Harnessed the Wind.* Make a list of words that you think describe him. How many can you think of?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
LESSON 15: SCHOOL CONNECTIONS

I. OVERVIEW OF THE LESSON
• Students analyze and interpret a fictional picture book, and then they write a personal narrative.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE
• To analyze and interpret literature
• To write a personal narrative

III. INDIANA ACADEMIC STANDARDS
• K.RF.5, K.RL.1, K.RL.2.1, K.RL.2.3, K.RL.3.1, K.RL.3.2, K.RL.4.1, K.RV.1, K.W.1, K.W.3.3, K.SL.1, K.SL.2.1, K.SL.2.3, K.SL.2.5, K.SL.3.1, K.SL.4.1

IV. INSTRUCTIONAL TIME NEEDED
• 60 minutes

Advance Preparation:
• Take pictures around the school of different locations with no people in them (cafeteria, gym, music room, office area, playground, etc.). Print the photos out in black and white (4x6 size). Create writing lines on the bottom of each page. After preparing prints, Xerox enough of each so that each student will have a copy. For example, if there are 7 locations and you have 21 students you will need at least 3 copies of each location.

Note to Teacher: This lesson can be taught over the course of two days. A natural break occurs after adding to the “Can You Find Connections?” chart and before writing the personal narrative.

V. GROUPING ARRANGEMENTS
• Whole group, partner, individual

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED
• Knuffle Bunny, Too: A Case of Mistaken Identity by Mo Willems, one copy to read aloud
• *Handout 15.1, one copy for each student (in “workbook”)
• Digital school location prints writing paper (as described in “Advance Preparation”), one for each student
• White construction paper
• Crayons or markers
• Glue sticks
VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS

- Review the examples of connections that were generated in the previous lesson, and discuss how they apply to the unit concept generalizations hanging in the room. **(For example: What is connecting? [objects, ideas, places, and/or people]; What kind of connection is it? [intellectual, physical, social, and/or emotional]; Is the connection likely to change or stay the same over time?)**
- Display and sing The Connection Song (Handout 2.1).
- Review the 4-level questioning strategy used in previous lessons. Introduce the book *Knuffle Bunny, Too: A Case of Mistaken Identity* by showing students the cover. Distinguish the book as a fictional story, and discuss the author and illustrator. After identifying the author and illustrator, discuss the role of each.
- Explain to students that they should listen carefully to today’s story so they can continue to practice answering these four levels of questions after the story.
- Read aloud *Knuffle Bunny, Too: A Case of Mistaken Identity* by Mo Willems, pointing out and discussing the illustrations as you read.
- After reading, invite students to practice answering some or all of the following four-level questions, either through a whole-class discussion, a “pair and share” format, or with partners or individuals recording their thoughts in writing or pictures using the “Four-Level Questions Record Sheet” (Handout 15.1) as each question is read aloud by the teacher.
  - **LEVEL 1:** What did Trixie do when she realized she had the wrong bunny?
  - **LEVEL 2:** Look at the picture on the last page of the story as I reread the page. What is the relationship between the dads’ facial expressions and the girls’ conversation?
  - **LEVEL 3:** What would have happened if Trixie and Sophia hadn’t realized during the night that the bunnies had been switched?
  - **LEVEL 4:** In your opinion, why did Trixie get so upset?
- Visit the “Can You Find Connections?” chart hanging in the room. Invite students to formulate two examples of a connection from *Knuffle Bunny, Too: A Case of Mistaken Identity.* Probe students to think at a higher level by thinking of one connection example that they can see and one connection example that they cannot see. Record the examples on the chart as the students follow along in the “workbook” (Handout 2.2)
- Revisit the book *Knuffle Bunny, Too: A Case of Mistaken Identity.* Discuss how the illustrations are drawings placed on top of photographs of different locations. Display all of the location photographs for the whole group to see. Ask the students to draw themselves on the white construction paper, cut it out, and glue it on the photograph. Instruct them to then write a story about themselves and their experience in the particular setting they receive.
- Students can share their personal narratives with the whole class, in small groups, or with a partner.
VIII. HOMEWORK

• Just like these two pictures, Trixie’s and Sonja’s Knuffle Bunnies looked almost identical. Circle the 5 differences. For extra fun, draw your own pictures that are almost identical. Tell a friend or a family member how many differences they should try to find. (Handout 15.2)

IX. INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES

• Enrichment Possibilities:
  o N/A
• Interdisciplinary Connections:
  o N/A
• Resources:

X. LESSON HANDOUTS OR ASSESSMENTS

• Handout K:15.1 Four-Level Questions Record Sheet
• Handout K:15.2 Lesson 15 Homework
*Handout K:15.1

Name ___________________________ Date _______________________

**Directions:** Write or draw a picture of an answer for each question.

**LESSON 15: FOUR-LEVEL QUESTIONS RECORD SHEET**

**LEVEL 1**

**LEVEL 2**
*Handout K:15.1 contd.*

<table>
<thead>
<tr>
<th>LEVEL 3</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>LEVEL 4</th>
</tr>
</thead>
</table>
Lesson 15 Homework

**Directions:** Just like these two pictures, Trixie’s and Sonja’s Knuffle Bunnies looked *almost* identical. Circle the 5 differences. For extra fun, draw your own pictures that are *almost* identical. Tell a friend or a family member how many differences they should try to find.

Artwork by Andrew Fulwider and used with permission.
LESSON 16: A KNUFFLE CONTROVERSY

I. OVERVIEW OF THE LESSON
   • Students will continue to develop persuasive writing skills.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE
   • To develop persuasive writing skills
   • To develop speaking/listening skills
   • To utilize higher-level thinking skills

III. INDIANA ACADEMIC STANDARDS
   • K.RF.5, K.RV.1, K.W.1, K.W.3.1, K.SL.1, K.SL.4.1, K.SL.4.3

IV. INSTRUCTIONAL TIME NEEDED
   • 45 - 60 minutes

V. GROUPING ARRANGEMENTS
   • Whole group, partner, individual

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED
   • Handout 4.3 (colored as described and previously used in Lesson 4), one copy for whole group display
   • Yellow construction paper squares (6x6), two for each student
   • Red construction paper squares (6x6), one for each student
   • Green construction paper squares (6x6), one for each student
   • Brown construction paper squares (6x6), one for each student
   • Scissors, one pair for each student
   • Glue stick, one for each student or small group
   • Handout 16.1 (Burger Circles), two for each student

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS
   • Review the examples of connections that were generated in the previous lesson, and discuss how they apply to the unit concept generalizations hanging in the room. (For example: What is connecting? [objects, ideas, places, and/or people]; What kind of connection is it? [intellectual, physical, social, and/or emotional]; Is the connection likely to change or stay the same over time?)
   • Display and sing The Connection Song (Handout 2.1).
• Ask volunteers to retell *Knuffle Bunny, Too: A Case of Mistaken Identity*, including key details. If not mentioned, include the detail that Trixie and Sonja both took their stuffed bunnies from home to school.
• Review the meaning of **fact** and **opinion**.
• Review how we can use the idea of a hamburger to tell/write about our opinions to try and convince, or persuade, our reader/audience to agree with us.
• Post the following question:

**Should students be allowed to bring toys from home to school?**

• Display the colored copy of Handout 4.3 used in Lesson 4. Review the parts of the hamburger, and model how to make a hamburger book. Allow students to answer this question by completing a hamburger book (as described in detail in Lesson 4).
• Provide each student with two yellow, one green, one red, and one brown construction paper squares, along with five burger circle writing pages (Handout 16.1). Remind them to use the graphic organizer to help with order and sentence starters.
• Circulate as students are working and help as needed.
• Allow students to share their hamburger books with the class, in small groups, or with a partner.

**An option for differentiating down for students who are not yet writing:** After displaying Handout 4.3, ask students to hold up the hamburger pieces while formulating and reciting their introduction, reasons, and conclusion as the class listens.

VIII. **HOMEWORK**

• N/A

IX. **INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES**

• Enrichment Possibilities:
  • N/A
• Interdisciplinary Connections:
  • N/A
• Resources:
  • N/A

X. **LESSON HANDOUTS OR ASSESSMENTS**

• Handout K:16.1 Burger Circles
Handout K:16.1 Burger Circles
LESSON 17: CELEBRATING CONNECTIONS

I. OVERVIEW OF THE LESSON
   • Students will practice answering 4-level questions and will work in small groups to analyze the connections from the stories used throughout the unit to present to the class.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE
   • To analyze and interpret literature
   • To develop an understanding of the concept of connections

III. INDIANA ACADEMIC STANDARDS
   • K.RF.1, K.RF.5, K.RL.1, K.RL.2.1, K.RL.2.3, K.RL.3.1, K.RL.3.2, K.RL.4.1, K.RV.1, K.W.1, K.W.5, K.SL.1, K.SL.2.1, K.SL.2.3, K.SL.2.5, K.SL.3.1, K.SL.4.1

IV. INSTRUCTIONAL TIME NEEDED
   • 60 minutes

   Advance Preparation:
   • Assemble all of the books used throughout the unit into a pile before this lesson. Small groups will choose a book to use for the culminating connections activity.

V. GROUPING ARRANGEMENTS
   • Whole group, small group, partner

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED
   • Knuffle Bunny Free: An Unexpected Diversion by Mo Willems, one copy to read aloud
   • *Handout 17.1, one copy for each student (in “workbook”)
   • All books used throughout the unit
   • Handout 17.2, copied on 11x17 paper, one copy for each small group of 2-4 students

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS
   • Display and sing The Connection Song (Handout 2.1).
   • Review the 4-level questioning strategy used in previous lessons. Introduce the book Knuffle Bunny Free: An Unexpected Diversion by showing students the cover. Explain that this is the last book in the Knuffle Bunny series and the last book of the unit. Distinguish the book as a fictional story, and discuss the author and illustrator. After identifying the author and illustrator, discuss the role of each.
• Explain to students that they should listen carefully to today’s story so they can continue to practice answering these four levels of questions after the story.
• Read aloud *Knuffle Bunny Free: An Unexpected Diversion* by Mo Willems, pointing out and discussing the illustrations as you read.
• After reading, invite students to practice answering some or all of the following four-level questions, either through a whole-class discussion, a “pair and share” format, or with partners or individuals recording their thoughts in writing or pictures using the “Four-Level Questions Record Sheet” (Handout 17.1) as each question is read aloud by the teacher.
  o **LEVEL 1:** Where do Trixie’s Oma and Opa live?
  o **LEVEL 2:** Why does Trixie decide to give Knuffle Bunny away just after they are reunited?
  o **LEVEL 3:** What do you think will happen to Knuffle Bunny when the new baby owner grows older?
  o **LEVEL 4:** In your opinion, was it a good or bad idea for Oma and Opa to buy Trixie the Funny-Bunny-Wunny-Doll Extreme after she lost Knuffle Bunny? Why?
• Visit the “Can You Find Connections?” chart hanging in the room. Invite students to formulate two examples of a connection from *Knuffle Bunny Free: An Unexpected Diversion*. Probe students to think at a higher level by thinking of one connection example that they can see and one connection example that they cannot see. Record the examples on the chart as the students follow along in the “workbook” (Handout 2.2)
• Discuss the “Celebrating Connections Matrix” (Handout 17.2) with the class. Divide the students into small groups of 2-3, and allow each group to choose a book from the pile of books used throughout the unit. Provide each group with an 11x17 copy of Handout 17.2 (or duplicate the matrix on chart paper for each group), and instruct them to “reread” the book and work together to analyze and record the types of connections asked for on the matrix. Explain that they may not be able to fill out every section for their book, but they should complete as many as possible.
• Allow each group time to share their findings with the class.
• Close the unit by singing The Connection Song one last time.

**VIII. Homework**

- N/A

**IX. Interdisciplinary Connections, Enrichment Possibilities, or Resources**

- **Enrichment Possibilities:**
  o Continue to look for connections in the picture books read aloud for the remainder of the school year.
- **Interdisciplinary Connections:**
  o N/A
- **Resources:**
  

X. **Lesson Handouts or Assessments**

- Handout K:17.1 Four-Level Questions Answer Sheet
- Handout K:17.2 Celebrating Connections Matrix
*Handout K:17.1

Name ___________________________ Date ______________________

Directions: Write or draw a picture of an answer for each question.

LESSON 17: FOUR-LEVEL QUESTIONS RECORD SHEET

LEVEL 1

LEVEL 2
<table>
<thead>
<tr>
<th>LEVEL 3</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>LEVEL 4</th>
</tr>
</thead>
</table>
Handout K:17.2

Names: ____________________________________________________________

**Celebrating Connections Matrix**

**Directions:** Choose a unit book. Write or draw a picture of an example from your book for each space on the matrix.

<table>
<thead>
<tr>
<th>A Connection That Changed</th>
<th>A Connection That Stayed the Same</th>
<th>A Physical Connection</th>
<th>An Intellectual Connection</th>
<th>A Social Connection</th>
<th>An Emotional Connection</th>
<th>Book Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LESSON 18: UNIT POST-ASSESSMENTS

I. OVERVIEW OF THE LESSON
   • Students complete the unit concept and writing post-assessments to assess student growth and identify areas needing additional instruction.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE
   • To assess student growth
   • To identify areas needing additional instruction

III. INDIANA ACADEMIC STANDARDS
   • N/A

IV. INSTRUCTIONAL TIME NEEDED
   • 60 – 90 minutes

V. GROUPING ARRANGEMENTS
   • Individual

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED
   • N/A

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS
   • Administer the concept and writing post-assessments by reading the directions to each child and recording their responses.
   • Score student results using the rubrics provided. Compare the post-assessment results with the pre-assessment results to determine student growth and identify areas needing additional instruction.

VIII. HOMEWORK
   • N/A

IX. INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES
   • Enrichment Possibilities:
     o N/A
   • Interdisciplinary Connections:
     o N/A
Resources:

- N/A

X. LESSON HANDOUTS OR ASSESSMENTS

- Handout K:1.1 Concept Post-Assessment
- Handout K:1.2 Rubric for Concept Post-Assessment
- Handout K:1.3 Persuasive Writing Post-Assessment
- Handout K:1.4 Rubric for Persuasive Writing Post-Assessment
Handout K:18.1 Concept Post-Assessment

Name ___________________________ Date ___________________________

Directions to the teacher: Read the directions to the students. Allow 20 minutes.

1. Draw a picture or write words to give examples of objects, ideas, places, or people that connect, up to 6. Put one of the ideas in the box on the left and one in the box on the right. Underneath each example, tell how they connect.

   a. How? ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________
b. How? __________________________________________
   __________________________________________

c. How? __________________________________________
   __________________________________________
d. How? __________________________________________

______________________________________________

e. How? __________________________________________

______________________________________________
f. How? ____________________________________________________________

______________________________________________________________
**Handout K:18.1 contd.** (Concept Post-Assessment)

2. Tell your teacher or write how the following pairs are connected:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>fish and lake</td>
<td></td>
</tr>
<tr>
<td>moon and darkness</td>
<td></td>
</tr>
<tr>
<td>cut and blood</td>
<td></td>
</tr>
<tr>
<td>big and tall</td>
<td></td>
</tr>
</tbody>
</table>
Handout K:18.2 Rubric for Concept Post-Assessment

Student Name_________________________ Date______________________

Circle the description that applies to each student’s pre-assessment.

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>3</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples or drawings of Connections</td>
<td>I gave 5 or more good examples or my drawings showed a connection.</td>
<td>I gave 3 or more good examples or my drawings were not detailed, but showed a possible connection.</td>
<td>I gave 1 or 2 good examples or my drawings were basic, and did not seem to show a connection.</td>
<td>I did not give any examples</td>
</tr>
<tr>
<td>Explanations of My Connections</td>
<td>I was able to explain 5 connections.</td>
<td>I was able to explain 3 connections.</td>
<td>I was able to explain 1 connection.</td>
<td>I was not able to explain any connections.</td>
</tr>
<tr>
<td>Examples of Connections</td>
<td>I was able to explain 5 connections.</td>
<td>I was able to explain 3 connections.</td>
<td>I was able to explain 1 connection.</td>
<td>I was not able to explain any connections.</td>
</tr>
</tbody>
</table>

Concept Post-Assessment Score ___________ / 15
Handout K:18.3 Persuasive Writing Post-Assessment

Name___________________________ Date __________________________

Directions to the teacher: Allow students 20-30 minutes to complete this post-assessment unless they finish before that.

Write a paragraph to persuade someone the following statement is true:

Kindergarten should have two recesses.

Plan your writing here:
Handout K:18.3 Persuasive Writing Post-Assessment

Name __________________________ Date __________________________

Hamburger Model for Persuasive Writing
(Primary Version)

Introduction
(Give your opinion or point of view)

Reason

Reason

Reason

Conclusion

Center for Gifted Education, The College of William and Mary,
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Handout K:18.3 Persuasive Writing Post-Assessment

Name ___________________________ Date ___________________________

Kindergarten should have two recesses.
**Handout K:18.4 Rubric for Persuasive Writing Post-Assessment**

**Student Name__________________________ Date ________________**

Circle the description that applies to each student’s pre-assessment.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds Expectations 4 Points</th>
<th>Meets Expectations 3 Points</th>
<th>Some Evidence 2 Points</th>
<th>Little or No Evidence 1 or 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening Statement/Opinion</strong></td>
<td>I wrote a very clear opening sentence about my opinion.</td>
<td>I wrote a somewhat clear opening sentence about my opinion.</td>
<td>I wrote an opening sentence, but did not give my opinion.</td>
<td>I did not write an opening sentence about my opinion.</td>
</tr>
<tr>
<td><strong>Reasons</strong></td>
<td>I included 4 or more supporting reasons.</td>
<td>I included 3 supporting reasons.</td>
<td>I included 1 or 2 supporting reasons.</td>
<td>I did not include any supporting reasons.</td>
</tr>
<tr>
<td><strong>Word Choice</strong></td>
<td>I used 4 or more exciting words.</td>
<td>I used 3 exciting words.</td>
<td>I used 1 or 2 exciting words.</td>
<td>I did not use any exciting words.</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>My conclusion clearly restated my opinion.</td>
<td>My conclusion somewhat clearly restated my opinion.</td>
<td>My conclusion did not restate my opinion.</td>
<td>I did not write a conclusion.</td>
</tr>
</tbody>
</table>

**Writing Post-Assessment Score __________ / 16**