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A Curriculum for Mainstreaming the Gifted Third Grader in Reading Through Children's Literature

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A CURRICULUM FOR MAINSTREAMING THE
GIFTED THIRD GRADER IN READING
THROUGH CHILDREN'S LITERATURE

BY
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Submitted in partial fulfillment of the requirements
for the Master of Arts in Education degree
The Lindenwood Colleges
April 1, 1985



ABSTRACT

Mainstreaming the gifted third-grader in reading should be accomplished through the implementation of a modified curriculum that meets the child's unique educational and specialized needs. This curriculum should be process and product oriented. Process modifications should include the use of higher levels of thinking, inductive reasoning, reasoning strategies, freedom of choice, and open-endedness. It should include appropriate changes of pacing and a variety of teaching models. The curriculum should result in a product that is based on instruction. This curriculum should be enriched with literature that exhibits fluent, flexible, original, and elaborative writing.

With these criteria as a guideline, this curriculum develops productive thinking, critical thinking, communication skills, and critical reading skills in a sequential format. These skills are based on Houghton Mifflin's third-grade reading texts, Windchimes and Passports, and are enriched with quality literature. Each unit results in the development of a product that is based on the student's interests. The student is evaluated on his progress toward objectives and the quality of his product for each unit.

To validate this proposal, recent literature in the fields of mainstreaming, gifted education, and children's literature was examined, and a variety of appropriate curricula were studied and evaluated.

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CHAPTER ONE

Introduction

The educational needs of gifted third graders at Central Elementary School in the Francis Howell School District are being met by placing them in a resource class for part of the week and mainstreaming them in the regular classroom the rest of the time. The regular classroom teacher is expected to teach them in such a manner that each child's specific educational and personal needs will be met. This curriculum project was developed to meet the day-to-day needs of gifted students in their mainstreamed classroom. Prior to this, no curriculum had been designed to guide the classroom teacher in setting instructional goals or their evaluation for gifted children.

The classroom teacher of the gifted (Spectra) students has many needs which are currently not being met by the existing curriculum. She needs information about the specific characteristics and needs of gifted children. She needs practical advice on how to meet such needs on a daily, weekly, and long-term basis. She needs to be able to set short-term and long-term goals found to be necessary by research and to evaluate progress toward them.

The classroom teacher needs suggestions on how to effectively use her time with both the Spectra student and the non-gifted children in the classroom. Some of the students who work in the gifted child's reading group could have some of the same needs as the Spectra child, and both could be taught effectively in a group. The teacher needs guidelines to help her plan for such a group.

The reading curriculum for third-graders at Central School is now being taught primarily through instruction of Houghton-Mifflin Company's Windchimes and Passports reading texts. Their content includes skill lessons; a variety of literary types: stories, biographical excerpts, plays, informational articles, poems, songs; Just-for-Fun activities; biographical sketches of authors; bibliographies; a glossary; and a variety of art styles and techniques. The content is organized in a magazine format (Durr, LePere, and Brown, 1976).

This curriculum provides the classroom teacher with a holistic model of instruction that is practical to use in an individualized or reading group situation. It allows the teacher to provide qualitative modifications of the current reading curriculum. It shows the teacher how to build upon and extend the characteristics of the gifted child. It includes long-range and intermediate range objectives and provides measurement instruments to evaluate each child's progress toward such goals.

This curriculum sets goals by modifying reading instruction in the four areas of content, process skills, development of products, and adaptations in the learning environment as suggested by Maker (1982). Lessons in Windchimes and Passports are extended by providing additional activities based on appropriate selections from children's literature.

Baskin and Harris (1980) state that gifted children are avid, voracious readers, yet such children often choose "sensational, trite potboilers" over intellectually nourishing books because of

a lack of evaluative tools. The selection of literature in this curriculum is intellectually demanding and at an appropriate level of reading proficiency. It was chosen to meet the specific characteristics and needs of gifted children in the middle elementary grades.

Rationale

A modified reading curriculum for mainstreaming the gifted third grade child at Central School in Francis Howell is non-existent at the present. Yet Singleton (1980) states that Federal Law 91-230, section 806, defines the gifted child as one capable of high performance or potential in general intellectual ability, specific academic aptitude, creativity, leadership, visual or performing arts, or psychomotor ability. Federal Law 94-142 states that each child's specific educational needs must be met. Clark (1979) states that if a gifted child's ability and powers are untapped and unchallenged, he will internalize his frustration or divert it to destructive outlets. He will become a wasted resource and a gifted underachiever.

This curriculum is intended to prevent such human waste and frustration, give practical help to the classroom teacher, and share the joy and delight of great literature with our most valuable national resource, our children.

CHAPTER TWO

Review of Related Literature

Definition of Gifted Students

The U. S. Office of Education defines gifted and talented children as those:

...identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. Those are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combinations:

1. general intellectual ability
2. specific academic aptitude
3. creative or productive thinking
4. leadership ability
5. visual and performing arts
6. psychomotor ability

(Polette, 1982, p. 13)

Identification of Gifted Students

Identification of the gifted child is a complex problem. Treffinger (1984) stated that such a problem connotes not only concern but also new challenges and aspirations. Feldhusen, Asher, and Hoover (1984) stated that problems in the identifica-

tion of the gifted occur within five steps:

1. Defining program goals and types of gifted children to be served
2. Nomination procedures
3. Assessment procedures
4. Individual differentiation
5. Validation of the identification process

They believed the program director should determine the program goals and then identify the gifted children for those particular goals. The major objective of the nomination process should be to find all qualified candidates for a particular program. They stated that few published scales offer substantive evidence concerning validity and reliability, so they advised the use of multiple assessment instruments. They suggested a need to validate the identification process by using a correlation analysis of the identification instrument with the criteria of success in the program.

Torrance (1984) believed creativity should be one of the criteria in identifying gifted pupils. He believed the fundamental identification problem is a national climate that discourages the full development of potentialities, except for special kinds of athletics. He stated this bias against creativity especially is severe in the South. Torrance advocated the following five policies and procedures regarding identification of the gifted and talented:

1. Creativity should always be a criterion.

2. Multiple talents should be evaluated.
3. Procedures that permit responses in appropriate modalities should be used for the young, disabled, or handicapped.
4. Disadvantaged or culturally different children need appropriate test tasks.
5. Use a creativity test that considers a wide variety of indicators.

Torrance advocated the use of the new scoring of the Torrance Tests of Creative Thinking (1984). He stated that it had five norm-referenced and thirteen criterion-referenced indicators and would give better predictive validity than did the earlier scoring system that used only four norm-referenced indicators.

Birch (1984) did not advocate using the prevailing "identification-placement" paradigm. He advocated the use of an "assess \longleftrightarrow educate" model in which the "identification" step would be replaced by curriculum-imbedded and curriculum-determinative processes for surfacing and meeting the needs of gifted children. He believed individualized adaptive education plans tended to lead the teacher to use higher thought processes in assigning and questioning. He advocated support of the replacement process by altered funding patterns and leadership initiative.

Renzulli (1984) felt there was a need for identifying a group of students who would be in a "Talent Pool." This group should be comprised of 15 - 20% of the school population. He said this would be the group of youngsters who had the highest

probability of displaying gifted behaviors. He also stated that activities used in traditional gifted programs had been found to be effective with Talent Pool children. His third rationale for a Talent Pool was that, by definition, students working at the 80th or 85th percentile were capable of high degrees of mastery of the regular curriculum and need enrichment experiences. He also advocated the use of "Curriculum Compacting," a procedure that streamlined the usual curriculum and reduced boredom.

Rimm (1984) developed GIFT, Gift Inventory for Finding Creative Talent, to discover among elementary school children those children who displayed behaviors exhibited by creative adults in their own childhood. She believed such children were usually not identified as gifted because they would exhibit poor academic performance, discipline problems, and unusual creative behaviors. She stated GIFT scores should provide information that could be used for planning instruction of each child. She strongly opposed using cut-off scores for screening gifted children out of programs.

Gallagher (1966) stated that the characteristics of the gifted child, other than a high IQ, were identified by Lewis Terman in his 40 year longitudinal study of approximately 1,500 gifted children. Terman's goals were to study the development of intellectually gifted children from childhood to adulthood, to draw a composite of the characteristics of these children, and to chart their achievements as adults that could be correlated to childhood performance. A gifted child was found to have positive

attitudes toward school and was likely to do his most superior work in subjects that required abstract thought. Gifted children often became intellectually productive adults. The 1,500 children produced 2,000 scientific or technical papers, over 60 books and monographs in scientific fields, 33 novels, 375 short stories and plays, and innumerable scripts for radio, television, or movies as adults. The group received 230 patents later in life. Gifted children tended to be superior in physical development and social or emotional adjustment. They tended to show persistence and organization in solving problems and preferred to work independently. Gifted children tended to be more popular in grade school than in high school.

Bloom (1964) stated that a study of young gifted children at Harvard University demonstrated their ability to organize a problem, solve it, and use their solution in a practical application. Such a capacity indicated the development of high-level cognitive processes in children. They were able to analyze and synthesize information at a young age.

Was early reading ability an important characteristic of giftedness? Salzer (1984) believed significant correlations have not yet been implied by research. He found that such youngsters were attracted at an early age by the alphabet, had watched Sesame Street, and had received no systematic reading instruction. Durkin (1966) found early readers with measured IQs in the eighties. Rodell, Jackson, and Robinson (1980) concluded that the significance of early reading had not yet been established.

Identification of a gifted child in Central Elementary School in the Francis Howell School District was made by the following guidelines:

1. The Spectra population (1-6) would consist of only 40 children (2-5% of the school population).

2. Students had to have a minimum individual IQ score in the 97th percentile.

3. Measurement instruments were the WAIS, WISC-R, WPPST, or Stanford-Binet.

4. If Central School didn't have 40 eligible students, students in the 95th-96th percentile could be included up to 5% of Central's population.

5. Standard achievement test (CTBS) scores were used as outlined on a referral form (5 areas/grade 4-6, 3 areas/grade 3, 2 areas/grades 1-2).

6. A three-part teacher evaluation scale was used. (1. learning scale score. 2. motivational scale score. 3. creativity scale score).

7. After tabulation of IQ scores, achievement test scores, and teacher evaluation scores, the top 40 students were formally placed in the Spectra program for the current year.

8. All participants would be evaluated on an annual basis for placement in the Spectra program.

9. Students who were served in Spectra in another building within the district would be automatically accepted in Spectra if they met additional criteria.

Identification of a Talent Pool child at Central School was made by the same process as that of a gifted child. The children were ranked by tabulation of composites of scores. The group consisted of the top ranked five primary and five intermediate students. Other students were allowed to participate as interest was shown and space was available. The children participated in units of study.

Children that were not eligible for Spectra were assessed for the talent pool. The gifted children were mainstreamed in normal classrooms that were classified as Spectra-cluster rooms. Only those classes contained Spectra students. The use of such clustering strategies assisted the classroom teacher in designing enrichment activities for the talented and gifted. It led to efficient use of her planning time. However, the Francis Howell teacher had no curricular enrichment guidelines for mainstreaming the gifted in reading.

Specific Needs of Gifted Students

Recent investigations quoted by Dunn, Bruno, and Gardiner (1984) assessed the learning styles of gifted children. The authors stated that most school districts in our nation have designed and implemented programs for the gifted without careful examination of research that verified that the characteristics of such children differed greatly from those of their "normal" peers and those of underachievers. As a result, gifted children in most grades were taught more content at advanced levels with

little concern for the research implications that they processed information differently from others and that their learning styles were at opposite ends of the same curriculum. The authors cited seven investigations that youngsters in the 90% percentile or above tended to be extremely independent (Sewart, 1981), internally controlled and able to provide their own structure (Dunn and Price, 1980), persistent (Price, Dunn, Dunn, and Griggs, 1981), self-motivated (Dunn and Price, 1980), and perceptually strong (Kreitner, 1981). They preferred to learn alone, rather than with others (Cross, 1982), and they preferred a formal rather than an informal design when concentrating on new or different material (Price, Dunn, Dunn, and Griggs, 1981). Most greatly disliked lectures and discussions. They had a strong need for choices in their studies. Numerous studies indicated that increased academic achievement followed when individuals were taught through their personal learning styles (Murrain, 1983). Dunn and Bruno (1984), advocated the use of Contract Activity Packages (CAPS) as a model to teach the gifted who preferred independence and options. As a group, gifted children prefer student-centered activities and discussions, independence, and an open psychological environment. They need acceptance of their ideas, appropriate timing of value judgements and evaluation rather than judgement of their work. Their physical environment should be complex and offer a variety of materials, books, and challenging tasks. Their environment must allow them high mobility.

William Durr (1981) reminded colleagues that a gifted reader had not automatically mastered all of the lower level reading skills. He quoted research that supported the benefits of special classes for the gifted reader, if the teacher had some characteristics necessary to teach the gifted. Durr advocated enrichment of the gifted child within his appropriate chronological grade level that would be based on the school's regular reading curriculum.

Sellin (1980) reiterated Durr's (1981) statement that being a gifted child did not mean automatic mastery of basic skills. Sellin pointed out that Passow's (1979) work with under-achievement among gifted and talented pupils showed the importance of a focus on basic skills as well as the child's need for identification with a supportive teacher.

Baskin and Harris (1980) related that several studies (Stauffer and Shea, 1959; Strang, 1963; Dunlap, 1967) indicated that a large quantity of books in the homes of gifted children was commonplace. Stauffer and Shea (1959) also found that families of the gifted read more and owned better books and magazines. This was also indicated by Terman's (1947) investigation of the gifted. He found one-sixth of the homes had 500 or more titles.

Marland (1972) found that half of the gifted taught themselves to read before school entry. Baskin and Harris (1980) stated that gifted youngsters were voracious readers. They implied books allowed a high amount of autonomy for the child by

giving the child options in depth, pacing, direction, ordering, quality, and complexity of intellectual pursuits. They advocated the use of high quality books as an indispensable tool for fostering independent learning.

Swanton (1984) analyzed the pleasure reading habits of 140 gifted elementary children in grades three to six in Gates, New York by the use of a questionnaire. She correlated their responses to those of 100 non-gifted students in the same district. Both groups chose mysteries most often, followed by fiction as the gifted child's second choice and the non-gifted child's third. There were few other similarities. The gifted's third choice was science fiction, and fantasy was fourth. The author felt this indicated their learning style preference for divergent thinking. The majority of the gifted children indicated the public library was their main source of books as compared to 33% of the non-gifted. The author implied the public library was used so often because its collection of adult-level books met the wide range of interests and reading skills of the gifted child. The children's favorite authors were Judy Blume, Lloyd Alexander, and J. R. R. Tolkien. Gifted children cited the freedom and flexibility of reading as major factors of enjoyment.

Implicated Curriculum Modifications for Gifted Students

Wang (1981) stated that interest in meeting the needs of children at the extreme ends of the achievement continuum had increased greatly since the passage of the Education for All

Handicapped Children Act (PL94-142) in 1975. The act stipulated that all children between the ages of 3 and 17 had the right to the least restrictive educational environment wherein their learning and related needs could satisfactorily be met. Both states and individual school districts are required by law to make it possible for exceptional children to receive most, if not all, of their education in the regular classrooms with their "normal" peers. Mainstreaming is a means of compliance with this law.

Birch (1974) defined mainstreaming as an "amalgamation of regular and special education into one system to provide a spectrum of services for all children according to their learning needs." He believed all children in a classroom should share the same opportunities and resources for learning on a full-time basis. He felt the students would then be less likely to develop perceptions of failure or exception.

Wang (1981) stated that research on the effectiveness of mainstreaming on all children had been quite inconsistent. Evidence in support of mainstreaming has come from documentation of the negative effects of segregating exceptional children from their peers. She believed an individualized approach to instruction was preferable to the prevailing mainstreaming programs utilized in most school districts. She advocated mainstreaming the gifted child by using effective models of individualized programs in ungraded classrooms to develop a

gifted child's positive attitude towards a heterogeneous world. Wang also strongly advised effectively involving the family in the child's educational intervention.

C. June Maker (1982) stated that the appropriate school curriculum for the gifted should be qualitatively different from the program for nongifted students. The basic curriculum should be examined and changes or modifications should be made so that the most appropriate curriculum would be provided for the gifted students. Modifications should be quality changes and should build upon and extend the characteristics (present and future) that make the children different from their nongifted peers.

These modifications should be in four areas, according to Maker (1982). Gallagher (1975) stated the content, process, and the learning environment need to be adapted for the gifted. Renzulli (1977) included product as an area to be modified.

Maker (1982) stated that the content of the curriculum should be composed of the ideas, concepts, descriptive information, and facts that are presented to the child. It could be in a variety of forms and could differ in organization, subject matter, complexity, and the degree of abstractness.

Process modifications should include the use of higher levels of thinking, open-endedness, inductive reasoning, reasoning strategies, freedom of choice, structured group activities and simulations, and appropriate changes of pacing and variety of teaching models (Maker, 1982).

Renzulli (1984) advocated use of The Revolving Door Identification Model (Renzulli, Reis, and Smith, 1981) in conjunction with The Enrichment Triad Programming Model (Renzulli, 1978). He believed each school district should consider its own philosophy, resources, and administrative structure and then use and adapt those aspects of RDIM that meet the unique needs of each school in the district. RDIM's four general goals were:

1. To provide a variety of types and levels of enrichment to a broader spectrum of the school population than the traditional 3-5% usually served in gifted programs.

2. To integrate the special program with the regular classroom teachers and personnel assigned to the gifted program.

3. To minimize concerns about elitism and negative attitudes toward programs for the gifted.

4. To improve the extent and quality of enrichment for all students and to promote a "radiation of excellence" throughout all parts of the school environment.

Maker indicated a wide range of teaching-learning models was available to help design a comprehensive curriculum for the gifted. She stated that each model was made for a different purpose and had different strengths and weaknesses when used as a comprehensive process. Few had been validated through research as effective programs, and fewer as effective models for the gifted. She created a useful summary of child characteristics, activities, models, and content areas.

Maker (1982) stated that curriculum development for the

gifted in reading was complicated by the intent of the authors of taxonomies. She stated that Bloom's Taxonomy (1956) was intended as a system for classifying educational objectives to facilitate communication among educators, not as a structure for curriculum development for the gifted. Major changes must be made in teaching the taxonomy and beginning activities at the application level. The taxonomy should be combined with other models or have other components added to it as it didn't make allowances for changes in the learning environment.

Maker pointed out that Renzulli's Enrichment Triad (1977) was designed as a comprehensive framework for program and curriculum development for gifted students and was not designed to provide specific guidelines for curriculum development in all areas. The facilitator would need to make process modification if the framework was to be used as a guide for developing a specific curriculum.

According to Renzulli (1977), products should be developed that are the results of instruction and can be tangible or intangible, sophisticated or unsophisticated. They can include paraphrasing, stories, plays, reports, speeches, illustrations, and pictures.

Maker advocated the use of William's (1970) Teaching Strategies for Thinking and Feeling to develop creativity. His strategies made many modifications in the areas of learning environment and process for the gifted.

Maker (1982) stated that the learning environment refers to the setting in which learning occurs, both the physical setting and the psychological climate of the classroom.

Baskin and Harris (1980) stated that tracking and grouping of gifted children was frowned upon in many communities. Therefore, enrichment was an acceptable option to meeting the needs of such children. Yet enrichment was often nonsequential, segmented, idiosyncratic, unarticulated, and an unmonitored approach to instruction. It lacked long-range planning and logical, sequential content. Enrichment tended to be fragmented and yielded an isolated view of subject matter. Lack of goals led to a lack of accountability.

Mary Gaug (1984) surveyed 215 classroom teachers in a suburban area in Minnesota on their attitudes and practices in reading acceleration and enrichment for the gifted reader. 116 teachers returned questionnaires. All felt reading enrichment was necessary, and 98% indicated they provided such enrichment. The primary teachers used language stimulation contracts, creative writing, drama, poetry, higher level questioning techniques, mini-units, library research, interest projects, centers, controlled reader, computer activities, Science Research Associates' reading kits, and Junior Great Books. 67% advocated acceleration in higher grade level textbooks for individuals if necessary. Yet Gaug pointed out there was little research on the benefits of reading acceleration.

Baskin and Harris (1980) advocated the use of excellent books to teach the gifted. They stated that studies endorsed librarians' impressions that gifted children were disproportionately represented in circulation statistics. Such youngsters read more books at a faster pace than their peers. Data was available on selecting appropriate books for the nongifted, but the authors stated little research had been done on reading selection criteria for the gifted child. They advocated the use of Bloom's Taxonomy (1956) as a guide for assessing books for such children. They used it because processes of thinking were ordered hierarchically in his schema.

They evaluated books from two perspectives - the type of intellectual behavior the books elicited in the reader and particular qualities inherent in the books. They evaluated books that would follow developmental levels of a child and that could be read independently. Their evaluation of books did not extend to the range of an adolescent. They concentrated their evaluations on contemporary titles that promoted cognitive growth of the reader.

They found books that won the Newbery award often exhibited major weaknesses in regard to the needs of the gifted because the books made minimal cognitive demands on the reader. Baskin and Harris (1980) stated that the Caldecott Award winners were even less useful, because they were judged on perceived artistic merit and ignored the quality of the text. They found

recommendations of professional associations to be of limited use because the lists spanned a full range of difficulty levels and did not single out texts with depth of vocabulary and language structure.

Baskin and Harris (1980) advocated a balance between fiction and nonfiction that would foster the cognitive, affective, aesthetic, and philosophical growth of gifted children. Congruence between book content and developmental stages should be more critical in judging fiction. They believed the classic components - characterization, plot, setting, theme, and style - should be judged separately and then in totality in relation to Bloom's Taxonomy (1956). Yet a book that was judged excellent for gifted children could be rejected by an individual child because it did not meet his needs. The authors stated that factors such as maturity, timing, prior knowledge, stylistic preferences, and interest influenced a child's receptivity to a title.

Dresang (1983) also advocated the promotion of higher-level thinking processes as identified by Bloom (1956) in the evaluation of books for the gifted. She further stated the books must exhibit fluent, flexible, original, and elaborate writing skills and encourage the development of the same categories of thinking in the gifted reader. She stated these categories were identified by Williams (1970) as productive-divergent thinking processes which led to creativity and exploration.

Williams (1970) defined these categories as followed:

1. fluent - quantity of relevant responses and smooth flow

of thought or writing.

2. flexible - variety of kinds of ideas, versatility to change, a number of different approaches.
3. original - unusual, clever, novel but relevant responses.
4. elaborative - embellished, embroidered upon a simple idea.

Dresang (1983) added that further factors in judging literature should be the appropriateness of cadence of writing and the synthesis of symbols and traits. She stated that when literature met all of William's categories, it then demanded analysis, synthesis, and evaluation.

Joyce Juntune, 1982's Executive Director of the National Association for Gifted Children, compiled an outline that would be useful for developing a curriculum to mainstream a gifted child in reading. The outline was based on Bloom's Taxonomy (1956) and was presented in 3 R's for the Gifted (Polette, 1982). Polette advocated the use of product-oriented questions. She reminded the teacher to consider levels of development of the thinking processes when working with primary children and to build lessons around concrete experiences.

The developmental thinking processes were defined by Piaget (Polette, 1982) as:

1. Classification: the ability to group items through identification of one or more common elements and the ability to relate parts to the whole.

2. Seriation: the ability to sequence objects or events, to follow directions by performing tasks in the order given.

3. Conservation: the ability to see that an object remains the same regardless of change in size, shape, or arrangement.

4. Reversibility: the ability to follow a line of thought back to its beginning.

Polette (1982) advocated the use of picture books to further the developmental thinking processes of a young gifted child. She believed the long-range goals of a reading program for the gifted should be the creation of visual imagery and the expansion of the child's reading, writing, speaking, and thinking vocabulary. She included an extensive bibliography that would be helpful to the classroom teacher.

Polette (1984) also wrote The Research Book for Gifted Programs: K-8 based on the premise that independent learning did not just happen. A gifted child needed a differentiated program that met his basic needs. A Skills Taxonomy of essential skills for a student before he could begin a project was included in the book. Many of the research cards and the mininewspaper were centered around children's literature. Critical and productive thinking activities were stressed along with divergent approaches in the learning of skills.

Ferris Henson (1976) wrote a guide, Mainstreaming the Gifted, in which strategies were presented to help the teacher extend the curriculum to meet the needs of the gifted child. Henson focused

on enrichment, individualizing, self-management, and divergent responding. His guide stated the process of using the same lesson plan for both the gifted child and his peers but restructuring the material so the child learned the basic information as he solved a problem posed by the material. The teacher should then question the child to encourage him to analyze his response. New areas of interest for the child should arise from the project. This guide was helpful but was limited in its modifications of lessons to meet the learning needs of a gifted student.

Book Lures Inc. of O'Fallon, Mo., published many books which could be used as a resource for mainstreaming the gifted child in reading. Many of them had activities based on taxonomies that taught higher level thinking skills.

Effectiveness of Current Curricula for the Gifted Student

As stated previously, federal law (PL94-142) required that both state and local school districts were required to make it possible for exceptional children between 3 and 17 years of age to receive most, if not all, of their education in the regular classroom with their normal peers wherein their learning and related needs could satisfactorily be met (Wang, 1981). To meet these requirements, the Hazelwood School District of Hazelwood, Missouri, designed units in humanities and literature to enrich the curriculum for the gifted in kindergarten through fifth grade. These units were based on Bloom's Taxonomy (1956) and were built on a format of background, overview, goals, instructional

objectives, teaching strategies, evaluation, and bibliography. Each unit had a key to indicate areas of the taxonomy that were taught. These units met numerous facets of many gifted models' goals and seemed to combine many strategies of Bloom (1956), Taba (1962), Williams (1970), and Renzulli (1977). However, many units were based on fairytales and folktales, literature deemed too simplistic for the gifted (Baskin, Harris, 1980).

Encompass was a program designed by the Victoria Independent School District of Victoria, Texas, to provide a differentiated curriculum for their gifted and talented students. It emphasized higher level thinking skills and divergent thinking, encouraged independent study, taught problem-solving techniques, and required the student to make and evaluate a wide variety of products (Craig, 1984). It combined strategies of many experts. It was designed as a specialized curriculum and was not a modification of the basic curriculum. It would therefore not be very helpful to the mainstreaming teacher of the gifted; it would be more useful for the resource teacher.

In 1978 the school district of Davenport, Iowa, developed a cluster curriculum for the gifted called Agate. Agate emphasized higher level thinking skills for the gifted in grades one through 9 in the subject areas of language arts, social studies, and math. Multiple criteria for identification of students were utilized. The curriculum was based on Renzulli's Triad and was designed to be used by the cluster teacher; it was not intended as a means of mainstreaming the gifted. Evaluation procedures

were lacking for many activities, but an annual summative evaluation of the program to be made by students, parents, staff, and the administration (Lietz, 1978). Results unavailable yet.

A literature program for the gifted was developed in Charles County, Maryland. The gifted children at the General Smallwood Middle School were taught the program for 270 minutes a week by a team of the reading classroom teacher, reading specialist, and the media specialist. A variety of literature was used, rather than a basal text. The curriculum emphasized critical and creative thinking skills and the creation of projects to elaborate the ideas the students derived from the literature. Formal summative assessments were not made of products or objectives, but a questionnaire was used to evaluate the program at the end of the year (Bartelo, Cornette, 1982). This program was intended as an implement for mainstreaming but, in reality, was used with only gifted students who were admitted to the class after identification by a combination of criteria.

A curriculum for the gifted fifth and sixth graders in the Los Angeles City Schools in California was designed in 1969 to guide extension of reading skills through literature. Students in the program were required to be two or more grade levels above the class. They were taught from graded levels of literary materials instead of a basal text within the normal classroom by the classroom teacher. Emphasis was on critical reading and thinking skills (Los Angeles City Schools, 1969). Formal

reviews of literature were not required, and evaluation of progress was made only through conferences with the teacher. Products were not required. No criteria were given for selection of literature.

A curriculum for providing reading enrichment for the gifted was developed by J. Cassidy of Millersville, Pennsylvania (Cassidy, 1983). It was housed in "A Think Box" and was only a collection of task cards for independent activities based on a theme. It was designed to develop critical thinking and reading skills, yet no itemized intermediate range objectives were stated and no evaluation procedures were given. No criteria were stated for selecting the books that were used. It did not appear to have been tested through use by children.

A language arts unit on logical thinking was created for gifted fifth and sixth graders in Beloit, Wisconsin. The students had to be above grade level to be in the program (Braunreiter, 1982). The curriculum unit was intended for use in a mainstreamed classroom, but no intermediate range objectives were stated or evaluation processes given. The effectiveness of the unit was not determined.

Instruction of elements of literature was given in a Writing Kabyn, a unit of ten lessons to help gifted students in Sacramento, California. It was a developmental writing program for K-8 based on higher level thinking skills. Each level focused on an aspect of literature, and activities and exercises

were interspersed throughout the program (Deming, 1981). No formal objectives or evaluation methods were stated. Identification of a gifted student was given as one who has exceptional mental ability; no other qualifiers were given.

In Nebraska in 1979 a curriculum was developed to attempt to meet the needs of the gifted rural elementary and junior high students. Project ESURG provided opportunities for creative expression through projects and emphasized critical thinking skills. Continual self-assessment and student-teacher evaluations were required at the end of units. Included criteria were type of product, problem-solving skills, convergent versus divergent factors, group dynamics, and processes demonstrated by the student. The evaluation was converted to a scale (Rogers, Dutton, 1979). The program was intended to aid the mainstreaming teacher in small rural schools. The teacher seemed to need specialized training to be able to implement and evaluate such a sophisticated program.

New York attempted to help the mainstreaming teacher of the gifted through providing a training manual to be utilized in workshops for regular classroom teachers. It was designed to help them understand the gifted and their curricular needs. It provided sections of techniques for modifying the basic curriculum and evaluation methods (Aldrich, 1982). The guide did not provide specific goals and objectives and would require much time for specific curriculum development.

The Ritenour School District in Overland, Missouri, started

Project Challenge in 1977 for gifted elementary students. Each school had a specialist in math, science, and language arts. Projects were arranged by the specialist to be done in the regular classroom for K-2. Children in 3-6 spent two hours daily with a resource teacher on math programs, science activities, and language arts activities and projects (Epstein, 1979). Specific goals, objectives, evaluation procedures, and effectiveness of the program were not stated.

The Georgia State Department of Education designed a curriculum for the gifted in K-12 that emphasized development of competencies in all areas that were indicated by individual abilities. Higher level thinking processes were emphasized in an open-ended framework (Georgia, 1979). It allowed student choices and advocated free investigations without undue supervision. Self-evaluation forms and vague teacher-evaluation procedures of cognitive performance objectives and student self-evaluations were given. The mini-courses were field-tested throughout Georgia, but definite effectiveness of the curriculum was not validated.

Reading enrichment was provided for gifted fourth through sixth graders in Minneapolis, Minnesota, through the High Potential Program (Bergeth, 1975). The children were challenged to learn subject matter in more depth and breadth than their classmates. A specialist provided instruction in resource rooms, and the students were required to make up missed work in the mainstreaming classroom. Evaluation of the program was made by

teachers and students through surveys but goals and objectives were stated vaguely. Effectiveness of the program was not validated.

In Blue Bell, Pennsylvania, Project ALPHA was created for gifted students in grades 6-12 in the areas of humanities and the arts. It provided an interdisciplinary blend of content and strategies of humanities and arts. It fostered both critical and creative thinking, provided enrichment, and encouraged use of multiple teaching methods and styles (Le Storti, 1980). The curriculum was basically a group of activities and worksheets that led to student-created products. No criteria were given for selection of literature, and no evaluation techniques were stated. Effectiveness of Project ALPHA was not validated.

A curriculum was devised in Montgomery County, Pennsylvania, in 1983 to attempt to stimulate the disadvantaged potentially able students by grouping them with the identified gifted. A second goal of Project PATS was to establish a working partnership between public and non-public schools and Pennsylvania State's Ogantz Campus in Montgomery County. Results of Project PATS implied that potentially able children worked well with the identified gifted (Schwartz, Fischman, 1984). Unfortunately, validation of the project was prevented by an unexpected cutoff of funds.

Francis Howell School District in St. Charles, Missouri, has attempted to meet the needs of gifted elementary students

by part-time placement in a resource class along with mainstreaming them in clusters in regular classrooms, named the Spectra cluster rooms. The mainstreaming teachers were instructed to enrich the curriculum for the gifted students but were given no goals, objectives, or curriculum to guide them.

Summary of Literature Reviewed

Federal law required that gifted children be educated in a regular classroom all or most of the time, yet their unique educational and special needs must be met (Wang, 1981). Identification of the gifted was a complex issue. Authorities chose varied identifiers such as a display of gifted behaviors, high creativity, traits of creative adults, and high standardized test scores. Early reading ability was contraindicated as an identifier. Most gifted children were found to be independent, self-controlled, persistent, self-motivated, and perceptually strong (Dunn, 1984). Most preferred formal lessons with options and disliked discussions and lectures (Cross, 1982).

Experts felt identification had implications for curriculum development. Yet authorities were in conflict on the effectiveness and advisability of mainstreaming as found by research (Wang, 1981). Most agreed the gifted child still needed basic skills instruction (Passow, 1979). Many felt quality literature should be used to teach and enrich the gifted child (Dresang, 1983). Little research had been done on criteria for literature for the gifted (Baskin, 1980).

Research indicated a paucity of effective reading programs based on literature for mainstreaming the gifted. Such current curricula as existed were analyzed for structure, content, criteria for selection of materials, and validation of their effectiveness. Effective resource guides were analyzed for their ability to meet the differentiated needs of the gifted.

Research implied an attempt to meet the needs of gifted third graders in Francis Howell was being made by placing them in Spectra clusters in the regular classroom and by partial placement in a resource room. The mainstreaming teacher had no enrichment curriculum to use with the gifted.

CHAPTER THREE

Methods and Procedures

This curriculum was developed on implications of research for mainstreaming a gifted child in reading. Maker (1982) advocated the use of a multifaceted curriculum including appropriate choices of teaching-learning models for each situation. Most models used in developing this model were based on those of Bloom (1956), Renzulli (1984), Torrance (1984), Williams (1970) and Polette (1982).

Long-range goals were based on the characteristics, educational needs, and personal needs of a gifted child. These goals included the development of productive and critical thinking skills, critical reading skills, and effective communication skills (Polette, 1984).

Intermediate range objectives were determined by analyzing the components of the long-range goals. Suggestions for such objectives are outlined by Polette (1984). Many intermediate objectives were based on Torrance's taxonomy, Bloom's taxonomy, and William's model. They included the development of fluency, flexibility, originality, and elaboration. They also included growth in knowledge, comprehension, application, analysis, and evaluation skills. Intermediate range objectives were taught in varied modalities and were product-oriented as recommended by Renzulli (1984).

Evaluation of the student's progress toward goals was

determined by a combination of teacher and student assessments. This summative evaluation was recorded on evaluation sheets after the completion and analysis of products. Evaluation of this curriculum was also partially based on standardized achievement tests. At the beginning of the summer, gifted third graders who were to be mainstreamed were randomly assigned by a computer to a control group or the experimental group that studied this curriculum. The California Test of Basic Skills was administered the following April to both groups. Mean scores of the experimental group on the vocabulary, comprehension, and total reading subtests were compared to those of the control group. Significance levels of $p = .05$ or less, were used to test the difference between means.

Activities were focused on enrichment strategies following instruction in the basic reading curriculum for third graders at Francis Howell's Central Elementary School. These activities were keyed in to the stories taught by units in Houghton Mifflin's Windchimes and Passports (1976) basal reading texts. Objectives of the regular lessons were not listed or discussed because they could be obtained from the series' teacher's guides. Curriculum compacting is not used at Central School so discussion of objectives of higher level basal reading texts published by Houghton Mifflin (1976) was not necessary, since further knowledge could be obtained by reading of teacher's guides and scope and sequence charts written by the publishers.

The order of the curriculum was based on two factors:

1. The sequencing of the units in the basal texts
2. The hierarchy of productive thinking skills, critical thinking processes, critical reading skills, and communication skills in taxonomies previously discussed.

In Windchimes (1976) and Passports (1976) the format of the units was as follows:

1. Introduction for a story
 - a. To develop the student's experiential background
 - b. To provide motivation to read
2. Reading and discussing the story
 - a. Silent reading
 - b. Oral reading and comprehension checks
 - c. Discussion
 - (1) Literal comprehension
 - (2) Interpretive thinking
 - (3) Evaluative and creative thinking
3. Teaching reading skills
 - a. Basic reading skill presented in the unit
 - (1) Pretesting of skill
 - (2) Instruction of skill
 - (3) Posttesting of skill
 - b. Application of basic reading skill
 - c. Presentation of literary skills
4. Enriching language experiences

Modifications for the gifted student were intended to be used at steps 3b, 3c, or 4 on the outline above. The point at the format in which enrichment was presented depended upon the content of the unit and the objectives of the enrichment. Some enrichment was done on a daily basis; some was planned as a longer project encompassing a time span of days, a week, or longer. This modification of completion time was planned to meet the preference of the gifted for options in their work and individual timing preferences.

The ranking of the curriculum was also determined by first teaching productive thinking processes: fluency, flexibility, originality, and elaboration (Polette, 1982). After the gifted child showed proficiency in productive thinking as evaluated by teacher observations or completion of products, he was then taught the higher levels of Bloom's Taxonomy (1956): analysis, synthesis, and evaluation. The main critical thinking processes taught were outlined by Polette (1982) as being planning, forecasting, problem-solving, decision-making, and evaluation. Definitions of these terms were discussed in Chapter 2. Evaluation of goals in critical thinking skills were by teacher observation and completion of quality products.

Activities were taught in a low-structured model but many options were available for each student. Some activities were designed to be done in groups, as suggested by Renzulli (1984). Adaptations were made in the learning environment as were

necessary to allow for the student's need for mobility.

The teacher's role in enrichment is to be a manager in the learning process. His responsibilities are to identify and center on each student's interests, find appropriate outlet for student products, assist the student with methodology, and develop a laboratory environment (Maker, 1982). The teacher should allow each student adequate time to thoroughly investigate his problem he is solving. The creation of a product denotes a need for a real-world audience so Maker (1982) suggested the teacher should hunt for appropriate societies, service organizations, or special interest groups to which the student could present his product. The teacher should base many activities and roles of the teacher and students on Renzulli's Triad Model (Maker, 1982).

Enrichment activities were also based on correlated selections of children's literature that were judged to be intellectually demanding as assessed by the standards listed in Books for the Gifted Child (Baskin and Harris, 1980). These standards were discussed in Chapter 2. These literary choices were used to create visual imagery development and to expand the gifted child's reading, writing, oral, and thinking vocabularies (Polette, 1982).

Summary

Long-range, intermediate, and short-term goals were based on the differentiated needs and characteristics of a gifted child as implied by research discussed in Chapter 2. Progress toward these goals was evaluated by a combination of teacher evaluation and observations, self-assessment, standardized reading and achievement test scores, and completion and assessment of quality products and projects. The curriculum encompassed a comprehensive approach as advocated by Maker (1982). Activities were low-structured and modified to meet the preferences of a gifted child as implied by research. Enrichment culminated in the production of a project as advocated by Renzulli (1984). Strategies for enrichment were varied and often were presented in a Triad (Renzulli, 1984). Content was structured for higher-level thinking processes as outlined by many authorities (Maker, 1982, Polette, 1984). Ordering of activities and skills was determined by the basic reading curriculum, individual interests of the student, and taxonomies of quoted authorities. The teacher's role in this curriculum was that of a learning manager, as advocated by Maker (1982). Literary selections that supplemented the basic curriculum were deemed intellectually-demanding, as assessed by standards set forth by Polette (1982) and Baskin and Harris (1980).

CHAPTER FOUR
THE CURRICULUM

Long Range Goals

- I. The child will develop proficiency in productive thinking.
I.R.O. A,B,C,D
- II. The child will develop expertise in critical reading skills.
I.R.O. Q,R,S,T,U,W,X
- III. The child will develop proficiency in critical thinking skills. I.R.O. E,F,G,H,I,J,K,L,M
- IV. The child will develop effective communication skills.
I.R.O. N,O,P
- V. The child will expand his reading, writing, speaking, and thinking vocabulary. I.R.O. V
- VI. The child will be able to produce a quality product independently. I.R.O. C,K
- VII. The child will be able to create visual images.

Intermediate Range Objectives

- A. The child will become fluent in thinking.

Fluency is the ability to make many responses.

- B. The child will develop flexibility of thought.

Flexibility is the ability to respond in a variety of areas.

- C. The child will develop skills in originality.

Originality is the ability to think and act in new and unusual ways.

- D. The child will develop skills of elaboration and transformation.

Elaboration is the ability to add to basic ways.

- E. The child will develop skills in planning.

Planning is the ability to identify the basic parts of a task; the steps and materials to finish the task, and the problems that might be encountered.

- F. The child will develop skill in predicting and forecasting.

Forecasting is the ability to link cause and effect.

- G. The child will develop proficiency in decision-making.

Decision-making is the ability to examine both the positive and negative aspects of a given situation; being able to set criteria for making choices and selecting the best alternative in view of the criteria.

- H. The child will develop skill in problem-solving.

Problem-solving is the ability to identify all elements

of a problem, to examine possible solutions, and to choose the best solution in consideration of the most desirable outcome.

- I. The child will develop skill in evaluation.

Evaluation is the ability to make choices after examining the good and the less desirable aspects of an object or idea.

- J. The child will develop skill in analysis.

Analysis is the ability to break down communication into its basic parts.

- K. The child will develop skill in synthesis.

Synthesis is the ability to put together elements or parts to form a whole, or combining parts to form a pattern that was not evident before.

- L. The child will develop skill in seriation.

Seriation is the ability to sequence objects or events.

- M. The child will develop skill in reversibility.

Reversibility is the ability to follow a train of thought back to its origin.

- N. The child will develop skill in associative thinking.

Association is the ability to make comparisons among ideas or things and form their relationship.

- O. The child will develop empathy by sharing personal experiences or thoughts that are similar to those of others.

- P. The child will develop proficiency in nonverbal communication.

Nonverbal communication is the ability to express one's thoughts, feelings, and needs without speech.

- Q. The child will develop skill in identifying elements of style in literature.

Elements of style include the use of cliches, exaggeration, figurative language, metaphors, parodies, puns, similes, symbolism, and personification.

- R. The child will develop an awareness of problems and situations in his reading.

- S. The child will recognize inconsistencies in the author's premises of missing elements in a story.

- T. The child will learn new ways to combine objects or ideas and/or discover new uses for information.

- U. The child will be able to solve problems with story characters, forecast events, and establish standards for evaluating solutions.

- V. The child will be able to identify elements of literature: plot, character, setting, and theme.

- W. The child will be able to identify the main idea of a story.

Evaluation

Evaluation of progress toward intermediate range goals will be a combination of the following:

1. formal assessment by the student and teacher
2. completion and analysis of a product
3. checklist on process skills
4. statistical differences by an analysis of variance of the means of the experimental group compared to those of the control group on the vocabulary, comprehension, and total reading subtests of the California Test of Basic Skills administered in April

OBJECTIVES

The student will:
 Demonstrate fluent and
 flexible thinking.
 I.R.O. - A,B

ENABLING ACTIVITIES

Windchimes - Units 1,2 pp. 9-35 (tg.4-28)
 Story: "Freckle Juice" by Judy Blume

The student will:

- 1.a. Name many uses for freckles.
- b. Give reasons for grouping these uses
 in many ways.
- 2.a. Name many other ways Sharon could
 have made Andrew pay her.
- b. Categorize these ways.
- 3.a. Name many ways Andrew could have
 used to keep from being late to
 school.
- b. Group these suggestions and give
 reasons for the groupings.

Correlated Book: The Wizard of Wallaby
Wallow by Jack Kent

The student will:

- 1.a. Name other ways the wizard could
 have grouped his potions.
- b. Group these suggestions.
- 2.a. Name other ways the wizard could
 have tested his potions
- b. Give reasons for grouping
 these ways.
- 3.a. Give many ways to use mud.
- b. Classify these ways.

EVALUATION

The student will add up and
 record all his answers on
 Part A.

Total:
 0 - 60 = C
 61 - 120 = B
 121 + = A

The student will total and
 record his responses on Parts
 B.

Total:
 0 - 30 = C
 31 - 60 = B
 61 + + A

OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

The student will choose at least one activity to do independently:

1. He will choose an imaginary pet. He will make a picture book showing many uses for the pet. He will arrange the pictures by categories.
2. He will make a filmstrip on acetate that shows a tale of how an animal tried many ways to make friends. He might also make a soundtrack for his filmstrip.
3. He will create a paper-roll movie about a chair, showing many uses for it in various categories.
4. He will make a scrapbook about many uses of a tree and will categorize the pages.
5. He will make a mural that shows and groups many possible uses for a strange machine.
6. He will make a chart, listing and categorizing many animals that are main characters in literature.

The student and teacher will confer and assess his product on the evaluation form.

OBJECTIVES

The student will:
Demonstrate fluent
and flexible thinking.
Demonstrate skills in
originality.
Demonstrate empathy.
I.R.O. A,B,C,O

ENABLING ACTIVITIES

Windchimes - Units 3,4 pp. 40-67
(tg. 37-55)

Story: "Carruthers" by James Marshall
The student will:

- 1.a. Name many other ways Emily Pig and Eugene Turtle could have cheered up Carruthers.
- b. Group these ways.
- 2.a. List many reasons for Carruthers' grumpiness.
- b. Classify these ways.
- 3.a. Name many words that describe Eugene's feelings when Carruthers was so rude to them.
- b. Group these words into categories.

Correlated Book: "Where Does Everyone Go?" by Aileen Fisher

The student will:

- 1.a. Write many terms that describe the hibernation of:
 - (1) a turtle
 - (2) a frog
 - (3) a woodchuck
 - (4) a chipmunk
 - (5) a snake
- b. Group the above terms and give reasons for the groupings.
2. Create a poem about the hibernation of a bear or a ladybug, using terms from 1.a.

EVALUATION

The student will total and record his responses on Parts A.

Total:

$$\begin{aligned} 0 - 40 &= C \\ 41 - 80 &= B \\ 81 + &= A \end{aligned}$$

The student will total and record his responses on Parts B.

Total:

$$\begin{aligned} 0 - 20 &= C \\ 21 - 40 &= B \\ 41 + &= A \end{aligned}$$

OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

The student will complete a minimum of one activity:

1. The student will create a different ending to the story about Carruthers that explains how he feels and acts as he emerges from his long winter's sleep.
2. The student will create a painting or 3-D picture that portrays Carruthers' feelings toward the sensations and sounds of spring as he emerges from his hibernation.
3. The student will create and perform a puppet play about the conversation 2 or more animals might have as they emerge from hibernation. The animals should be fluent in describing their sleeping habits and awakening.
4. The student will create a paper-roll movie that shows in sequence many events Carruthers missed over the winter.
5. The student will write an essay in which he explains many of his feelings toward the changes of the four seasons.

The student and teacher will confer and assess his product on the evaluation form.

455-4/2

OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

The student will:

Windchimes - Unit 5 pp. 68-78 (tg. 56-65)

Story: "Magic in a Glass Jar" by Rhoda
Bacmeister

Demonstrate skill in
problem-solving.
I.R.O.H.

The student will:

1. List all the problems Uki had to solve to be able to keep the caterpillar.
2. State the problems Uki's mother had in dealing with her own mother.
3. Explain why Uki was allowed to keep Keizo.
4. Clarify why Uki didn't keep Keizo.
5. Explain why he agrees or disagrees with the final solution.

The child will scan the stories to demonstrate to his teacher his sequencing and reasoning are correct.

Correlated Story: The Butterfly Cycle
by Oxford Scientific
Films

Demonstrate skill in
seriation.
I.R.O.L.

The student will:

1. Sequence the steps of a cabbage butterfly's life cycle.
2. Describe how the butterfly's eggs change over a ten-day period.
3. Give the steps for a caterpillar to emerge from its egg.
4. Make a colored drawing showing how the caterpillar and adult cabbage butterfly are alike and different.
5. The student will write a question and answer book about unusual animals

Demonstrate skill
in transformation.



OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

or insects. He will follow the following pattern: A viceroy butterfly is visually similar to the foul-tasting monarch butterfly. If a robin eats a monarch, would it later eat a viceroy? _____

Why? _____

A chameleon has the ability to change its color to match its background. If a hawk sees a chameleon move from a cactus to a rock, what could happen?

Why? _____

The student will complete at least one activity:

1. The student will create a slide show by lifting color to demonstrate how animals or insects change through their unique life cycles.
2. The student will pretend to be a tadpole and would make a series of self-portraits with captions to explain his life cycle and problems he might have to solve during it, if he is to survive.
3. The student will make a mobile that shows the sequence of a life cycle of a specific animal or insect.

The student and teacher will confer and assess his product on the evaluation form.

OBJECTIVES

The student will:

Identify elements of literature.

Demonstrate skill in analysis.
I.R.O. J,Q

ENABLING ACTIVITIES

Windchimes - Unit 6 pp. 79-92
(tg. 66-76)

Story: "The Duck in the Gun" by Joy
Cowley

The student will:

1. List the main characters.
2. Write descriptions of the main characters.
3. State the setting.
4. Describe the problem in the story.
5. Give the problem's solution.
6. State the main idea.
7. Compare two main characters.

Correlated Story: "Pinchpenny Mouse"
by Robert Kraus

The student will:

1. State the two opposing factions in this book.
2. Tell how peace was attained.
3. Compare and state similarities and disparities of Sir Hedley and the Prime Minister.
4. List many ways the General and Pinchpenny Mouse are alike and dissimilar.
5. Compare the solutions in both stories.

EVALUATION

The teacher will assess the child's progress by clarity of terms, fluency of vocabulary, and correct identification of the stories' elements.

OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

The student will complete at least one product:

The student will:

1. Pretend to be a newspaper reporter and write an article contrasting the main characters of at least 5 favorite stories through imaginary interviews.
2. Make a bi-picture of "The Duck and the Gun" using different settings to make the conflict and peace more visually vivid.
3. Give a talk explaining how his life as a soldier would be different if he lived in the days of George Washington and then Abraham Lincoln.
4. Create a poster of a favorite book to show how the setting of a story could change its plot.
5. Record an imaginary interview with at least three famous people in sports. He will compare their backgrounds, characteristics, and accomplishments.

The student and teacher will confer and assess his product on the evaluation form.

OBJECTIVES

The student will:

Identify elements of literature.

Identify the main idea of a story.

I.R.O. V,X

Demonstrate skill in seriation.

I.R.O. L

ENABLING ACTIVITIES

Windchimes - Unit 7 pp. 97-111
(tg. 82-94)

Story: "High, Wide, and Handsome"
...a Burmese folktale

The student will:

1. State the main characters as headings.
2. List under each heading many adjectives that describe the character and then group them.
3. Give the setting.
4. Explain the main problem.
5. Tell its solution.
6. Name the main idea of the folktale.

Correlated Story: Why Mosquitoes
Buzz in People's
Ears by Verna
Aardema

The student will:

1. Identify the main characters.
2. Tell the main elements of the setting.
3. Sequentially state the events that explain why mosquito buzzes in people's ears still today.
4. Write the main problem of the story.
5. Explain its solution.
6. Tell the main idea of the story.

EVALUATION

The student will scan each story to show proper identification of elements of each story.

The student will assess his productive thinking by counting responses to 2.

0 - 20 = C

21 - 40 = B

41 + = A

OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

The student will create at least one product:

The student will:

1. Create a word-find, using the adjectives he listed in #2 for "High, Wide, and Handsome."
2. Compose a story that tells how High, Wide, and Handsome will act after Rolling Stone leaves. Each character should retain his unique characteristics.
3. Draw a cartoon strip relating how another animal later tries to trick Rolling Stone out of his new clothes — and the resulting events.
4. Create a gameboard of descriptions and actions in "Why Mosquitoes Buzz."
5. Make an accordion-story about the sequence of main events in a favorite book. Tape-record a sound track and dialog for this story.
6. Design a crossword puzzle that will be composed of characteristics of main characters in fairy tales.

The student and teacher will confer and assess his product on the evaluation form.

OBJECTIVES

The student will:
Identify elements of literature.
Identify the main idea.
I.R.O. V,W

Demonstrate fluent and flexible thought.
I.R.O. A,B

ENABLING ACTIVITIES

Windchimes - Unit 8 pp. 112-117
(tg. 95-102)

Informational Article: "Manatees"
by Helen Hoover

- The student will:
1. List many details that describe:
 - a. the manatee's appearance
 - b. water hyacinths
 2. State the main problem given in the article.
 3. Relate attempts to solve the problem.
 4. Give the setting.
 5. State the main idea.

Correlated Story: Anno's Journey by
Mitsumasa Anno

- The student will:
1. Identify as many storybook characters as possible after examining the pictures.
 2. Relate subplots in the pictures.
 3. Explain how the setting changed throughout the story.
 4. Explain what he learned about the homes and towns of Europe.

EVALUATION

The child will correctly identify elements of literature and the main idea.

OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

The student will complete a minimum of one product:

1. The student will develop a chart showing many possible uses for manatees. He will categorize these uses.
2. He will make a picture book that gives many reasons to own an alligator.
3. He will give a speech that presents many reasons for saving at least five endangered species.
4. The student will create a filmstrip and a soundtrack that would give many reasons for pioneers needing to have large families.
5. The student will create a puppet play that gives many reasons for people not indiscriminately killing snakes.
6. The student will make a game board that utilizes the literary elements of favorite fairy tales. The child will develop two alternate sets of directions to be used in playing the game.

The student and teacher will confer and assess his product on the evaluation form.

OBJECTIVES

The student will:
Demonstrate skill in
predicting.
I.R.O. F

ENABLING ACTIVITIES

Windchimes - Unit 9 pp. 118-133
(tg. 103-114)

Story: "Stone Soup" by Fan Kissen
The student will:

1. State five reasons for the villagers hiding their food from the soldiers. Explain the most likely cause.
2. Give at least five effects from the soldiers' hoax. Explain the effect that will probably be the most enduring.
3. Predict how and why the villagers' attitudes will change toward strangers.

Correlated Story: Helga's Dowry by
Tomie dePaola

The student will:

1. List four reasons why Plain Inge tried to steal Helga's fiance. Explain the most likely cause.
2. List many effects of Inge's actions. State the most important effect.
3. Explain the causes of Helga not marrying her fiance. Explain the effects. Choose the best one.

EVALUATION

The student will be able to explain how he linked cause and effect.

OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

The student will complete a minimum of one product:

1. The student will present a television editorial stating the causes and effects of the passage of a law that requires residents to keep their cats on leashes outside their home. Predict the most likely cause and effect, and give two reasons for this choice.
2. The student will choose three friends and present a debate: "Should schools allow candy to be eaten at all times?" They should state many causes and effects. They should then have the audience select and explain the best cause and effect.
3. The student will create a cartoon strip giving ten predictions and ten causes for the principal's announcement, "Our school will be closed forever after today."

The student and teacher will confer and assess his product on the evaluation form.

OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

Windchimes - Units 11, 12 pp.143-175
(tg. 122-148)

Story: "Sidewalk Story" by Sharon
Bell Mathis

The student will:
Demonstrate empathy.
Demonstrate skill in
evaluation.
I.R.O. O,I

The student will:

1. State if he has had a close friend move and if so, relate his feelings.
2. Tell his feelings about an unfair experience he has had. Explain if and how he was able to change the situation.
3. Share and explain conflicting emotions he's had toward a friend.

The student will show empathy in evaluating a situation. He will make a valid choice after examining both viewpoints of a situation.

Correlated Story: The Fearsome Brat
by George Mendoza

The student will:

1. Describe an incident that triggered intense anger like Fagan's. He will explain how other people then reacted to him. He will list possible reasons for their reactions.
2. Explain why unusual thoughts by Fagan's parents caused them to move into a gorilla's cage.

OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

3. Tell about a time when he came to an incorrect conclusion. He will tell the effects of having this conclusion and then share how he reacted.

The student will complete a minimum of one product:

1. The student will list many personal reactions toward an unfair situation at school. He will then list the desirable and undesirable effects of changing the situation. He will then choose and explain the best way to change the situation in a report.
2. The student will compose a letter to a person who could change an undesirable situation in his city.

He will list the desirable and undesirable aspects of changing the situation. He will then state and explain his choice of method to change the situation.

The student and teacher will confer and assess his product on the evaluation form.

OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

Windchimes - Units 13, 14 pp. 182-202
(tg. 156-173) by Lois
Eddy McDonnell

The student will:
Demonstrate fluent and
flexible thought.
Demonstrate empathy.
I.R.O. A,B,O

- The student will:
1. List many words that could describe Stevie's feelings when Billy wouldn't let him play.
 2. Circle words above that describe Billy's feelings when Stevie rowed the boat.
 3. Summarize his feelings about having handicapped children in his room.

Correlated Story: My Brother Steven
Is Retarded by Harriet Sobol

Demonstrate skill in
evaluation.
I.R.O. I

- The student will:
1. List many feelings Beth could have had toward Steven.
 2. Pretend to be Steven and make an evaluation T listing things that made him feel happy or frustrated about living at home. He will then explain if he feels living at home is best for him.

The student will list at
least ten answers for ques-
tions 1.

The student will name an equal
number of desirable and undesirable
points on the evaluation T.

OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

The student will complete at least one product:

1. The student will imagine he has a family member who is blind. He will list many ways he could help this member attain independence. He will describe these ways in a story.
2. The student will pretend he suddenly became deaf. He will create a story that portrays his emotions toward his handicap and will state how he could overcome his handicap by becoming independent.
3. The student will pretend his neighbors have sold their house. He will record the possible reactions of his neighbors when they discover a group of mentally retarded adults will move into the house. He will then make a list of possible positive and negative aspects of the situation and will explain his recommendation about the new neighbors. He will present this information in a dramatization with a committee.

The student and teacher will confer and assess his product on the evaluation form.

OBJECTIVES

The student will:
Demonstrate skill in
seriation.
Demonstrate skill in
analysis.
I.R.O. L,J

ENABLING ACTIVITIES

Windchimes - Unit 16 pp. 208-218
(tg. 183-193)

Story: "Annie Sullivan" by
Mary Malone

The student will:

1. Make a timeline showing the problems Annie had to overcome in her lifetime.
2. Compare Annie's life with Helen Keller's by listing ways they were alike and different. Circle the most unique way they were alike. Underline the most unique way they were different.
3. Compare Helen Keller with Laura Bridgman by telling their similarities and differences. Explain how they differed the most.

Correlated Story: Anna's Silent World
by Bernard Wolf

The student will:

1. Tell in sequence the events that allowed Anna to go to a regular school.
2. Explain the factors that led Anna

EVALUATION

The student will verify the seriation of events by scanning the story.

OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

- to attend ballet classes.
3. Compare Anna's life to Helen Keller's by listing factors that made Anna's life somewhat easier than Helen's. Then list factors that made it more difficult.

The student will complete at least one product:

1. The student will write a report telling about the life of a person he admires for overcoming a handicap. He will also seriate the events that led to this person's independence.
2. The student will pretend to interview two famous people. He will contrast their personalities, backgrounds, and achievements in a dramatization with friends.
3. The student will pretend he invented a unique machine. He will make a diagram showing his machine's movements and creation of a product in sequence.

The student and teacher will confer and assess his product on the evaluation form.

OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

Windchimes - Unit 17 pp. 223-231
(tg. 200-209)

Story: "The Burning of the Rice Fields"
by Lafcadio Hearn

The student will:
Identify the main idea
of a story.
Demonstrate skill in
reversibility.
I.R.O. W,M

The student will:

1. Explain why Hamaguchi burned his rice fields.
2. Create a timeline that tells in reverse order the sequence of events from the saving of the villagers to the harvesting of the rice.

The student will verify the
seriation of events and main
idea of the story by scanning.

Correlated Story: Volcanoes by
Susan Harris

The student will:

1. Tell in sequence why Iceland is still growing wider.
2. Explain in sequence why the Pacific ring of fire goes from Japan to South America.
3. Make a sequential diagram that shows how scientists harness a volcano's energy to run a refrigerator.

Demonstrate skill in
seriation.
I.R.O. L

OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

The student will complete a minimum of one product:

1. The student will create a riddle book about "The Burning of the Rice Fields" by writing riddles about the characters.
2. The student will make a game-board showing the sequence of steps from the harvesting of the rice to the coming of the tidal wave and the ensuing rescue of the villagers.
3. The student will make a riddle book about volcanoes, earthquakes, or tidal waves. The riddles should be based on information gleaned from the stories.
4. Make a filmstrip with captions or soundtrack that sequences the necessary steps to grow rice in Japan today, as opposed to the steps in ancient Japan.

The student and teacher will confer and assess the product on the evaluation form.

OBJECTIVES

The student will:
Demonstrate skill in
seriation.
I.R.O. L

ENABLING ACTIVITIES

Windchimes - Unit 18 pp. 232-244
(tg. 210-221)

Story: "Maxie" by Mildred Kantrowitz

The student will:

- 1.a. Draw a clock in the center of a large circle
 - b. He will make and label pie wedges for each time Maxie did something daily.
 - c. He will then sketch her action in the wedge.
2. Write in sequence the mishaps that occurred because Maxie didn't get up.

Correlated Story: No Kiss for Mother
by Tomi Ungerer

The student will:

1. List in order the events that led to Piper Paw's acquiring a sore ear.
2. Pretend to be Piper Paw and will write a summary of events that led from his talk with Father Paw to his gift of yellow roses to his mother.

The student will complete a minimum of one product:

1. The student will make a flow chart recording his daily routine.

EVALUATION

The student will scan the stories to verify the seriation of events.

The student and teacher will confer and assess his product on the evaluation form.

OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

2. The student will make a picture time-line showing how an imaginary pet spends its day.
3. The student will make an accordion story that summarizes No Kiss for Mother.
4. The student will give a "how-to" talk about something he enjoys making or doing. He will enact the steps or illustrate them.
5. The student will imagine he is Mother Paw. He will make a cartoon that shows the sequence of mischief of Piper Paw's with which Mother Paw has had to deal since Piper was a young kitten.
6. The student will devise a memory card game that will be based on the sequence of events in "Maxie."
7. The student will make a timeline that sequences the main events in his life.

OBJECTIVES

The student will:
Demonstrate fluent and
flexible thought.
I.R.O. A,B

Demonstrate skill in
seriation.
I.R.O. C

Demonstrate skill in
originality.
I.R.O. C

ENABLING ACTIVITIES

Windchimes - Unit 19 pp. 245-257
(tg. 221-231)

Story: "How Spider Got a Bald Head" by
Joyce Cooper Arkhurst

The student will:

1. List many ways Spider could have gotten some beans without being a sneak.
- 2.a. Group the ways.
b. Circle the one that would be the most honest.
3. Pretend to be Spider and will give many adjectives that describe how the beans feel on his head.

Correlated Story: Anansi the Spider
by Gerald McDermott

The student will:

- 1.a. List many ways Anansi's sons could have helped save his life.
b. Group these.
2. Tell in sequence why Anansi caused Nyame to place the moon in the sky.

The student will do a minimum of one product:

1. The student will create a picture book that tells another adventure in Anansi's life.

EVALUATION

The student will give at least ten answers to parts 1 and 3.

The student and teacher will confer and assess his product on the evaluation form.

OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

2. The student will make a cartoon on acetate strips that tells a different ending to the story of Spider.
3. The student will make a burlap and felt stitchery showing in sequence many events in Anansi the Spider.
4. The student will pretend to be Spider. He will make a filmstrip with an accompanying soundtrack that explains how Spider turned the misfortune of having a bald head into a great advantage for himself.
5. The student will make a picture book that tells the tale of how Nyame caused another natural phenomenon to change. He will explain through careful sequencing how this change was wrought.

OBJECTIVES

The student will:
Demonstrate skill in
predicting.

Demonstrate skill in
decision-making.
I.R.O. F,G

ENABLING ACTIVITIES

Windchimes - Units 20-21 pp. 264-281
(tg. 238-256)

Story: "Barge Ahoy" by Candida Palmer

The student will:

- 1.a. List at least 7 causes and 7 effects of the barge's accident.
- b. Circle the most likely cause.
- c. Star the most dangerous effect for the community.
- 2.a. List many causes and effects of Amy's actions at the jetty.
- b. Circle the most dangerous effect for her.
- c. Underline the most important effects for river traffic.

Correlated Story: Frog Comes to Dinner
by Mercer Mayer

The student will:

1. State the most likely cause for the frog being in the restaurant.
2. List many possible effects of his presence.
3. Tell and explain the effect he likes best.
4. Predict what the boy's parents will do the next time they take him to a restaurant.

EVALUATION

The student will explain how
cause and effect are linked.

The student will be able to
examine both the positive and
negative aspects of a situation,
set criteria for a choice, and
select the best alternative.

OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

The student will do a minimum of one product:

1. The student is to pretend he lives on the Mississippi River. The river has recently had a great increase in barge traffic.
 - a. Make a poster showing many causes and effects of this increase.
 - b. Circle the most long-lasting effects.
 - c. Predict what would happen to animal life along the river.
2. The student will make a chart showing the many causes and effects of rapid growth in his town. In a caption, he is to predict what he thinks will be the most likely positive and negative effects.
3. The student will make a filmstrip and soundtrack of a fortune teller listing many causes and effects of a person's actions. The fortune teller will then state and defend the most important cause and effect.

The student and teacher will confer and assess his product on the evaluation form.

OBJECTIVES

The student will:
Identify elements of literature.
Demonstrate fluent and flexible thought.
I.R.O. V,A,B

ENABLING ACTIVITIES

Windchimes - Units 22-23 pp. 282-309
(tg. 256-276)

Story: "What's the Matter With Kerby?"
by Scott Corbett

The student will:

- 1.a. Make a chart with the main characters listed as headings.
- b. Under those, list many words that describe that character.
- c. Circle the most unique characteristic of each.
2. Describe factors of the setting.
3. Summarize the plot of the story.
4. Tell how the problem was solved in the story.

Correlated Story: Liza Lou and the Yeller Belly Swamp
by Mercer Mayer

The student will:

1. Describe each of the main characters.
2. Explain how the setting makes the story spookier than if it were set in a suburb.
3. State Liza Lou's main problem.
4. Tell how Liza Lou solves it.

EVALUATION

The student will scan to verify identification of elements of literature.

OBJECTIVES

The student will:
Demonstrate skill in
synthesis.

I.R.O. K

ENABLING ACTIVITIES

The student will complete at least one product:

1. The student will choose three main characters, an unusual setting, and a humorous plot. He is to combine them in an unusual story with colorful illustrations.
2. The student will make a word-find based on the literary element in Liza Lou and the Yeller Belly Swamp.
3. The student will create a diorama that summarizes the plot about Liza Lou.
4. The student will make a game that shows how Liza Lou got from home to safety.
5. The student will combine elements of "What's the Matter With Kerby?" and Liza Lou and the Yeller Belly Swamp to develop a unique story. He should vividly illustrate the story.

EVALUATION

The student and teacher will confer and assess his product on the evaluation form.

OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

Windchimes - Unit 25 pp. 320-330
(tg. 290-300)

Story: "Chicanos" by Patricia Miles
Martin

The student will:
Demonstrate skill in
seriation.

Demonstrate empathy.
I.R.O. L, O

Demonstrate skill in
analysis.
I.R.O. J

The student will:

1. Describe in sequence how the Spanish government conquered the people of Mexico.
2. Make a time-line showing the events in this article.
3. List the sequence of emotions the Mexicans probably felt over the years as they were conquered and forced to move.

Correlated Story: Mexico by Karen
Jacobsen

The student will:

1. Explain how the homes of modern Mexicans have changed from those in the jungle.
2. Contrast the Mayans with the Aztec Indians, giving their similarities and differences.
3. Describe Cortez through the eyes of:
 - a. a Spaniard
 - b. a Mexican
4. Analyze the special characteristics of modern Mexico as opposed to historic Mexico.

The student will verify
seriation by scanning.

OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

The student will make a minimum of one product:

1. The student will make a slide show on acetate of the accomplishments of the Mayan and Aztec empires.
2. The student will cut out three life-sized silhouettes of himself. He will correctly dress one as a Mayan, one as an Aztec, and one as a Chicano. He will be able to explain the authenticity of details of the costumes.
3. The student will create and illustrate an alphabet book about Chicanos.
4. The student will contrast the holidays of another country with the United States of America's, explaining the similarities and differences in a chart or illustrated report.
5. The student will work with partners to present a dramatization that contrasts the lives of children from different lands.

The student and teacher will confer and assess his product on the evaluation form.

OBJECTIVES

The student will:
Identify elements of
literature.

Identify elements of
style.
I.R.O. V,Q

ENABLING ACTIVITIES

Windchimes - Units 26-27 pp. 331-337
(tg. 301-317)

Story: "McBroom Tells the Truth"
by Sid Fleischman

The student will:

1. Make a Character Wheel. In the hub, write the main characters. In the spokes, write adjectives that describe them.
2. Explain how the description of Hector Jones was exaggerated.
3. Tell what was meant by: "Heck Jones laughed up his sleeve."
4. Name at least five more exaggerations from tale.

Correlated Story: McBroom's Zoo by
Sid Fleischman

The student will:

1. Describe exaggerations and humor used in the creation of at least four of the strange creatures.
2. Summarize the plot.
3. Tell how McBroom solved the problem in this tale.

EVALUATION

The student will verify
answers by scanning the
stories.

OBJECTIVES

The student will:
Demonstrate skill in
transformation.

I.R.O. D

ENABLING ACTIVITIES

The student will complete at least one product:

1. The student will make a booklet about a minimum of ten imaginary animals. In it he will describe their appearances, their food, and unusual habits.
2. The student will rewrite a favorite story, using exaggeration to describe the characters, setting, and plot. Illustrate it vividly with exaggerated details.
3. The student will make a papier mache diorama of animals that have adapted to life in 3000 A.D.
4. The student will choose a partner. Both will write about a common experience using exaggeration and humor. They will then compare their stories.
5. The student will write a biography of a person he admires, incorporating exaggeration and figurative language in his story, as he highlights major characteristics and accomplishments of the person.

EVALUATION

The student and teacher will confer and assess his product on the evaluation form.

OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

Passports - Unit 1 pp. 9-19
(tg. 4-18)

Story: "The Magic Tree" by Gerald
McDermott

The student will:
Recognize missing elements
in a story.
I.R.O. S

- The student will:
1. Explain how the author used pictures to explain missing elements of the story.
 2. Tell how the illustration showed changes in Mavungu that the story omitted.
 3. Name at least five incidents that are omitted from the story that are explained in illustrations.

The student will verify
answers by scanning.

Correlated Story: Ashanti to Zulu
by Margaret Musgrove

Demonstrate skill in
analysis.
Demonstrate new uses for
information.
I.R.O. J,T

- The student will:
1. Tell how the color of paintings enhance the story.
 2. Identify the details in the pictures of the Hausa that show a difference from other pictures.
 3. Examine the details in the picture of the Lozi and explain what additional information they gave him about the royal family.
 4. Tell what he learned from the painting of the Tureg that was omitted from the caption.

OBJECTIVES

The student will:
Demonstrate skill in
synthesis.
I.R.O. K

ENABLING ACTIVITIES

The student will complete a minimum of one product:

1. The student will paint a mural of what he experienced through his five senses on an imaginary trip over the continent of Africa. He will show details learned from Ashanti to Zulu.
2. The student will make a large map of Africa. He will label appropriate regions with information learned about the landforms, vegetation, climate, crops, animals, and people.
3. The student will rewrite an American folktale as a picturebook. He will omit part of the tale but will explain this omission through illustrations.
4. The student will develop a crossword puzzle that will be based on information gleaned from Ashanti to Zulu and "The Magic Tree." Information from other literature about Africa could also be incorporated in the puzzle.

EVALUATION

The student and teacher will confer and assess his product on the evaluation form.

OBJECTIVES

The student will:
Demonstrate fluency,
flexibility of thought.
I.R.O. A,B

Demonstrate skill in
analysis.
I.R.O. J

ENABLING ACTIVITIES

Passports - Units 2-3 pp. 20-40
(tg. 19-40)

Story: "A Visit to the Mayor"
by Nellie Burchardt

- The student will:
1. List and classify many legal terms from the story.
 - 2.a. List many other ways the children could have kept the cat.
 - b. Star the most honest ways.
 - c. Circle the poorest ways.

Correlated Story: The Big Pile of Dirt
by Eleanor Clymer

- The student will:
- 1.a. List many other places the children could have played.
 - b. Rank order these by safety in green numerals.
 - c. Rank order them by disturbance to adults in red numerals.
 - 2.a. List many ways the adults could have helped the children.
 - b. Group these.
 - c. Explain why they chose their solution.
 3. Compare Betsy's to Mike's situation by listing similarities and differences.

EVALUATION

The student will total and record the answers on 1.a.s and 2.a.s.

Total:
0 - 20 = C
21 - 40 = B
41 - 60 = A

OBJECTIVES

The student will:
Demonstrate skill in
synthesis.

Demonstrate new uses for
information.
I.R.O. K,T

ENABLING ACTIVITIES

The student will complete at least one
product:

1. The student will use legal terms learned in the above stories to write a petition about changing a situation.
2. The student will write a letter to his mayor or city councilman about an issue in which he is interested. He will use new legal vocabulary terms.
3. The student will form a committee to discover how his city government works. He will present a report of their findings to his class.
4. The student will make a chart that lists and groups many ways citizens could conserve water.
5. The student will develop a gameboard that is based on many ways citizens could conserve energy.

EVALUATION

The student and teacher will
confer and assess his product
on the evaluation form.

OBJECTIVES

The student will:
Identify elements of style.
Identify elements of literature.
Solve problems with story characters.
I.R.O. Q,V,U

Demonstrate skill in synthesis.
Demonstrate skill in transformation.
I.R.O. K,D

ENABLING ACTIVITIES

Passports - Unit 4 pp. 46-57 (tg.49-58)
Story: "His Majesty the Peasant"
by Sally Werner

The student will:

1. Explain how main characters were used to portray humor.
2. Tell how the story could have changed if the king were cruel.
3. Explain how the tale would have differed if the boy knew who the king was.

Correlated Story: Jim and the Beanstalk
by Jim Grigg

The student will:

1. Tell how humor enhanced this tale.
2. Explain how the plot was the same as Jack and the Beanstalk.
3. Explain how the storyline differed because of the giant's aging.
4. Tell how the plot could have changed if Jim had aged instead of the giant.

The student will complete a minimum of one product:

1. The student will rewrite a fairytale using humor to change the characters or plot.
2. The student will transform a favorite fairytale into a humorous play by changing the characters' lifestyles.

EVALUATION

The student will verify answers by scanning the story.

The student and teacher will confer and assess his product on the evaluation form.

OBJECTIVES

The student will:
Demonstrate skill in
analysis.
I.R.O. J

Demonstrate fluent and
flexible thoughts.
I.R.O. A,B

ENABLING ACTIVITIES

Passports - Unit 5 pp. 58-67 (tg.59-68)
Story: "Dr. Penny, Veterinarian" by
Gloria and Esther Goldreich

The student will:

1. Compare Dr. Penny with a surgeon.
 - a. How is their training similar?
 - b. How are their daily routines alike?
2. Explain in what ways Dr. Penny's job is more difficult than a surgeon's.
3. Tell how a veterinary clinic is alike and different from a hospital.

Correlated Story: What It's Like to be a Dentist by Arthur Shay

The student will:

1. Compare the jobs of Dr. Berenson and Dr. Penny.
 - 2.a. Name difficulties with which Dr. Berenson must deal.
 - b. Group these problems by the age of the patients.
 - c. Explain whether it is more difficult for a dentist to work with children or adults.

EVALUATION

The student will explain why he broke down communication into its parts.

OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

The student will complete a minimum of one product:

1. The student is to pretend he is an injured pet. He is to write a summary of his reactions and experiences at the veterinary clinic.
2. The student will interview at least two people about their jobs. He will then write a report in which he compares their education, routines, and challenges.
3. The student will contrast the lives of at least two animals in a diagram or report. He will compare their homes, food, families, enemies, defenses, and habits.
4. The student will prepare a diagram showing many ways a veterinarian could educate the public about the proper care of family pets.

The student and teacher will confer and assess his product on the evaluation form.

OBJECTIVES

The student will:
Demonstrate fluent and flexible thought.

Demonstrate skill in originality.
I.R.O. A,B,C

ENABLING ACTIVITIES

Passports - Unit 6 pp. 68-93 (tg. 69-910)
Story: "Mystery Guest at Left End"
by Beman Lord

The student will:

- 1.a. List many emotions Si and John could have felt toward Faith.
- b. Underline the ones that would make them feel ashamed.
- c. Circle the ones that would make them feel elated.
2. Create an original game.
 - a. Tell its rules.
 - b. Tell how one could win.
 - c. List equipment that would be needed.

Correlated Story: Frog and Toad Are Friends by Arnold Lobel

1. List and group many ways Frog and Toad proved to be good friends.
2. Make a T with Frog and Toad as headings.
 - a. List their characteristics underneath.
 - b. Rank order these by importance to being a friend.
 - c. Explain why you chose number 1.

EVALUATION

The student will be able to think in a unique way.

OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

The student will complete at least one product.

1. The student will create a song, combining the elements of friendship in the lyrics.
2. The student will choose a situation in which he disagreed with friends. He will dramatize how he could have changed the situation by using the elements of friendship.
3. The student will write a new adventure about Frog and Toad, being sure they treat each other with kindness. Present it as a puppet show.
4. The student will pretend to be Frog's father. He will make a picture book, showing many ways he helped his son learn how to become a good friend.
5. The student will develop a game that teaches others characteristics of friendships.

The student and teacher will confer and assess his product on the evaluation form.

OBJECTIVES

The student will:
Demonstrate empathy.
Identify elements of literature.
Demonstrate proficiency in nonverbal communication.
I.R.O. Q,V,P

ENABLING ACTIVITIES

Passports - Unit 8 pp. 99-110
(tg. 100-109)

Story: "Winnie-the-Pooh" by A. A. Milne

The student will:

1. Record emotions that Pooh probably felt throughout the story.
2. Explain clues that helped him understand the character of Christopher Robin.
3. Choose two friends and pantomime the story.

Correlated Story: The Pooh Storybook
by A. A. Milne
(pp. 7-31)

The student will:

1. Contrast the feelings of Pooh and Piglet with Eeyore's about the snows of winter.
2. Compare the actions of Christopher Robin in this tale to the one above.
3. Explain the unexpected twist in this story and the characters' reaction to it.
4. Pantomime vividly this story with the help of 3 friends.

EVALUATION

The child will show empathy through nonverbal communication.

OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

The student will complete at least one product:

1. The student will pantomime a story about an inanimate object coming to life and having an adventure.
2. The student will create a rebus, a story in which symbols take the place of words, about a favorite story.
3. The student will make posters of imaginary, composite animals. As he presents the poster to the class, he will pretend to be that animal and will pantomime his actions and habits.
4. The student will make a dictionary of symbols that represent common objects, ideas, or events.
5. The student will develop and explain a code that he will use to write riddles about the characters in The Pooh Storybook.

The student and teacher will confer and assess his product on the evaluation form.

OBJECTIVES

The student will:
Identify elements of
style.
I.R.O. Q

ENABLING ACTIVITIES

Passports - Unit 9 pp. 111-135
(tg. 110-130)

Story: "All Except Sammy" by
Gladys Yessayan Cretan

The student will:

1. Explain what Mama meant by "Can the fruit fall so far from the tree?"
2. Explain what Sammy's father meant when he said Sammy should have no more music lessons because "it is like baking a stone."

Correlated story: Juji and the Fog -
a Japanese folktale

Personification means giving human
qualities to objects or ideas.

The student will:

1. Tell many ways Juji was personified.
2. State how the fog was personified.
3. Explain how the crows were like humans.
4. Find and explain at least five metaphors in the tale.

The student will complete a minimum of
one product:

1. The student will make posters of at least ten animals and will caption them with similes.

EVALUATION

The student will correctly
identify and explain elements
of style.

The student and teacher will
confer and assess his product
on the evaluation form.

OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

2. The student will interview at least five people about their interests. He will express their answers in figurative language in a newspaper article.
3. The student will create a memory game by matching animals with similes about them.
4. The student will create a game in which players must transform similes into metaphors.
5. The student will dramatize his autobiography, in which he uses a great deal of figurative language, humor, and exaggeration to relate incidents in his life.
6. The student will create a picture book of famous Americans, captioned with figurative language.

OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

The student will:
Demonstrate skill in
analysis.
I.R.O. J

Passports - Unit 11 pp. 136-142
(tg. 132-139)

Story: "Jazz" - author unknown

The student will:

1. Compare Louis Armstrong with Duke Ellington.
 - a. How were their accomplishments alike?
 - b. Compare Louis Armstrong with King Oliver.

The student will be able to
to explain how he broke down
the story into its basic parts.

Demonstrate fluent
and flexible thought.

Demonstrate empathy.
I.R.O. A,B,O

Correlated Story: Journey into Jazz
by Nat Hentoff

The student will:

- 1.a. Describe Peter's early feelings toward music. Group them.
- b. List many ways he felt about music after learning from the jazz musicians. Categorize them.
- 2.a. Name all the instruments Peter learned about.
- b. Circle the unusual ones.
- c. What other instruments could he have learned about?

OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

The student will complete one product:

1. The student will make a scrapbook with illustrations and a summary about at least ten instruments.
2. The student will make a game about at least ten musicians and their instruments and accomplishments.
3. The student will analyze music by the components that produce it. He will then create at least five instruments that use different components.
4. The student will use his new knowledge of musicians, music, and musical terms to present an illustrated report to the class.
5. The student will work with a committee to develop and present a dramatization contrasting the lives of famous musicians over the centuries.

The student and teacher will confer and assess his product on the evaluation form.

OBJECTIVES

The student will:
Demonstrate skill in
analysis.
Demonstrate new ways
to use information.
I.R.O. J,T

Demonstrate skill in
transformation.
I.R.O. D

ENABLING ACTIVITIES

Passports - Unit 12 pp. 148-155
(tg. 147-154)

Story: "Your Busy Brain" by
Louise McNamara and Ada
Litchfield

The student will:

1. Write as headings:
 - a. How my brain works.
 - b. The three parts of my brain
and their jobs.
2. List under these headings all
the pertinent information he read.
3. Organize this information into
an outline.

Correlated Story: Can I Keep Him?
by Steven Kellogg

The student will:

1. Write in a diagram all the
animals the boy brought home.
Under each list why he couldn't
keep it.
2. Transform these reasons for not
keeping the animal into reasons
someone else could keep them.

The student will complete at least one
product:

1. The student will make a filmstrip
about animals he might bring home.

EVALUATION

The student will be able to
analyze and outline informa-
tion.

The student and teacher will
confer and assess his product
on the evaluation form.

OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

- On a soundtrack, he will give reasons why he could keep them.
2. The student will prepare an outline about an interesting creature. He will give information on its environment, family life, enemies, defenses, foods, and habits.
 3. The student will take notes as he reads about the human body. He will then create a slide show with this information.
 4. The student will find out how a common machine works. He will then organize this information into a flowchart.
 5. The student will make a life-sized cutout of his body. He will make an oral presentation about it, adding cutouts of the parts of the body and explaining their uses.

OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

The student will:
Demonstrate skill in
problem-solving.
I.R.O. H

Passports - Unit 13 pp. 156-167
(tg. 155-166)

Story: "A Ride on High" by
Candida Palmer

The student will:

1. Describe the elements of Tony's problem on the elevated.
2. State many possible solutions to his problem.
3. Explain why Tony chose his solution.
4. Tell why at least five other solutions weren't as desirable.

Correlated Story: Professor Wormbog in Search of the Zipperumpa-Zoo by Mercer Mayer

The student will:

1. Describe the elements of the Professor's problem.
2. State possible solutions.
3. Defend his choice of solutions.

The student will complete at least one product:

1. The student will imagine himself lost in a city in a foreign land. In a composition, he will:
 - a. Describe the elements of his problem.

The child will be able to identify all parts of a problem, examine possible solutions, and choose the best one.

The student and teacher will confer and assess his product on the evaluation form.

OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

- b. List many possible solutions.
 - c. Choose and defend the best solution.
2. The student will envision methods of transportation 1000 years in the future. He will make models of at least three vehicles. He will list possible problems of each and tell how they could be overcome.
 3. The student will pretend he is raising farm animals. He will make a slide show presenting elements of possible problems, possible solutions, and defending his choice of solutions.
 4. The student will pretend his family plans to be hosts for a foreign exchange student for the school year. He will make a chart listing five problems his family may have and giving possible solutions. He should choose and explain the best solution for each problem.

OBJECTIVES

The student will:
Demonstrate skill in
seriation.
I.R.O. L

ENABLING ACTIVITIES

Passports - Unit 14 pp. 168-179
(tg. 168-177)

Story: "Two Weeks Old and On His Own"
by Vitali Bianki

The student will:

1. List in sequence Peek's harrowing adventures.
2. Record Peek's escapes in order.

Correlated Story: Wharf Rat by Miska
Miles

The student will:

1. List in sequence how the wharf rat escaped from people.
2. Relate the incidents that led to the plight of the birds in sequence.

The student will complete a minimum
of one product:

1. The student will color pictures of Peek's adventures on oaktag and will use them to create a seriation game.
2. The student will pretend to be by a beach inhabited by rare species of animals and vegetation. An oil tanker becomes grounded offshore and breaks up. Make a chart describing the sequence of effects and how they could be prevented.

EVALUATION

The student will verify
seriation by scanning.

The student and teacher will
confer and assess his product
on the evaluation form.

OBJECTIVES

The student will:
Demonstrate skill in
predicting, and
forecasting.
I.R.O. F

ENABLING ACTIVITIES

Passports - Units 15-16 pp. 187-213
(tg. 187-206)

Story: "Next Train to Hackettsville"
by Eleanor Clymer

The student will:

1. Predict how Stevie's life will change after he returns from Miss Stover's. Justify this prediction.
2. Tell how the grandmother's life will probably be changed as a result of the children's trip.
3. Predict how Annie's responsibilities and feelings toward Stevie will change over the next ten years. Explain this reasoning.

Correlated Story: Charlie and the
Chocolate Factory
by Roald Dahl

The student will:

1. Predict how Veruca Salt will change her behavior after her adventure. Give reasons for this prediction.
2. Predict if Augustus Gloop will lose weight after his harrowing experience. Give reasons for this prediction.

EVALUATION

The child will be able to
explain how he linked cause
and effect.

OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

3. State whether Mike Teeves will change his viewing habits. Give justification for this prediction.

The student will complete a minimum of one product:

1. The student will read Rumplestiltskin.
 - a. Predict and justify what would happen to the baby over the next 20 years if the queen hadn't guessed Rumplestiltskin's name.
 - b. Tell and explain how the queen's life would have changed over the next fifty years if she hadn't guessed his name.
 - c. Show these predictions in a movie with a soundtrack.
2. The student will imagine his family won one million dollars in a contest. He will compose a story portraying how and why their lives could change.
3. The student will pretend he is the new owner of Willy Wonka's candy factory. He will produce a puppet play showing effects of this inheritance.
4. The student will write a sequel to Charlie and the Chocolate Factory developed from causes and effects in the book.

The student and teacher will confer and assess his product on the evaluation form.

OBJECTIVES

The student will:
Demonstrate skill in
analysis.
Demonstrate skill in
association.
I.R.O. J,N

ENABLING ACTIVITIES

Passports - Unit 17 pp. 214-224
(tg. 207-219)

Story: "Inspector Peckit" by
Don Freeman

The student will:

1. Compare Peckit to Cattiva.
Tell their similarities and
differences.
2. Create a game of analogies by
using equivalent French and
English terms from the story.
(Example: mademoiselle is to miss
as _____ is to mister.
Pardonnez-moi is to Peckit as
merci beaucoup is to _____.)

Correlated Story: Strega Nona by Tomi
DePaola

The student will:

1. Compare Strega Nona to Helga Troll.
 - a. In what ways are they alike?
 - b. Name many ways in which they are
different.
2. Compare the problems each had to solve.
Explain the comparisons.
3. Contrast the solutions to their problems.
Tell their similarities and differences.

EVALUATION

The student will be able to
explain why he broke material
into its basic parts and formed
associations.

OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

The student will complete at least one product:

1. The student will prepare a chart that explains the similarities and differences between Sleeping Beauty and Snow White.
2. The student will make models of his school and a one-room schoolhouse of the mid-1800's. He will compare and contrast the two through the use of explicit details.
3. The student will create a storyboard that compares events and characteristics of at least four favorite storybook characters.
4. The student will create a game of analogies to compare characters and events in Strega Nona to other favorite stories. He should be able to explain and teach the game to other students.

The student and teacher will confer and assess his product on the evaluation form.

OBJECTIVES

The student will:
Identify elements
of literature.

Demonstrate skill in
analysis.

I.R.O. V,J

ENABLING ACTIVITIES

Passports - Unit 18 pp. 225-246
(tg. 218-237)

Story: "Petronella" by Jay Williams

The student will:

1. Name the main characters and list their unusual qualities.
2. Give the elements of a fairytale he can find in this story.
 - a. goodness -
 - b. evil -
 - c. magic -
 - d. tests -
 - e. numbers -
 - f. colors -
 - g. flowers -
3. Explain the unusual twist in the plot.

Correlated Story: Puss-in-Boots by
Kurt Baumann

The student will:

1. State the unique characteristics of the main characters.
2. Summarize the tests in this fairytale.
3. Name the hero.
4. Explain how evil is portrayed.
5. Tell how magic is incorporated in this fairytale.

EVALUATION

The student will be able to
verify elements by scanning.

OBJECTIVES

The student will:
Demonstrate skill in
synthesis
I.R.O. K

ENABLING ACTIVITIES

The student will complete at least one product:

1. The student will make a chart with headings being the elements of a fairytale. Under each, he lists elements from varied fairytales. Then he is to combine them into a new fairytale and present it in a puppet play.
2. The student will select an unusual fairytale. He will identify its elements and combine them in a song.
3. The student will create a game about elements of well-known fairytales.
4. The student will develop a crossword puzzle with elements of fairytales.
5. The student will make an electrical game that has a light flash when elements of favorite stories are correctly matched.

EVALUATION

The student and teacher will confer and assess his product on the evaluation form.

OBJECTIVES

The student will:
Demonstrate skills in
planning.
I.R.O. E

ENABLING ACTIVITIES

Passports - Units 19-20 pp. 251-263
(tg. 245-255)

Story: "The Case of the Mysterious
Tramp" by Donald Sobol

The student will:

1. Describe John Morgan's ill-fated plan.
 - a. What was the setting for the plan? Why did he choose this setting?
 - b. What materials did Morgan need to carry out his plan?
 - c. What steps did he follow?
 - d. What problem did he encounter for which he hadn't planned?
2. Relate how Captain Brown thought the tramp's plan had proceeded. Tell why this plan was a fallacy.

Correlated Story: A Special Trick by
Mercer Mayer

The student will:

1. State Elroy's plan. Explain the factors in 1.a. above.
2. Create a plan the sorcerer could have utilized that would have foiled Elroy. Tell all elements of the plan.

EVALUATION

The student will be able to
identify and explain all
elements of a plan.

OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

The student will complete at least one product:

1. The student will imagine himself to be in a dangerous situation. He will devise a plan that would allow him to reach safety. He should list equipment, steps to follow, and ways to overcome possible problems. Show this plan in a cartoon.
2. The student will pretend to be a pioneer child crossing the Great Plains during a summer drought. He will write a diary that explains all elements of a well-devised plan he has made to ensure his family's survival.
3. The student will include all factors of a plan in planning an imaginary vacation for his family. He will present this plan in a flow-chart.
4. The student will devise a thorough plan to make a robot that completes homework. He will also plan how it is to be programmed.

The student and teacher will confer and assess his product on the evaluation form.

OBJECTIVES

The student will:
Demonstrate skill in
fluency and flexibility.
I.R.O. A,B

ENABLING ACTIVITIES

Passports - Unit 21 pp. 256-267
(tg. 256-267)

Story: "The Magic Pumpkin"
by Gloria Skurzynski

The student will:

1. List and categorize many Indian words from this story.
2. List many adjectives that describe Mother Parvati that don't pertain to Kolha.
3. List and categorize many terms that describe Vagha.

Correlated Story: The Griffin and the
Minor Canon
by Maurice Sendak

The student will:

1. List and group many places the griffin could have visited with the canon.
2. Tell many ways the griffin changed the churchgoers.
3. Give many other ways he could have changed them.
4. List and categorize many other ways the griffin could have taken revenge on the townspeople.

EVALUATION

The student will total his responses.

$$20 - 35 = C$$

$$36 - 70 = B$$

$$71 + = A$$

OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

The student will complete a minimum of one product:

1. The student will make a dictionary of terms about monsters. He will illustrate them appropriately.
2. The student will make a collage of pictures about many aspects of a country. He will laminate it on cardboard and cut it into a jigsaw puzzle.
3. The student will identify many factors of a season and will show them in a mobile.
4. The student will make a bulletin board by grouping many terms about America on the proper regions.
5. The student will make a filmstrip that presents many uses for portrayal of evil in folktales of various countries.
6. The student will list and group many uses of a pumpkin in a flip-chart. He will illustrate these uses.

The student and teacher will confer and assess his product on the evaluation form.

OBJECTIVES

The student will:
Demonstrate skill in
planning.
I.R.O. E

ENABLING ACTIVITIES

Passports - Units 22-23 pp. 282-299
(tg. 269-286)

Story: "The Wooden Cat Man"
by Sid Fleischman

The student will:

1. Describe Grandfather's plan to win the Mandarin's kite contest.
 - a. What supplies did he need?
 - b. What steps and timing did he use?
 - c. What problems might he have encountered?
 - d. How did he overcome problems?
 - e. How did he win the contest?
2. Describe Miss Singsong's plan to help her Grandfather.

Correlated Story: Charlotte's Web
by E. B. White

The student will:

1. Summarize Charlotte's plan to save Wilbur.
 - a. What supplies and helpers did she need?
 - b. What steps did she follow?
 - c. What problems did Charlotte have to plan to overcome?
2. Describe all parts of Charlotte's plan to keep Wilbur from being lonely after her death.

EVALUATION

The student will be able to identify the basic parts of a task and plan for overcoming problems.

OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

The student will complete a minimum of one product:

1. The student will make a plan for building a treehouse in his backyard. He will give all parts of a complete plan.
2. The student will make a complete plan for a week-long camping trip with three friends.
3. The student will make and follow a complete plan for a marionette show of Charlotte's Web.
4. The student will make and dramatize a thorough plan for building a varmint-proof fence to be erected around a cornfield.
5. The student will prepare a paper-roll movie that presents a plan for foiling Brer Fox and Brer Bear in Uncle Remus.

The student and teacher will confer and assess his product on the evaluation form.

OBJECTIVES

The student will:
Demonstrate skill in
evaluation.
I.R.O. I

ENABLING ACTIVITIES

Passports - Unit 24 pp. 300-308
(tg. 287-296)

Story: "Maria Mitchell" by Katharine
Wilkie

The student will:

1. Evaluate if Maria was wise to pursue her dream of becoming an astronomer.
 - a. List ten desirable outcomes and ten less desirable ones.
 - b. State the most important ones. Explain why he chose them.
2. Decide if Maria's father was wise in encouraging her to become a scientist.
 - a. In a T, list equal good and bad points of such encouragement.
 - b. Circle and explain the most lasting ones.

Correlated Story: Noel the Coward
by Robert Kraus

The student will:

1. Judge if Noel's father was wise in sending him to a school of self-defense.
 - a. Tell an equal number of good and bad points of such training.
 - b. Underline the most important ones for Noel's father.

EVALUATION

The student will be able to make a valid choice after examining good and bad aspects of a situation.

OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

2. Evaluate if Noel was wise in confronting the bullies.
 - a. List equal numbers of positive and negative outcomes.
 - b. Circle the most important aspect for Noel.

The student will complete a minimum of one product:

1. The student will imagine he is raising rabbits in his backyard. He will make a chart listing an equal number of positive and negative aspects of this situation. He will then make and explain a choice about continuing his hobby.
2. The student will write an editorial in which he completely evaluates a story character. He will then make and explain a choice about the goodness of this character.
3. The student will evaluate owning at least five strange objects. He will list equal negative and positive aspects of ownership on a chart. He will make and justify a decision about keeping these objects.

The student and teacher will confer and assess his product on the evaluation form.

OBJECTIVES

The student will:
Demonstrate skill in
problem-solving.
I.R.O. H

ENABLING ACTIVITIES

Passports - Units 25-26 pp. 314-335
(tg. 304-324)

Story: "Annie and the Old One" by
Miska Miles

The student will:

- 1.a. List the alternatives to finishing the weaving Annie felt she had.
- b. Rank order them by practicality. Explain why number 1 was chosen.
- 2.a. State various ways Grandmother helped her family deal with her impending death.
- b. Tell and explain the most important solution for Grandmother.
- c. Explain the solution that was the most helpful for Annie.

Correlated Story: The Giving Tree by
Shel Silverstein

The student will:

1. List the alternatives the boy and the tree had to share love. Circle and explain the best solution for both.
2. Tell how the problems and solutions altered as the boy grew older. Rank order these by importance to the tree. Explain the first choice.

EVALUATION

The student will be able to defend his choice of solution after examining all aspects of a problem.

OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

The student will complete at least one product:

1. The student will write an editorial in which he will attempt to solve the problem of the starving masses in Ethiopia. In it he will state the many aspects of the situation. He will choose and explain the best solution
2. The student will pretend to be on a treasure hunt on an isolated South Seas island. He has lost his treasure map. He is to list many aspects of his problem and possible solutions. He will explain the best solution in a filmstrip of his adventure.
3. The student will imagine he is walking through a toystore and finds a billfold stuffed with money on a shelf. No one else is near.
 - a. He will list all of the aspects and solutions of the situation.
 - b. He will state the most honest solution and justify it in a dramatization of the situation.

The student and teacher will confer and assess his product on the evaluation form.

OBJECTIVES

The student will:
Demonstrate skill in
reversibility.
I.R.O. M

ENABLING ACTIVITIES

Passports - Unit 27 pp. 336-352
(tg. 325-336)

Story: "Dance of the Animals"
by Pura Belpre

The student will write the questions
for the following answers:

1. Senor Lion and Senora Lioness
2. Senor Dog
3. Senor Goat
4. Senor Horse and Senora Mare
5. Senora Dog and Senora Goat
6. A great ball
7. A stump

Correlated Story: The Mouse and the
Motorcycle
by Beverly Cleary

The student will write the questions
for the following answers:

1. Ralph
2. Keith
3. Matt
4. Mr. and Mrs. Gridley
5. the terrier
6. the Mountainview Inn
7. the motorcycle
8. an aspirin
9. his squeaky little cousins

EVALUATION

The student will be able to
follow a train of thought back
to its origin.

OBJECTIVES

ENABLING ACTIVITIES

EVALUATION

The student will complete at least one product:

1. The student will choose a favorite story and make an accordion book showing the events in reverse order.
2. The student will make a riddle book about people he admires, basing it on their unique characteristics and accomplishments.
3. The student will create a game to play with a large group by following directions in reverse. The game should be based on a well-known story.
4. The student will make a picturebook that relates the main events in an older relative's life in reverse order.
5. The student will create a puppet play that dramatizes the main events in a favorite story in reverse seriation.

The student and teacher will confer and assess his product on the evaluation form.

APPENDIX

Form for the evaluation of a creative product.

Student progress chart.

Bibliography of correlated books.

Evaluation of a Creative Product

Name _____ Unit _____ Date _____

Score _____ / _____ = _____%

Total Pts. / Maximum Pts.

Type of Product: _____ Concrete
 _____ Representational
 _____ Abstract

Assess only those characteristics which should be stressed in this product. Give one point for each characteristic demonstrated in the student's product. Convert the score to a percentage.

Convergent

___ factual
 ___ sequential
 ___ completed
 ___ realistic
 ___ organized
 ___ accurate
 ___ stated clearly
 ___ logical
 ___ appropriate
 ___ complex

Divergent

___ figurative language
 ___ unusual viewpoint
 ___ humorous/adventurous
 ___ fluent
 ___ flexible
 ___ original
 ___ emotional
 ___ elaborate

Process: The student demonstrated ...

___ enjoyment/interest

___ perseverance

___ task-commitment

___ concentration

Comments:

Evaluators:

(Evaluation adapted from Project ESURG, 1979)

MY PROGRESS

Unit	Date	Objectives	Grade	Comments
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