

# **Make It, Buy It, Tweak It, “Steal” It: 30 Years of Creating Content**

Teachers who create content look everywhere for inspiration!

This session will share ideas from many inspiration sources: "stolen" instructional tools of the Gifted Greats, freshly hatched ideas, activities inspired in the dollar aisle at Michaels, and of course, our ever-present social media sources!

# Make It, Buy It, Tweak It, “Steal” It: 30 Years of Creating Content

**d Kelly**

Gifted Resource Teacher

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## Who are we?

- Elementary? Cluster? Resource?

## See something you want?

(Document, activity, etc.)

Just holler!

If I made it, you can have it!

LOTS of handouts in Canvas!

(Elem Gifted SharePoint)

(The letter at the start of the file name indicates the Gifted Framework Domain to which it belongs. "R" = Research, "PS" = Problem Solving, etc.)

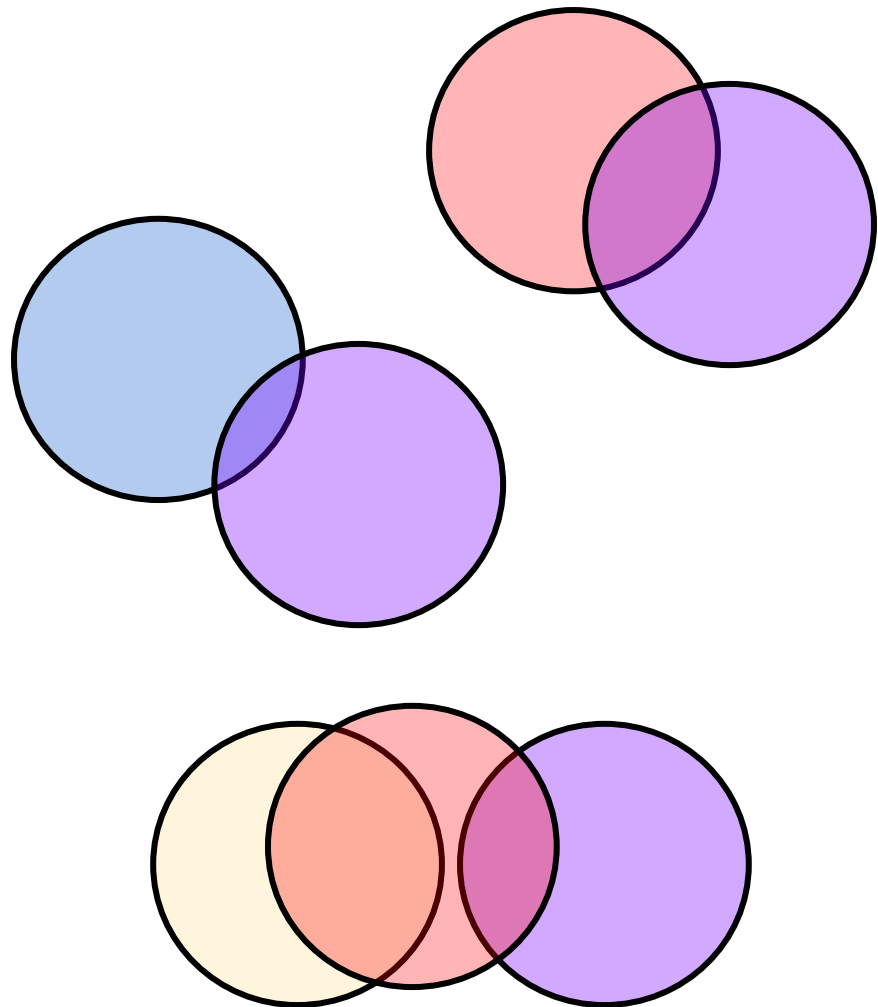


● Make It

● Buy It

● Tweak It

● “Steal” It



## A Few Faves:

- Breakout EDU
- Multiple Perspectives Peeps
- Books
- Bots
- Game Time? *Wait, is that a thing anymore?*
- Byrdseed (Ian Byrd)
- Blueprint Mats



Buy It



**TASK 1**  
SPLIT INTO 3  
TEAMS TO  
CREATE A SINGLE  
PAGE OF RIGHT-  
SIDE NOTES  
ABOUT THE  
ARTICLE PROVIDED

00:20

**TASK 2**  
WORKING AS  
INDIVIDUALS,  
CREATE A LIST  
OF M, V, U QUEST-  
IONS BASED ON  
THIS ARTICLE.  
YOUR LIST SHOULD  
BE ORGANIZED.

00:20

**TASK 3**  
Choose one  
of the stories  
and complete  
A multiple  
perspectives  
map based  
on it.

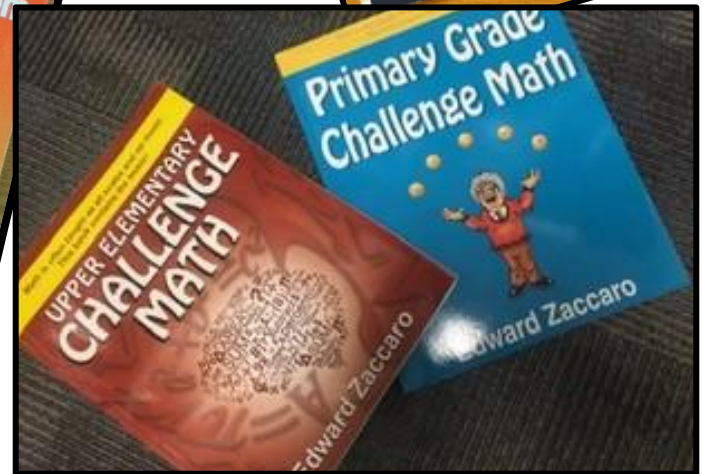
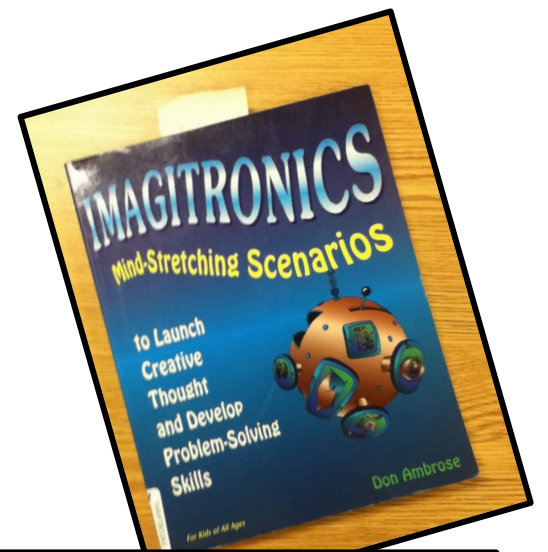
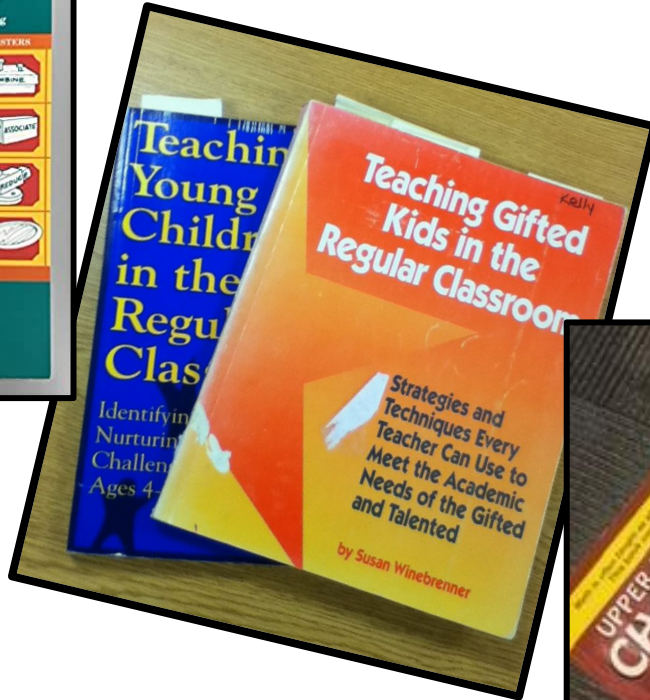
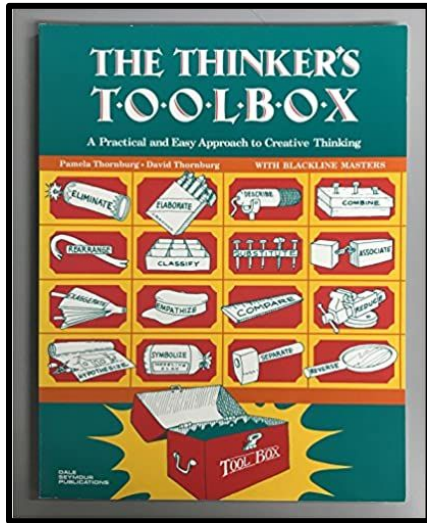
20:00

**NEXT LOCK!**  
WHO HELPED  
THE SCIENTISTS  
WITHOUT EVEN  
KNOWING?

**GOT TIME?**  
WELLS  
EVIDENCE ON THE  
LOOKS LIKE  
THE 23456789  
MAY ADD THINK

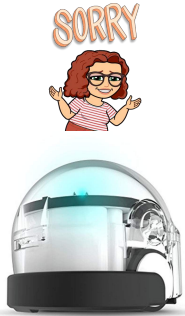
**NEXT LOCK!**  
It's important  
to look at a  
situation fr





Oldies But Goodies

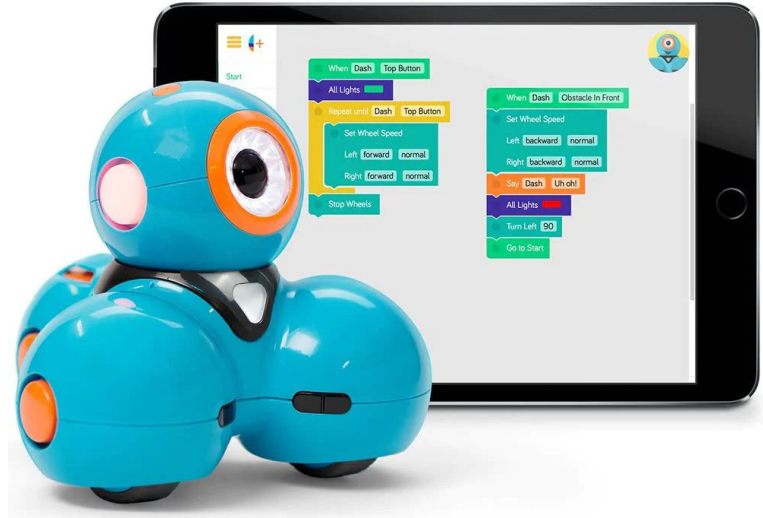
# We Bots!



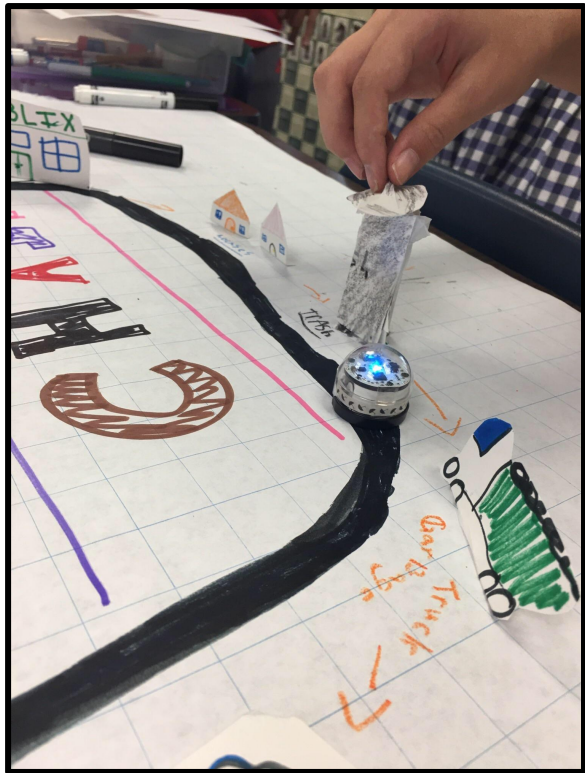
Ozobot  
\$175 kit



Sphero  
\$179



DASH  
\$180



I may try Botley  
this year...



Botley 2.0  
\$69

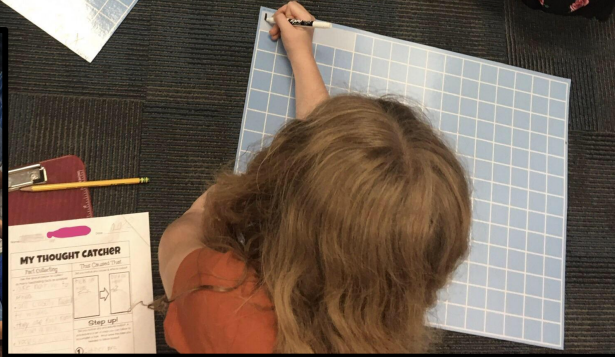
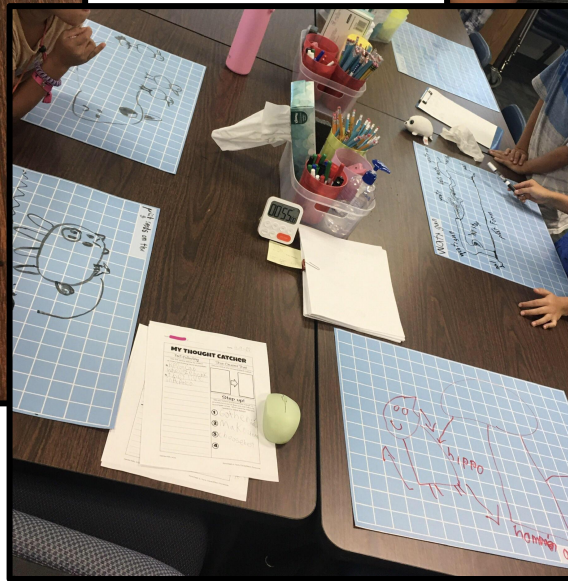
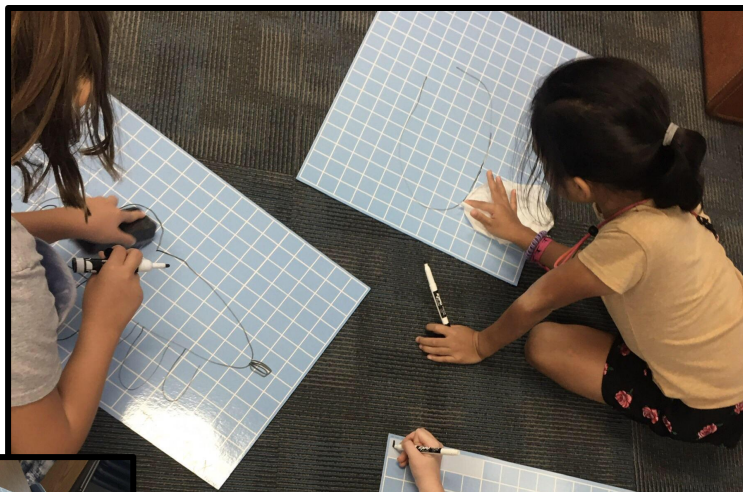
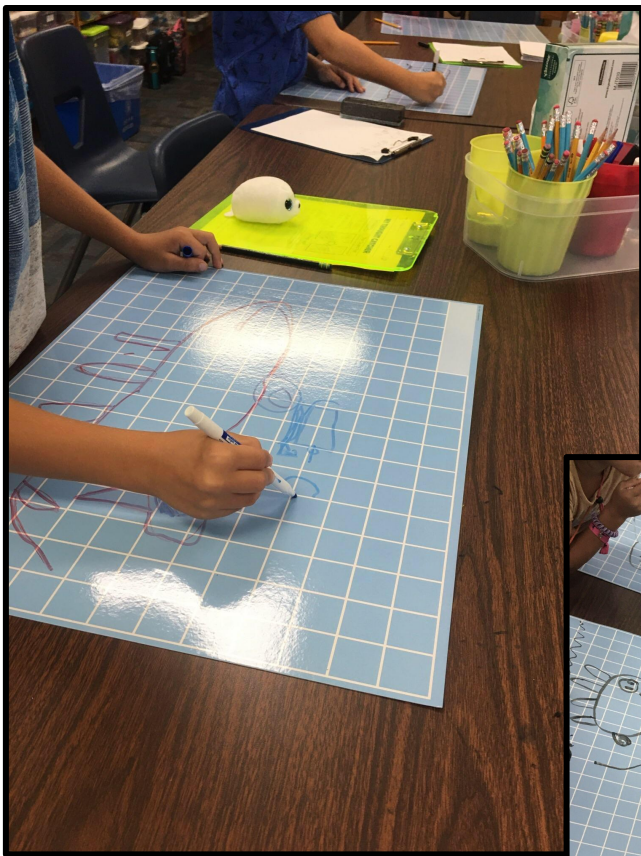
I'M ON THE



FENCE

# Lunchtime Games We Love





Blueprint Mats

# Byrdseed

## Lessons that get kids' brains sweating.



Welcome to Byrdseed! I'm Ian Byrd and I help teachers **write lessons that get kids' brains sweating!** This site is almost 14 years old and is packed with 509 articles! The best way to dive in is through **the mailing list**.

[Get The Best Articles](#)



## Tips:

- Used books are your friend.
- Books? Maybe see if the Gifted office has a copy to loan before buying.
- Schedule the timing of subscription services. (Renewal dates)
- Robotics - consider whether or not support is available & whether or not devices/software/apps are required.



Buy It

## A Few Faves:

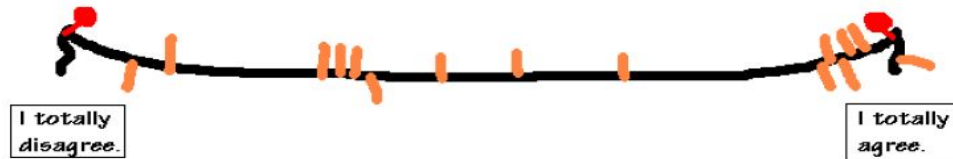
- ❑ Opinion Continuum (Dr. Jim Delisle)
- ❑ Depth & Complexity Instructional Prompts (Dr. Sandra Kaplan)
- ❑ Dr. Brian Housand
- ❑ Twitter: LEGO Grad Student  
Hexagonal Thinking
- ❑ Ideas: How Tall is Your Character?



“Steal” It

## The Opinion Continuum

"Too often we... enjoy the comfort of opinion without the discomfort of thought."  
~John F. Kennedy



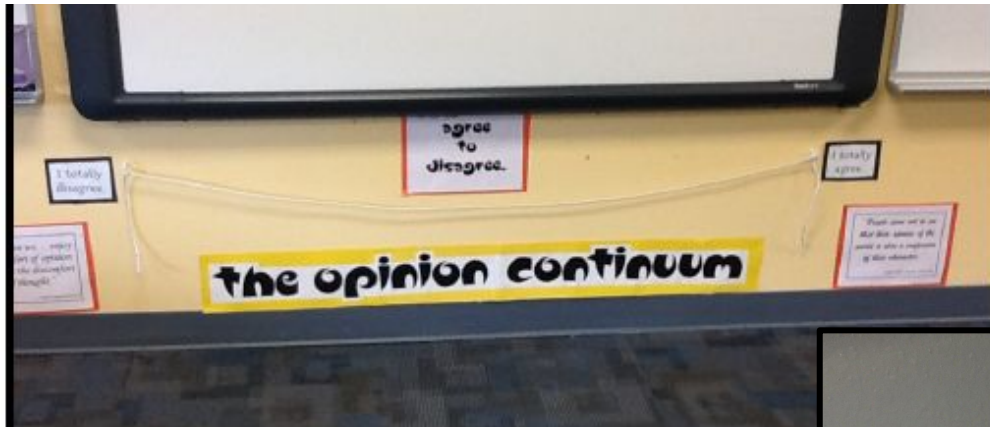
Opinion Continuum comes from a Dr. Jim Delisle workshop from over a decade ago. This is a fantastic morning activity which engages kids in a success first thing in the morning and engages them in justifying their thinking in an informal way.

### Content Based: (examples from an Explorers study)

There are undiscovered places left to explore on Earth.  
Exploration is worth any risk.  
Explorers are heroes.  
Most exploration is about making more money.  
Exploration of the future will be more important than those of the past.  
Without explorers, the world would be smaller.  
Today's explorers are very different from the explorers of the past.

### Affectives:

I am capable of great things.  
Making friends is easy.  
Working as a team is better than working alone.  
How you say something is as important as what you say.  
Being funny is better than being nice.  
Allowances should be regulated by the government.



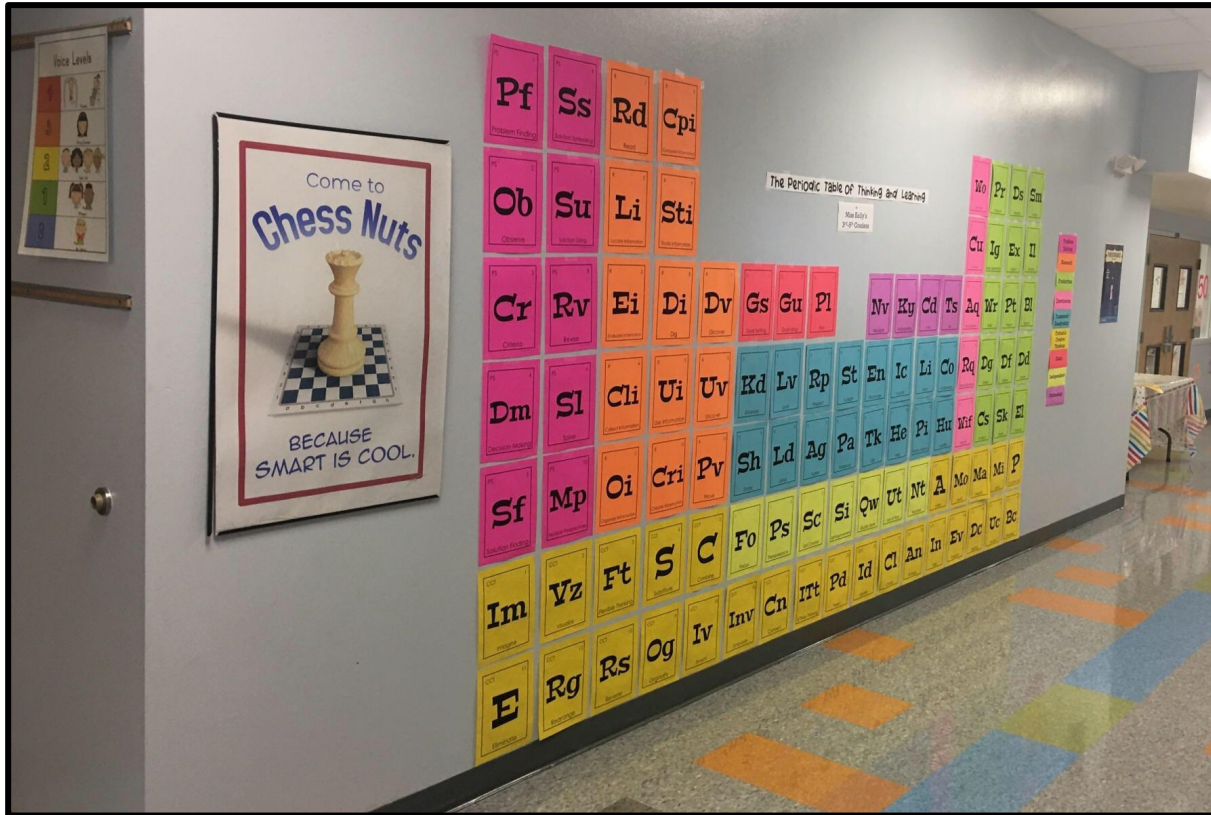
The Opinion Continuum -  
credit Dr. Jim Delisle





# The Periodic Table of Thinking

(inspired by Dr. Brian Housand.)



- Problem Solving
- Research
- Production
- Questioning
- Teamwork/Leadership
- Critical & Creative Thinking
- Goals
- Independence
- Technology

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Don't know dinos? Blame Barney!

Here's a test of your dinosaur knowledge: Did Tyrannosaurus rex stand upright, with its tail on the ground?

The answer: No. But a lot of young people seem to think so, and the authors of a study are blaming toys like Barney and other pop influences for that misconception.



Scientists used to think T. rex stood tall, but they abandoned that idea decades ago. Now, the ferocious dinosaur is depicted in a bird-like posture, tail in the air and head pitched forward of its two massive legs.

The change led major museums to update their T. rex displays, study authors said, and popular books have largely gotten the posture right since around 1990. So did the "Jurassic Park" movies.

But when the researchers asked college students and children to draw a T. rex, most gave it an upright posture instead. Why? They'd soaked up the wrong idea from toys like Barney, games and other pop culture items, the researchers conclude.

"It doesn't matter what they see in science books or even in 'Jurassic Park,'" says Warren Allmon, a paleontology professor.



It struck him when he saw a box of dinosaur chicken nuggets at a grocery store.

"What they grew up with on their pajamas and their macaroni and wallpaper and everything else is wrong," he said.

If the explanation is correct, Allmon said, it's a sobering reminder of how people can get wrong ideas about science.

- Posted on February 24, 2013

**AP** Associated Press

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<http://www.tribuna.com/news/local-news/dinos-01arno-barney>

Child  
Museum  
Dig

Sale of C  
upse  
Museum  
of jad

# The News

Newsela

TweenTribune (ish)


Time for Kids

CNN10



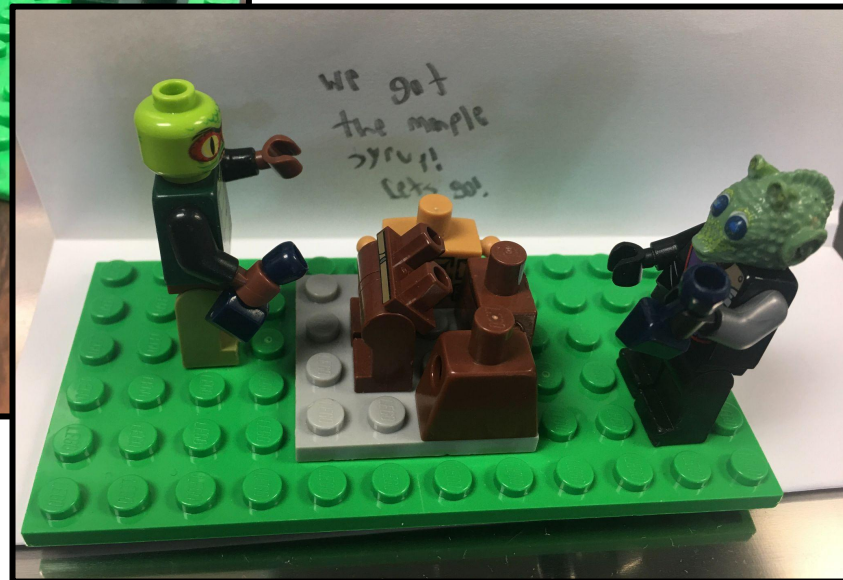
**NEWS**  
**FLASH**



 *Erin*



LEGO Grad Student







How Tall is Your Character?

The next thing I'm "stealing"...

## FRIDAY PHOTO → DESCRIBE

→ Describe what you SEE (blue)

- colours
- time of day
- the people
- landscape
- shapes & textures
- text

## FRIDAY PHOTO → ANALYZE

- Ask questions
- Inquire
- What draws your eyes?
- overall mood or feeling
- Photographer → angles, what's left out
- What questions do you have?

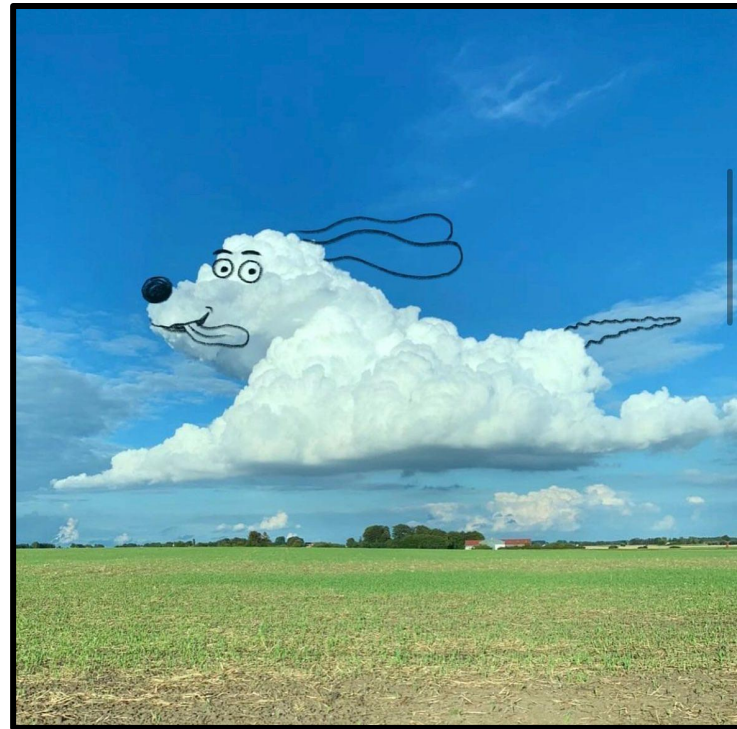
## FRIDAY PHOTO → INTERPRET

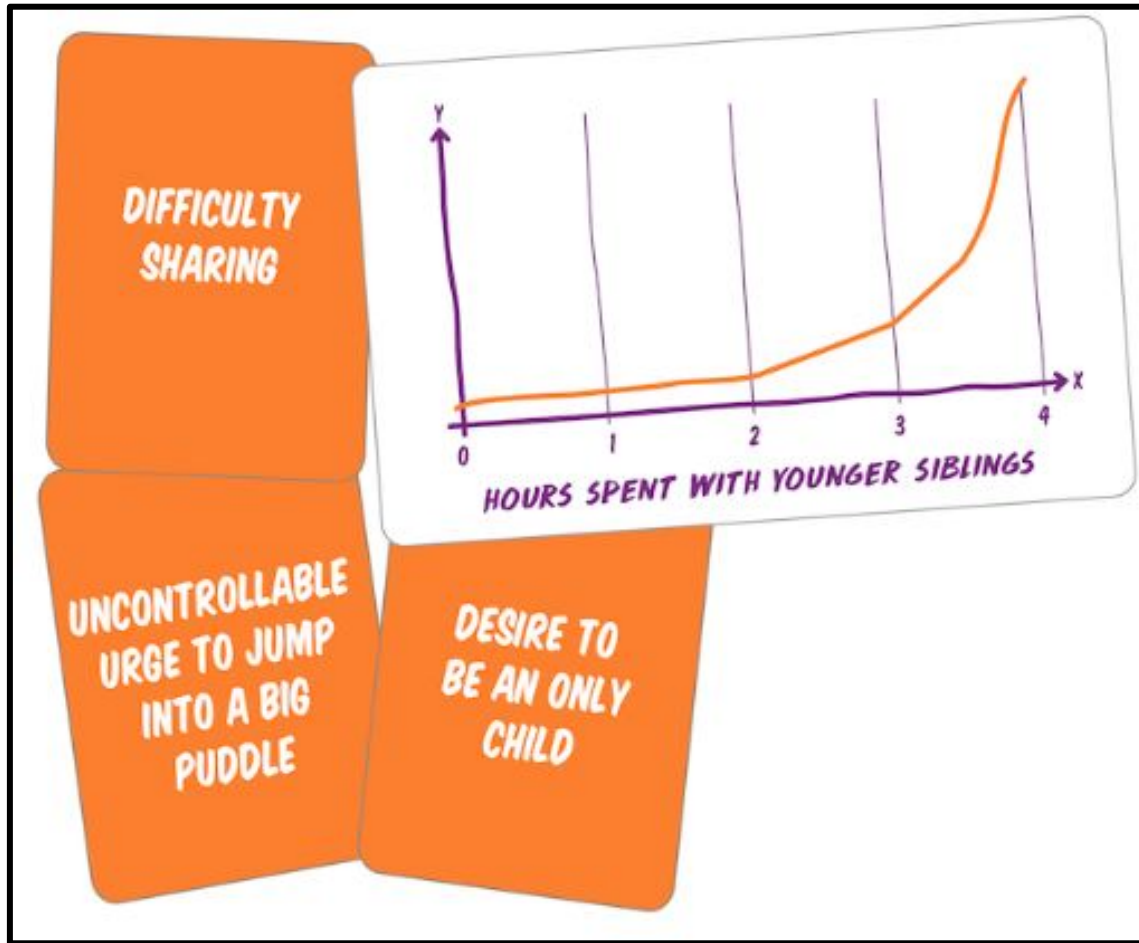
- INFER what is happening
- draw conclusions
- What do you think is going on?

## EVALUATE → FRIDAY PHOTO

- Give the picture a title
- What is the photographer trying to say?
- What story is being told?

Or maybe this...





No, wait -  
definitely this...

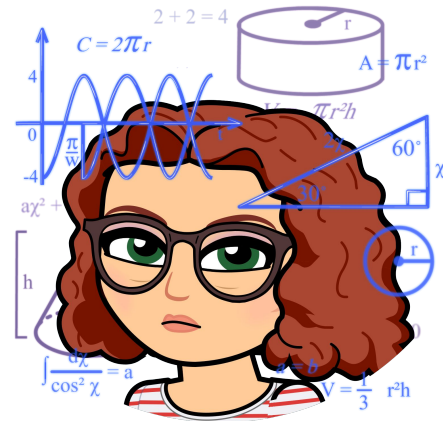
Charity Party  
(all ages version)

## Tips:

- Respect intellectual ownership and academic effort. (Don't really steal, of course.)
- Give credit where credit is due.
- Understand the intent of the original source. .
- News stories should be age-appropriate.
- Share!

## A Few Faves:

- ❑ Kaplan's Depth & Complexity
  - docs
  - stamps
- ❑ Kelly Problem Solving Steps
- ❑ Team Roles
- ❑ Think Like



Tweak It

# Tweaking Kaplan's Instructional Prompts

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Diving Into Information**

Specialty Words	Details	Multiple Perspectives
I can identify words that are special or particular to this topic.	I can identify details that are important in this text and topic.	I can identify multiple points of view or positions in this topic.




Dorinda Kelly 2022 (Based on Depth & Complexity forms created by Dr. Sandra Kaplan.)

3rd


Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Depth & Complexity: New Tools for Digging Deeper and Understanding More Fully**

Topic: \_\_\_\_\_

<p>What terms are needed in order to understand this topic or situation?</p>	<p>Is there either more or less of something in this situation or topic? Is anything increasing or decreasing?</p>
LANGUAGE	TRENDS
	
<p>Use this space to collect important information.</p>	
DETAILS	
	

Dorinda Kelly, M.Ed., M.Ed. (Inspired by Sandra Kaplan's Depth & Complexity work.) <http://teacherslog.com/understand/>



**TRENDS**

<p>night y...</p>	<p>Identify a person, role, or group who might be involved in this topic or problem:</p>

**DETAILS**

<p>y, nk, r el</p>	<p>or sk</p>

Dorinda Kelly, M.Ed., M.Ed. (Inspired by Sandra Kaplan's Depth & Complexity work.) <http://teacherslog.com/understand/>

**QUESTIONS**

Dorinda Kelly, M.Ed., M.Ed. (Inspired by Sandra Kaplan's Depth & Complexity work.) <http://teacherslog.com/understand/>

Name: \_\_\_\_\_

Date: 9/14/21

## Learning Rewires the Brain

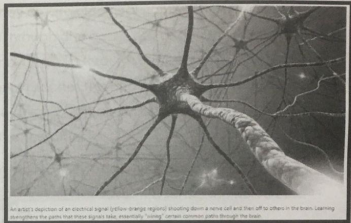
By Science News for Students, adapted by Newsela Staff on 07.21.21

Word Count 739 Level 610L

People say that practice makes progress. Learning to play an instrument or a sport requires time and patience. So does learning something new in school.



But practice doesn't just make something easier. It changes the brain itself. Scientists are unlocking more about how we learn. They're even looking within individual brain cells.



### Taking A Look At The Brain

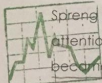
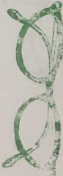


The brain has many parts, or regions. Each region has specific functions.

For example, some regions are involved in helping you solve problems. Other regions are involved in storing memories. Nathan Spreng wanted to know how different brain regions change as we learn. Spreng is a neuroscientist. This is someone who studies the structure or function of the brain. He works at Cornell University. It is in Ithaca, New York.



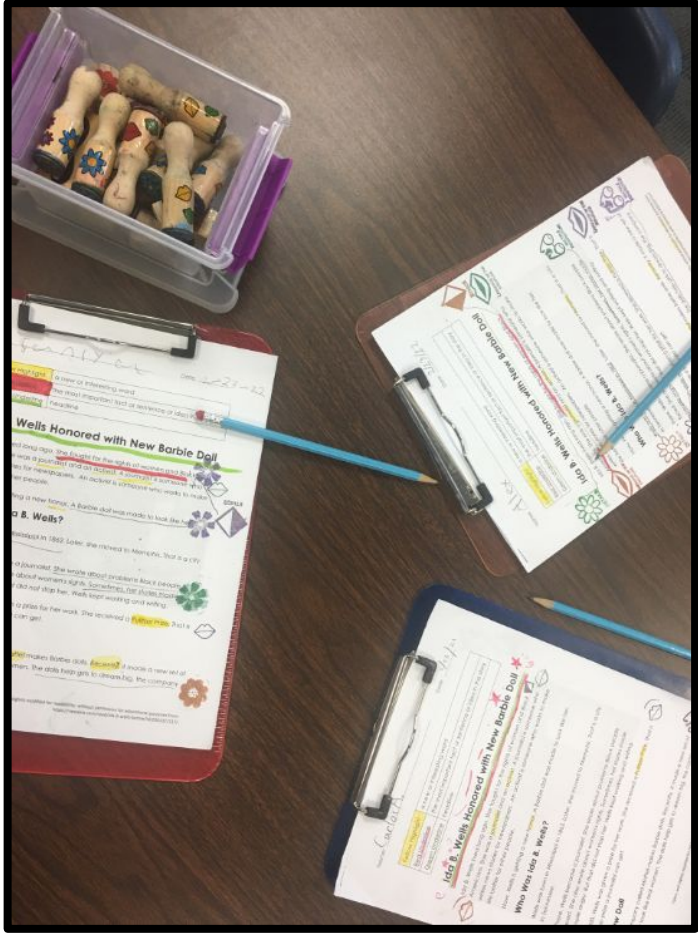
Spreng looked at different brain studies. The studies were run by other scientists. In the studies, the scientists gave people new tasks. Then the scientists examined which regions of the brain turn on during the task. Many of those studies involved a functional magnetic resonance imaging (fMRI). This is a tool. It tracks blood flow in the brain. This can tell scientists which brain regions are active when a person performs a task.



Spreng found an interesting trend. He looked at brain areas that allow people to pay attention. These became most active as people began new tasks. But those areas became less active over time. Eventually, people became more familiar with a task.

He also found when areas of the brain linked with daydreaming became more active. In 2012, Spreng and his colleagues published these findings.





## Problem Solving Process

(Miss Kelly's Version)

Problem Finding

(Find It.)



Solution Finding

(Solve It.)



Solution Using

(Use It or "Sell It".)

1. Get to know the whole situation. Read about it, hear about it, think about it, study it, ask questions about it, gather data about it, list the "Problem Family", see it from multiple perspectives, etc.

2. Choose one problem to solve & describe it well. Select one great, big, juicy problem to solve and write a short but detailed description of it. This is called your Problem Statement.

3. Brainstorm many, varied, and unique solutions.

4. Figure out how you will know what would make a good solution? (Develop criteria.)

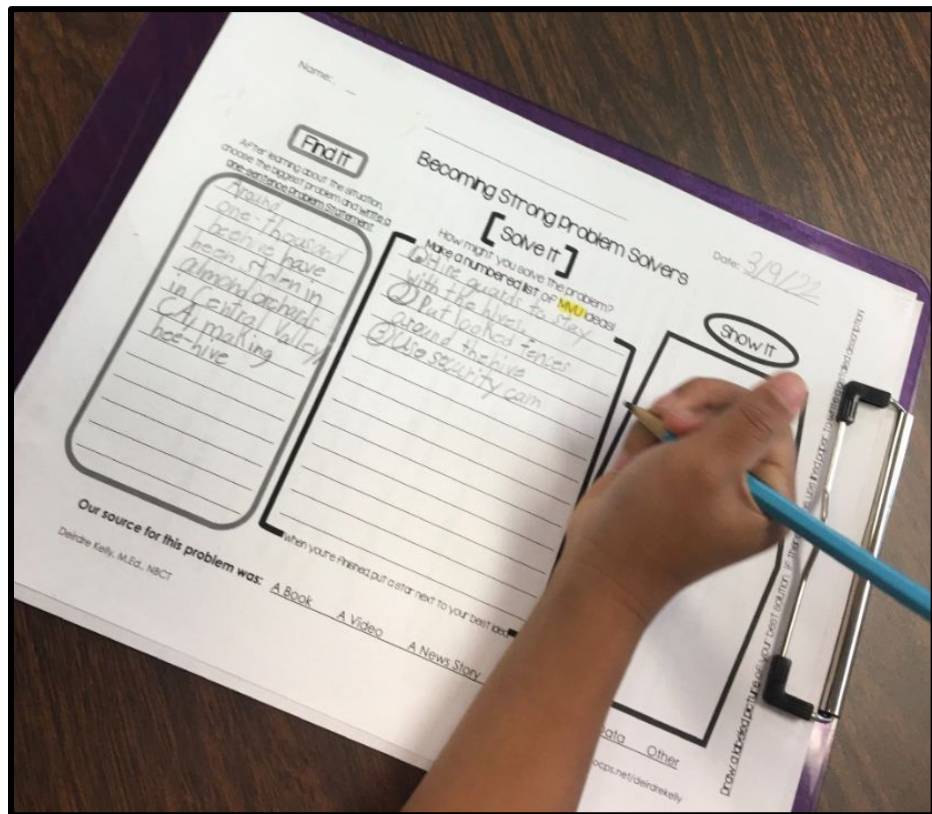
5. Compare your five best solutions & choose one. (Use a Decision Making Matrix or another tool.)

6. Use It: Use your solution and solve the problem. If you're not there in person, imagine using your solution and write a detailed description about how your solution "worked".

OR

Describe & Convince: Write a detailed description of your final solution in a way that will convince others to agree that your solution is the best option.

## Kelly Problem Solving



Name: \_\_\_\_\_ Date: \_\_\_\_\_

- Pro Tip:
- Be Clear
  - Be Thorough
  - Be Detailed

Problem Solving Think Sheet



Identify the Stakeholders

Role and/or Name	Position	Think, Feel, Say, Do, Ask

Write a Problem Statement. Be clear and detailed.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This Problem is Like

- a book
- taking a test
- A CEILING FAN
- going to the movies
- A FARM
- A SPACE SHIP
- a skyscraper
- a butterfly
- a video game
- A BASEBALL GAME
- a sub from Subway
- a zoo
- A BIRTHDAY PARTY
- A SEA TURTLE

Idea Time:

- 1
- 2
- 3
- 4
- 5



Options/ Solutions/ Choices	Criteria			TOTAL
	Fast	Cheap	Long Lasting	
1				
2				
3				
4				
5				

And the best solution is...

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Team Roles

Decision Helper	Idea Champion	Materials Manager	Plan Protector
			
<p>It's your job to help the group make quick decisions.</p>	<p>It's your job to cheer on other people's ideas, to encourage other people to give ideas, and to make sure people listen to other people's ideas.</p>	<p>It's your job to make sure the team has the materials they need at the right time when they need the materials.</p>	<p>It's your job to make sure the team is using their time well by making and/or following a plan.</p>
<p>"It's sounds like this decision isn't very important, so let's make it quickly and move on."  "I'll be the tie-breaker."</p>	<p>"Wow! I really like that idea, Audrey!"  "I haven't heard Connor share an idea yet. Let's see if he'd like to share."</p>	<p>"I'll get the materials when it's time for them."  "Ooops! Looks like we need more tape. I'll get it for us."</p>	<p>"Before we start, let's discuss our ideas."  "It sounds like we're off topic, let's stay focused to make sure we get the job done!"</p>

## Tips:

- Make it yours, but keep learning about it.
- Keep tweaking.
- Ask yourself, "What's better about it?"

# A Few Faves:

## Zoomed In:

- ❑ MP Minions & I Mustache You a Question
- ❑ Our Petting Zoo
- ❑ Student-Created Surveys
- ❑ Right-Side Left-Side Research
- ❑ Miscellaneous

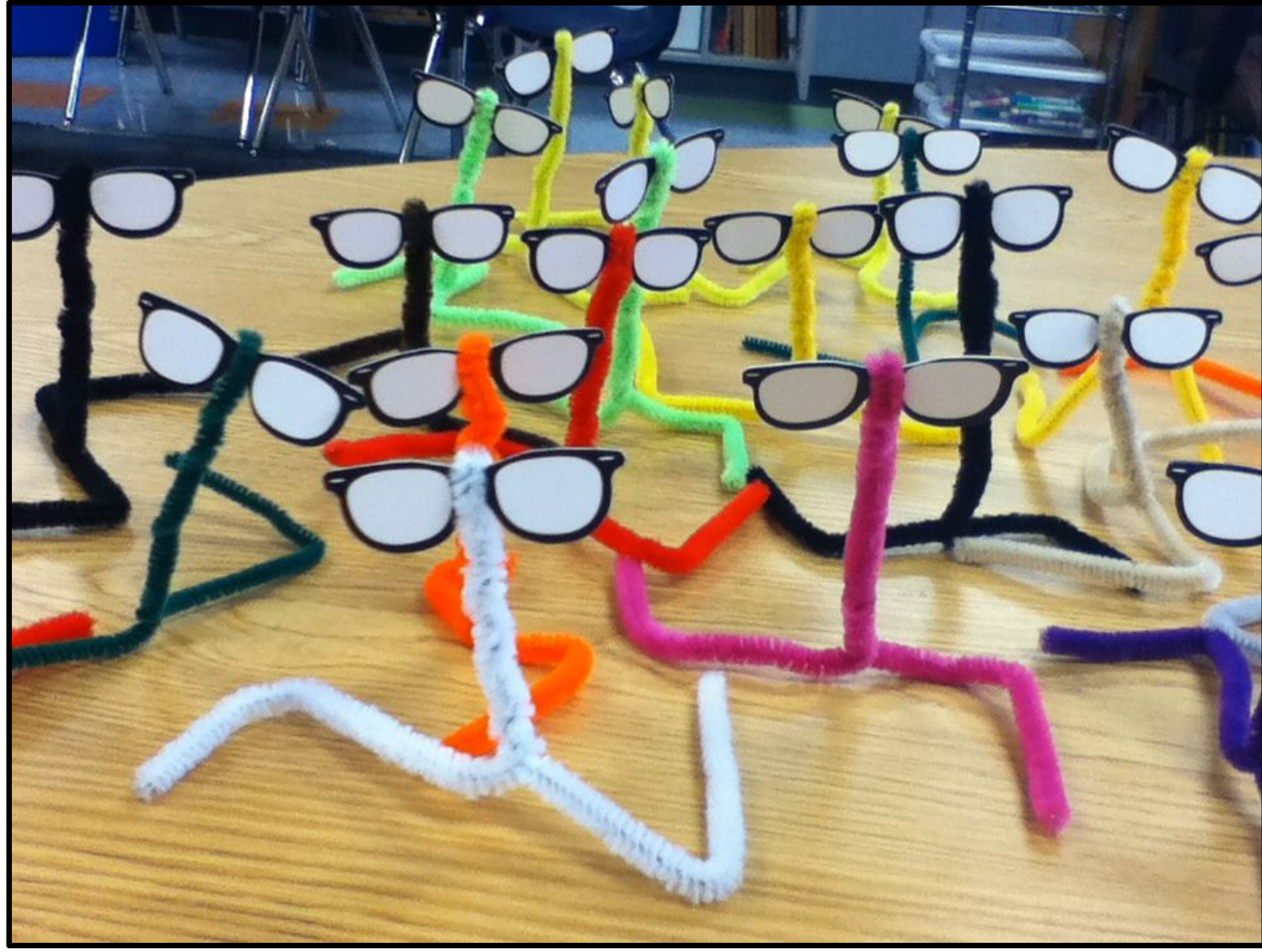
## Zoomed Out:

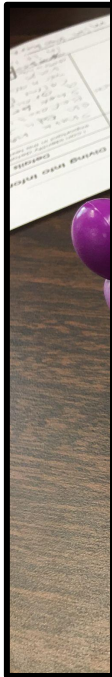
- ❑ Planning Models
- ❑ Choose Your Path



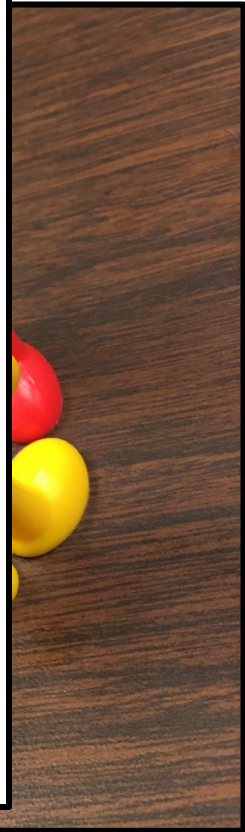
Make It

Just waitin' in line at Michael's...





red  
Minions



Just waitin' in line at Michael's...



# I Mustache You a Question

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## I Mustache You a Question

How many, varied, and unique questions can you create in 10 minutes? Give it a go! Remember, thinking in categories can help with idea generation by helping you to have variety in your ideas. Be sure to write the topic before you begin.

Topic: \_\_\_\_\_

\_\_\_\_\_

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# Miss Kelly's Petting Zoo



When you take (or give) a Desk Helper from Miss Kelly's Petting Zoo, you're making a statement!



Using a Desk Helper means that you've thoughtfully considered the assignment and your work habits and you're ready to make a statement about your work. You might be setting a goal for the task at hand or you might be declaring how you're feeling about an assignment.

Use the chart to tell what each Desk Helper means! Remember, using Desk Helpers is a privilege. If they distract you, then they have to be returned to the zoo immediately for additional training.

Your classmates might lend you support or ask you questions about your Desk Helper.

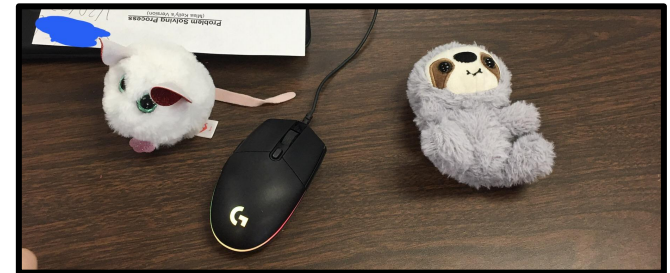
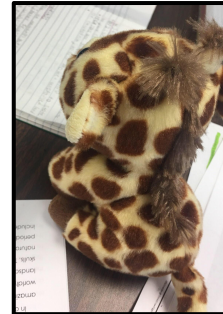
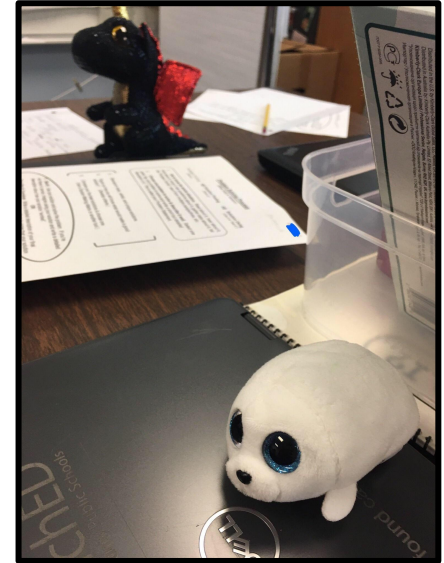
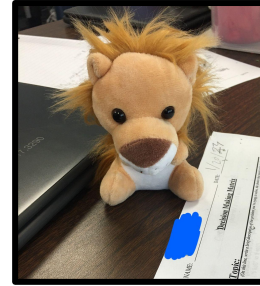


Each person may only have one Desk Helper on their desk at a time.



At the end of class, all Desk Helpers need to return to the zoo for their afternoon feeding!





# Miss Kelly's Petting Zoo



# Miss Kelly's Petting Zoo






## Desk Helper for Taking

### How I Feel About My Work

Making Progress	 <p>Mouse / TRY-rannosaurus</p>	<p>This is <b>HARD</b> but I've got</p> <p>"I'm creeping along... I'm trying hard at..."</p>
Help Needed	 <p>Dog</p>	<p>"Doggone it! This is <b>HARD!</b> I could use <b>HELP</b> with this..."</p>
Capable	 <p>Elephant</p>	<p>"Woo Hoo! I <b>REMEMBER</b> how to do this..."</p>
Doing This Very Well	 <p>Peacock / Orca / Hammerhead / Dragon</p>	<p>I'm not just doing it, I'm <b>DOING IT VERY WELL!</b></p> <p>"I'm proud of my work... I'm totally killing it... I nailed it! I'm on fire!"</p>

## Desk Helpers for Taking

### Using My Work Habits - On Purpose

Focus	 <p>Monkey</p>	<p>"Please <b>DON'T MONKEY AROUND</b> near me. I need to get my work done..."</p>
Challenge Seeking	 <p>Bighorn Sheep</p>	<p>"I'm <b>CHALLENGING</b> myself to 'climb' higher and higher on this assignment..."</p>
Risk Taking	 <p>Turtle / Giraffe</p>	<p>"I'm sticking my neck out and <b>TAKING A RISK</b> by trying something new/different..."</p>
Thoroughness	 <p>Sloth</p>	<p>"I'm going to slow my work step-by-step on this task! I'm going to make sure each part is <b>THOROUGH &amp; COMPLETE</b> before moving on..."</p>
Planning	 <p>Raven</p>	<p>"I'm going to write a <u>before</u> starting my work..."</p>

## Desk Helpers for Giving

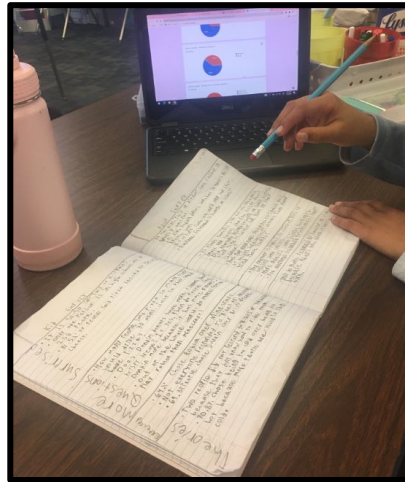
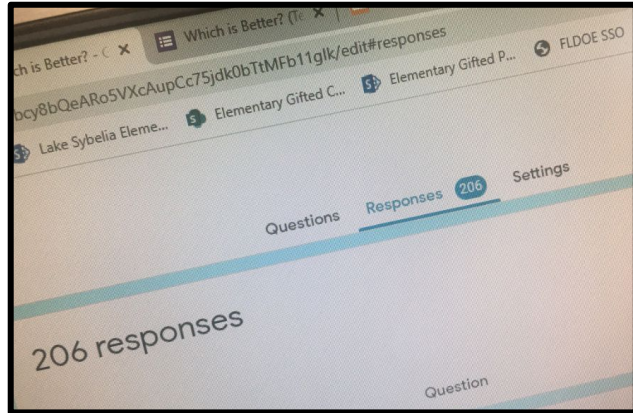
Would one of your classmates benefit from having a Desk Helper? You can choose a Desk Helper and put it on his/her work space. When you do it, just make a simple statement about why you are giving them a Desk Helper. Try not to interrupt their work. Remember, giving someone a Desk Helper should always be a positive experience for the receiver.

The receiver can keep the desk helper until the end of that activity. Then they should return it to the zoo. They also have the option of awarding the desk helper to another classmate!

 <p>Seal</p>	<p>You've earned a '<b>SEAL OF APPROVAL</b>' from someone!</p>
 <p>Lion / Tiger</p>	<p>You've earned a '<b>PRIDE MEMBER</b>' from someone! They're <b>PROUD</b> of you for something great!</p>
 <p>Unicorn</p>	<p>The giver of this desk pet thinks your work is <b>UNIQUE</b>.</p>
 <p>TRY-rannosaurus</p>	<p>The giver of this desk pet can see that you are <b>TRYING</b> very hard.</p>

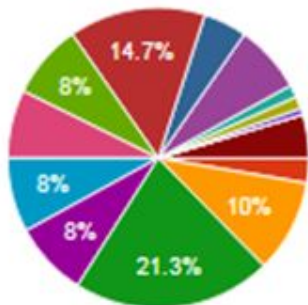
# Student-Created Surveys

- Provoke an interest.
- Exercise curiosity.
- Exercise skills: planning, questioning, production, data analysis.
- Wrap up a unit of study. ← *One of our favorite surveys.*
- Produce new information.



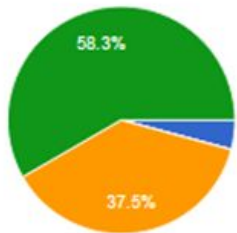
# Student-Created Surveys

What age were you when you LAST USED a PAPER encyclopedia?



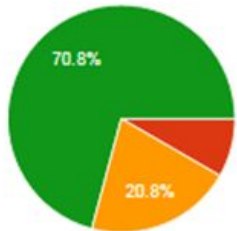
1 - 5 years old	0	0%
6 - 10 years old	4	2.7%
11 - 15 years old	15	10%
16 - 20 years old	32	21.3%
21 - 25 years old	12	8%
26 - 30 years old	12	8%
31 - 35 years old	11	7.3%
36 - 40 years old	12	8%
41 - 45 years old	22	14.7%
46 - 50 years old	7	4.7%
51 - 55 years old	11	7.3%
56 - 60 years old	2	1.3%
61 - 65 years old	2	1.3%
66 - 70 years old	1	0.7%
over 70 years old	0	0%
I have never used a paper encyclopedia.	7	4.7%

There were more explorers in the past than there are today.



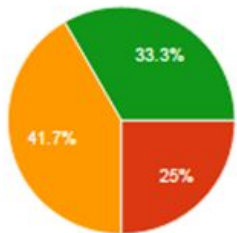
Totally Agree	1	4.2%
Leaning Towards Agree	0	0%
Leaning Towards Disagree	9	37.5%
Totally Disagree	14	58.3%

There will be fewer explorers in the future than there were in the past.



Totally Agree	0	0%
Leaning Towards Agree	2	8.3%
Leaning Towards Disagree	5	20.8%
Totally Disagree	17	70.8%

Discovery and exploration are the same thing.



Totally Agree	0	0%
Leaning Towards Agree	6	25%
Leaning Towards Disagree	10	41.7%
Totally Disagree	8	33.3%

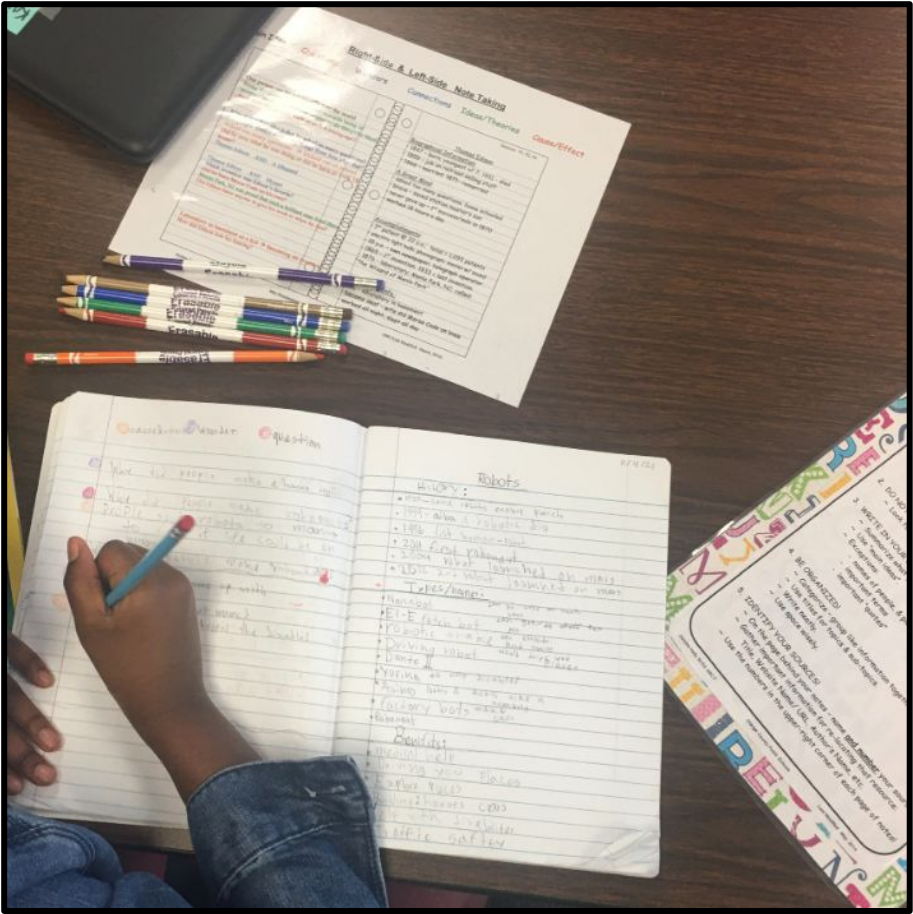
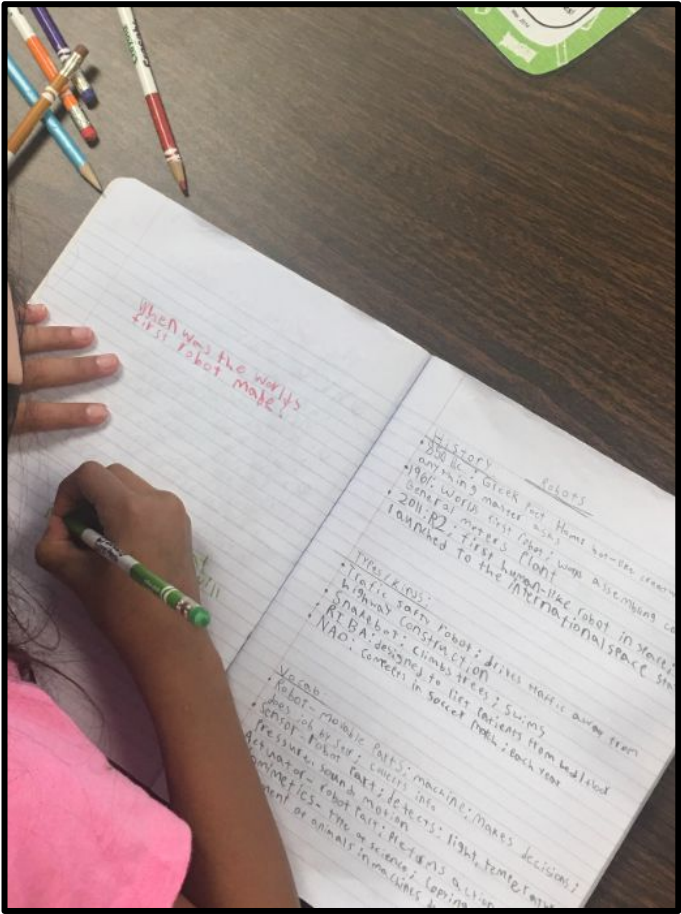
Senior  
for H

er

haut

to  
a.

# Right-Side Left-Side Note Taking



Make It (zoomed in)

Bridges solve many problems and are helpful.  
Which is the most expensive kind of bridge to build?

Arch Bridges AND Tunnels  
Beam bridges are mostly used for small bodies of water.  
Which type of bridge was the first bridge EVER to be built?

① Has anyone ever made a bridge with very large paintings on it?  
There have been many materials that don't work so people no longer use them.  
IRON RODS AND ROPE  
(I think) people overestimated a bridge's strength and it collapsed bridges

Which is the MOST FAMOUS Bridge EVER?  
What is the most little-known bridge ever?  
Without bridges, the world would be very different.  
What is the longest bridge in the world?

SAPES  
mountain

## Bridges

Lines  
Cable

Types  
• suspension, long - 2,000 to 7,000 ft longest  
• arch; great natural strength, very old, iron, steel, wood  
• truss, 3 triangles, straight, steel, iron  
• beam; 1 beam supported by piers, 2 piers = 2 supports

## Common Materials

- Reinforced concrete
- Cast iron - mostly Arch Bridges
- Steel cables, trusses, beams

## Examples of Bridges

- Golden Gate Bridge, San Francisco → Sausalito
- Brooklyn Bridge, Manhattan → Park St, 1,250 ft
- Tower Bridge, London, finished 1894, 680 ft
- Sunshine Skyway Bridge
- Akashi Kaikyo Bridge, Kobe → Atsugi, Shima, 1998, 4,367, 12,923 ft

The "What If"  
Bubble Map

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

What if...

Color Code  
Black - how life would be different  
Red - a person or group who would be especially affected.  
Blue - something that would need to be created as a result of the change.  
Green - questions I have

## Our Journal Stamps

①



The key to our learning is the content we worked with today! (information, skills, topics, etc.)

②

J

You made a judgment about yourself or your work.

③



What's your "next step"? What do you think you need to learn next?

G

You wrote about how you did on the goal you chose this morning.

!

You talked about your progress toward your EP Goal. (progress over time)



You talked about something that you need help with.

W

You talked about how your thinking has changed. "I used to think X, but after my work today, now I think Y."

?



You asked questions to clear up your learning.



What might someone else's point of view be? A professional? A parent? An expert? A novice?

D

You drew a conclusion about your learning today. "Based on X and Y, I think Z is true."



You made a plan for the future. Remember, plans are detailed and specific!



"I think I can! I think I can!" You talked about how you stuck to something without giving up. (tenacity)



You talked about an important "Forever Lesson" that you learned. Something you'll never forget!



You elaborated on your learning from today. You added ideas and details to something you learned today.



You transferred your learning from our classroom into your regular classroom.

&

You noticed a cause & effect relationship in or learning today.



You made an analogy about your learning!



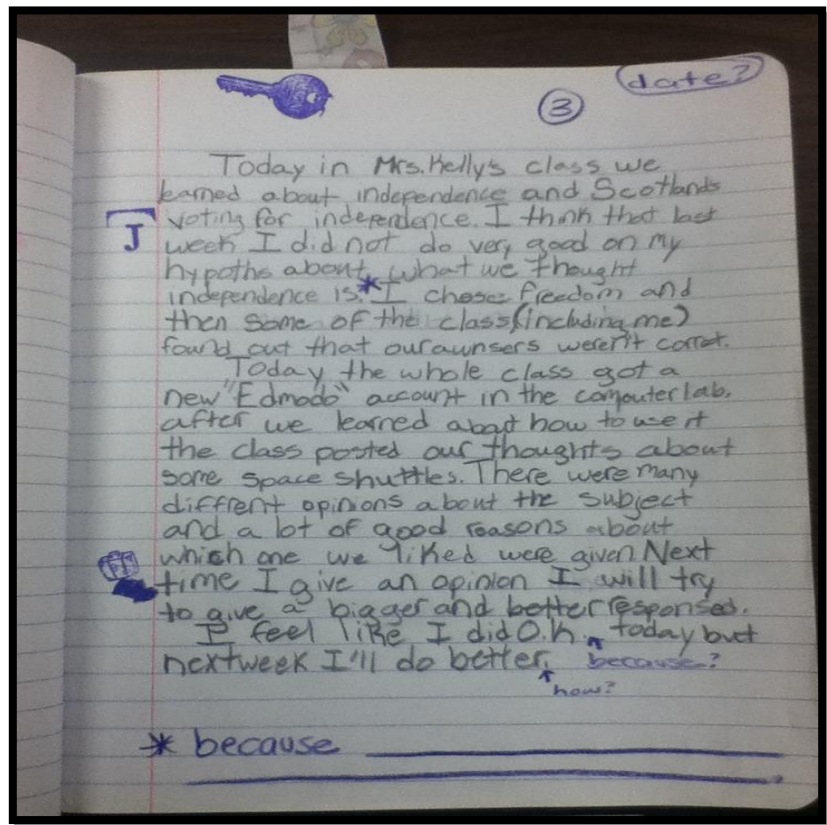
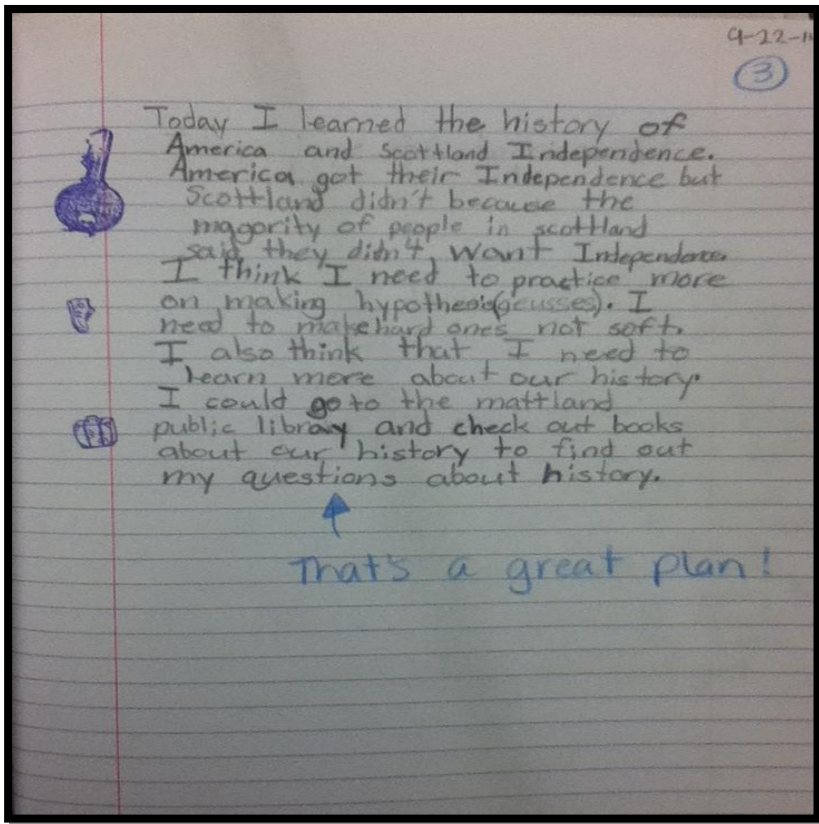
You told me about a time when you took a risk or "stuck your neck out" to learn something new.



You connected your learning to our classroom theme for this year.

## Journal Stamps





# The Issue Spot

To solve problems around the Earth, we wanted to help by **making people aware** of some of the problems facing humanity.

To do that, we share this **issue spot** with you.

Every few weeks you will find a new topic that we have researched and would like to share with you.

We would really like you to help us make a difference in the world by using this information to help you **make decisions** in your life.

--- Miss Kelly's 3<sup>rd</sup> Graders, 2015-2016

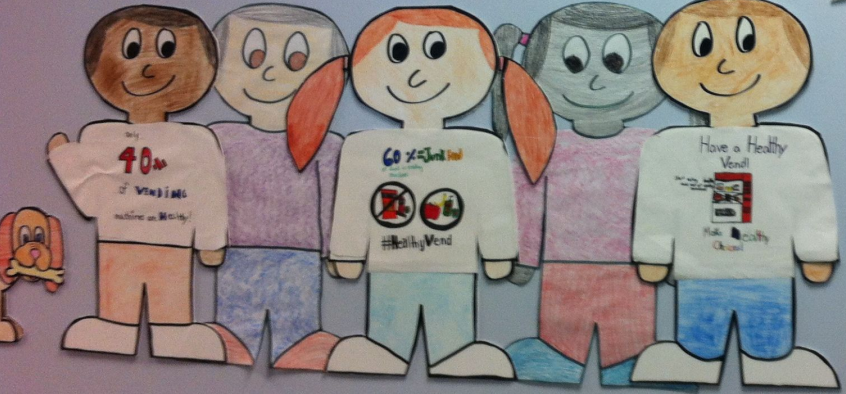


In America there are at least 7,000,000 vending machines, but more are still being made! There are too many sodas, chips, and candies in vending machines and there aren't as many healthy foods like fruits, veggies, nuts, etc. We need more healthy foods in our vending machines.

When you buy snacks from a vending machine, look past the junk food and look for healthy choices. Did you know that in Japan, many vending machines have healthier food options like varieties of bahnish and hot soups. You can start picking more healthy choices too! Instead of chips and candy, try getting a piece of fruit or nuts when you go to a vending machine.

OUR TOPIC FOR THE ISSUE SPOT THIS TIME IS.

VENDING MACHINES SHOULD HAVE HEALTHIER FOOD CHOICES



**PRO**  
-Did you know that only 10% of vending machines have healthy food (like nuts and fruit) in them?  
-Healthier snacks are better for your body than sugary ones.  
-Only about 15% of vending machines are healthy.  
-If more people choose healthy options for the snack at the vending machine will not bring in products with junk/healthy food.

**CON**  
-People don't want to pay for the vending machine and it costs a lot of money.  
-Some people don't have enough money to buy healthy food.  
-Some people don't have time to buy healthy food.

The Issue Spot

### New Day Tap Mat

Good Morning, my Friends!  
I'm so pleased that you're here!

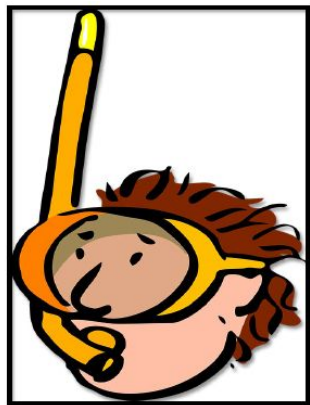
Much learning awaits us,  
so find a spot for your gear.

At the start of each day,  
there's a choice to be made.

How will you work?  
Will attention be paid?

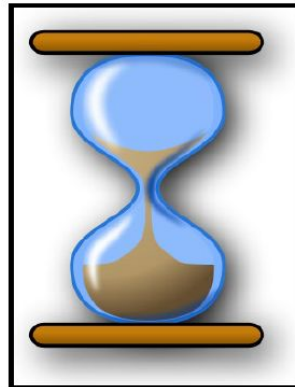
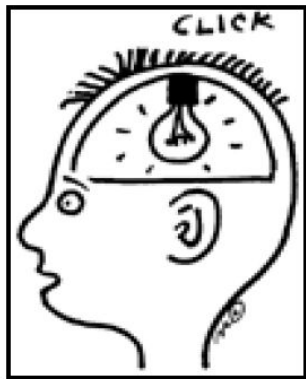
Your brain is a tool,  
And you are its ruler.  
Will you maintain focus,  
to get smarter and cooler?

Make your choice here,  
before you do enter.  
I'll meet you inside,  
On the floor, in the center.



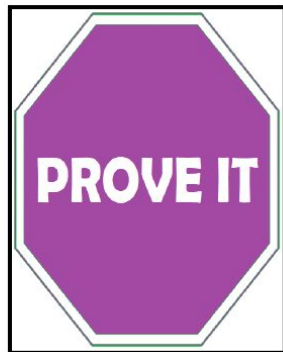
Scuba, Don't Jetski

Generate Ideas



Use Time Wisely

Find Evidence



### Time to Go Tap Mat

How was your learning,  
on this very day?

This morning you tapped.  
So, did things go your way?

Think on your learning,  
and tell with a tap.

Did your learning feel smooth  
or did it feel like a trap?

Was learning things tough?  
Of what are you proudest?  
Did joy ring through your mind?  
Or was confusion the loudest?

Tap on a symbol,  
and take note if you will  
Are your taps showing progress  
that gives you a thrill?



Confused



Confident



Easy-Peasy

Got Thinky







# DMM Practice JR

Make It (zoomed in)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

My Topic: The Best Playground Equipment




😊 = Best  
 😐 = Middle  
 😞 = Worst

Options	Criteria			TOTAL
	Most fun to do with others.	Let's me go the highest.	Makes me smile the most while I'm doing it.	
 Swings				
 Climbing Dome				
 basketball				
 Slide				

Name: \_\_\_\_\_ Date: \_\_\_\_\_

My Topic: Musical Instruments



4 = Best Option  
 3 = Pretty Good Option  
 2 = OK Option  
 1 = Worst Option

Options	Criteria		TOTAL
	Easy to carry from place to place.	Fun to play.	
 piano			
 drums			
 guitar			
_____			

Name: \_\_\_\_\_ Date: \_\_\_\_\_

My Topic: Valentine Treats

4 = Best Option  
 3 = Pretty Good Option  
 2 = OK Option  
 1 = Worst Option

Options	Criteria			TOTAL
	Lasts a long time			
 Flowers				
 Love Note				
_____				
_____				

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Leadership

- ~ Keeping the Goal in Sight
- ~ Noticing Patterns in Ourselves & Others
- ~ Supporting Others
- ~ Recognizing Motivators & Limiters

Would you agree that all people have good moments, bad moments, forgetful moments, inspired moments, calm moments, excited moments, strong moments, open moments, etc.?

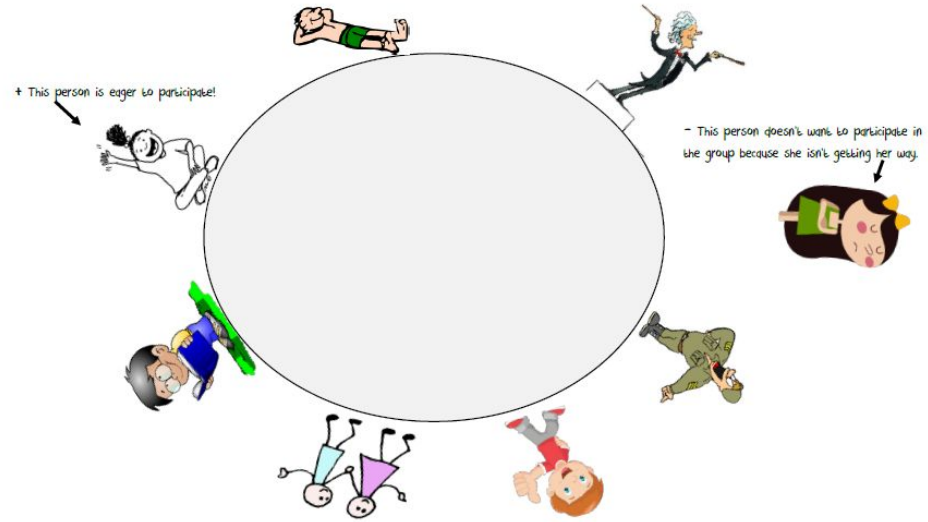
All people have things that are strengths and things that are weaknesses. Some are really great at listening while another might not be good at listening, but they are good at idea-getting.

Well, when we gather a group of people together, we are also gathering their strengths and weaknesses together. Sometimes those strengths and weaknesses can motivate or limit a group's success.

What do you think makes a group more successful or less successful?

Features of More Successful Groups	Features of Less Successful Groups

The characters in the image below represent different group members that you might have experienced while working in groups. What do you imagine the motivators (+) and limiters (-) of this group might be? List them by each character. A few examples are done for you.



# Multiple Perspectives Maps

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Looking at a Situation from Multiple Perspectives

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Looking at a Situation from Multiple Perspectives

pleased

worried

confused

surprised

irritated

unconcerned

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Looking at a Problem from Multiple Perspectives

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

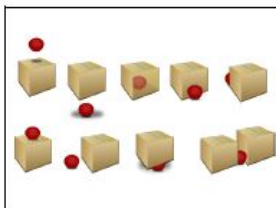
\_\_\_\_\_

\_\_\_\_\_

Make It (zoomed in)

# What's a "stakeholder"?

<b>Definition</b>	A stakeholder is a person who is involved in a situation or event. Usually, a stakeholder can either <u>affect</u> or <u>be affected</u> by a situation/event. The term is most often used in a business context.
<b>Synonyms</b>	participant    partner    leader    party member    owner    worker    official



### Prepositions Can Help!

If you're stuck when trying to think of who the stakeholders are in a situation or event, try using prepositions to help you!

In, Near, For, By, Over, Under – prepositions can really help you think about a situation!  
Who is **IN** the situation? Who is **NEAR** the situation?  
Who is **WITH** the event? Who is **OVER** the event?  
Who is **FOLLOWING** the situation?

Image Credit: freesvg.org

### Examples

Stakeholders in a School	Stakeholders in a Business	Stakeholders in a Theme Park
students	boss	visitors /customers
parents	employees	employees
teachers principals	workers	designers
employees	customers	engineers
superintendents	manufacturers	builders
community members	suppliers	repair people
	neighbors	manufacturers
	community members	inspectors
		neighbors
		community members

Deirdre Kelly, M.Ed.

## Who Is Involved?

Problem Solvers often need to figure out who is involved in a problem, event, or situation.

Sometimes using place words can really help!

Who is <b>IN</b> the problem?
Who is <b>NEXT TO</b> the problem?
Who is <b>ON</b> the problem?
Who is <b>UNDER</b> the problem?
Who is going <b>TO</b> the problem?
Who is coming <b>FROM</b> the problem?

Let's take a look at this problem to see how place words might help us to figure out who is involved in this beary serious problem!







Photo Credit: Tim Sasso <https://youtu.be/dB3XkrvFHE>



## Question Hacking



Strong questioners are not only good at generating questions, they're also good at refining them. You can build your questioning skills by taking a basic question and hacking it to make it even better! Remember, strong questions get strong information!

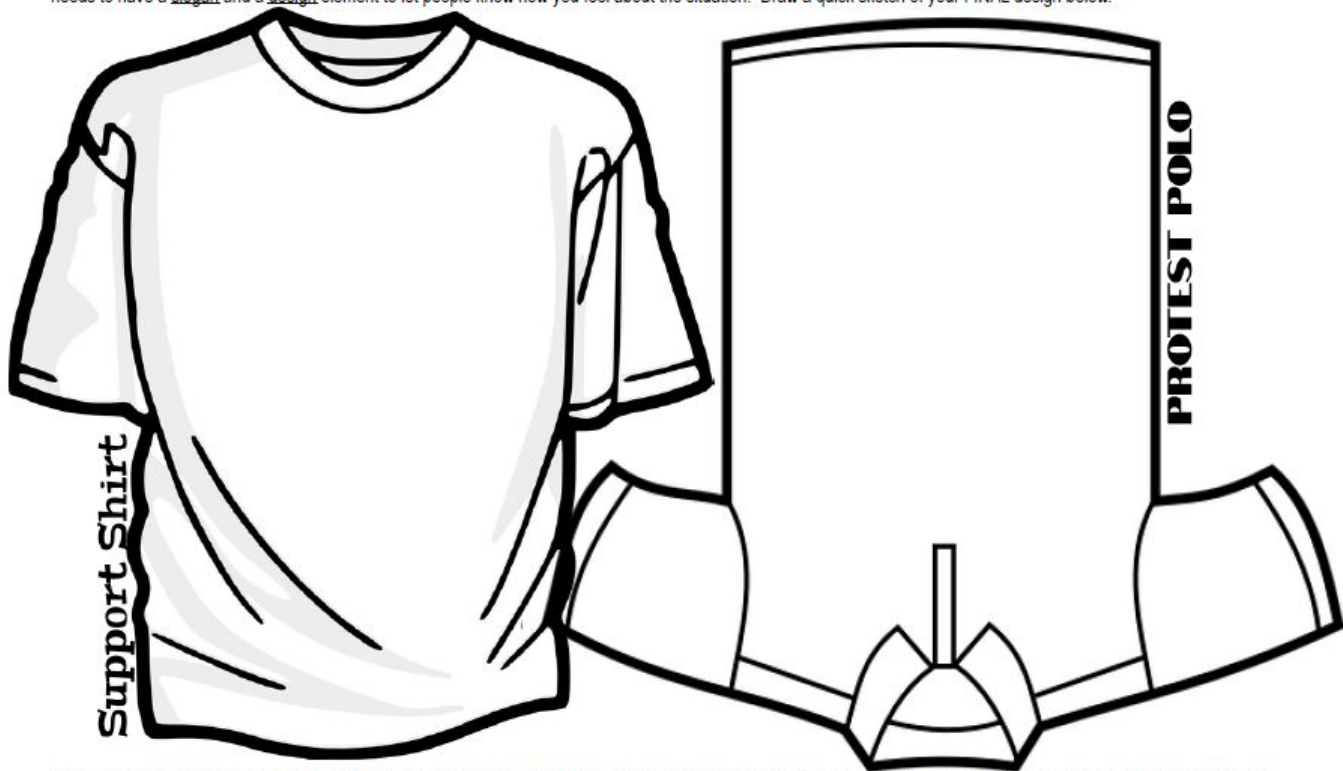
	Tips	Example
Topic	Choose a topic that is big enough to have books and websites you can use to collect information.	Dinosaurs
Write a Basic Question	Ask a question that you're curious about and that will help you to gather information about your topic.	"How many different kinds of dinosaurs are there?"
<b>Time to Get Hackin'!</b>		
Dig Deeper 	Next, take the same question from above, but this time, add <b>details</b> to your question so that you can <b>dig deeper</b> into the topic. Your new question should act like a shovel – uncovering new ground in your topic.	"What are the names of the different groups of dinosaurs and what are the names of dinosaurs in each group?"
Connect 	Now, think about another topic... something that is different than your main topic but is somehow <b>related</b> to it. Ask a question that shows a <b>connection</b> between your main topic and your side topic	"Like dinosaurs, cars also come in different sizes & types and they have changed over time. In what ways are dinosaurs and cars similar?"
Speculate 	Think about <b>possibilities</b> in your topic. Think about the <b>past</b> or the <b>future</b> of your topic. You can even create questions based on <b>hypotheses</b> that are related to your topic.	"When will the last dinosaur fossils be discovered? Where will that discovery happen and who will make it?"
Evaluate 	Create questions that require you to form an <b>opinion</b> or make <b>judgements</b> .	"Which dinosaur was the most important of all the dinosaurs?"

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Support Shirts & PROTEST POLOS

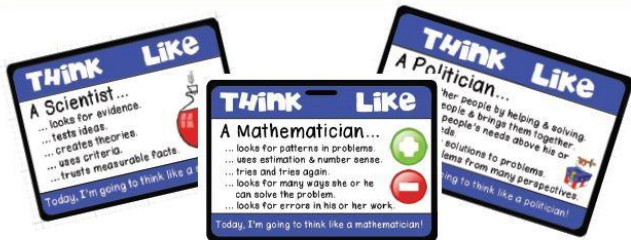
Now that you've gotten to know more about our sticky situation, choose two different perspectives of the problem to represent. Choose one thing that someone might SUPPORT and one thing that someone else might PROTEST.\* Create one Support Shirt and one Protest Polo to represent the positions you have chosen! Your shirt/polo needs to have a slogan and a design element to let people know how you feel about the situation! Draw a quick sketch of your FINAL design below.



*[\* For example, if the sticky situation is that M&M's have been outlawed (Oh no!), kids might PROTEST the fact that they can no longer have one of their favorite treats, but a dentist might SUPPORT the new law because she wants kids to have healthy teeth with no cavities!]*

Deirdre Kelly, M.Ed.

# THINK Like ...



A tool to help your students...

- ... expand their thinking,
- ... make choices in their day,
- ... learn about various jobs & fields of study, and
- ... improve metacognition.

Deirdre Kelly, M.Ed., NBCT  
www.misskellysroom.com  
@dkellyGiftedEd

## THINK Like

### An Engineer...

- ... creates new products.
- ... studies how things work.
- ... improves & elaborates on products.
- ... analyzes problems, tasks, & challenges.
- ... builds models to study problems & solutions.
- ... uses science, math, & tools to solve problems.



Today, I'm going to think like an engineer!

## THINK Like

### A Poet...

- ... uses words with precision.
- ... reads often and with joy.
- ... uses symbols and metaphors.
- ... makes improvements to his or her work.
- ... sees connections between things & ideas.
- ... looks for chances to build his or her vocab.



Today, I'm going to think like a poet!

## THINK Like

### An Historian...

- ... remembers events from the past.
- ... looks for patterns across time.
- ... uses examples from history.
- ... sees connections between events, people, places, & time.
- ... looks for information & seeks the truth.



Today, I'm going to think like an historian!

Zooming out a bit on the “Make It”  
to look at the view from 30,000 feet...

Creating Content  
- VS -  
Big-Picture Curriculum Design



**1** Universal Themes

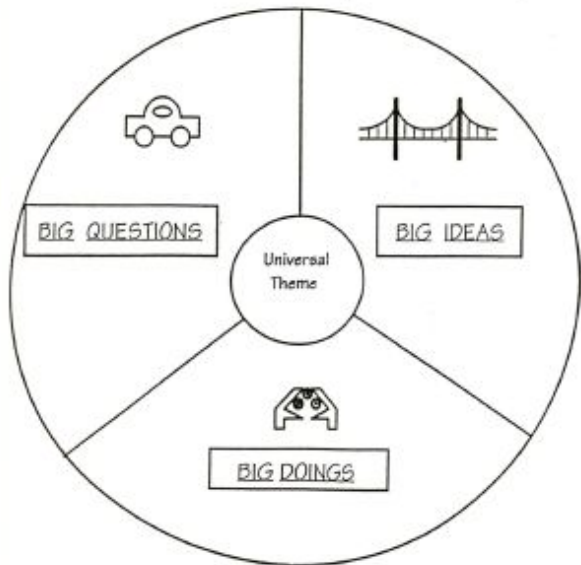
**2** The Structure of Meaningful Teaching

**3** How Do I Plan?

**4** Choose Your Path

# Universal Themes:

Using a theme to plan a curriculum



© 1995, 1999 Deirdre Kelly

## Journeys

Journeys can be tangible or intangible.

Journeys can be physical or emotional.

Journeys can involve individuals or groups.

Journeys can cause change.

## Journeys

What journeys have I taken?

How have my personal journeys changed my life?

What journeys will I take in the future?

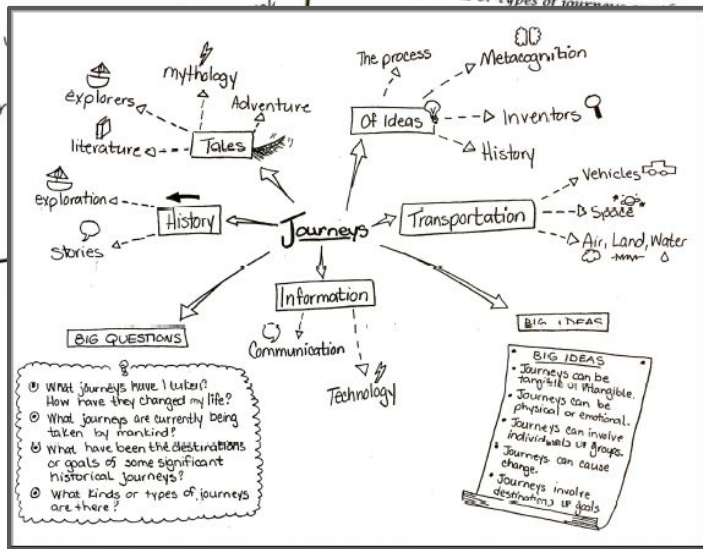
Where will my personal journeys take me?

What journeys are currently being taken by mankind?

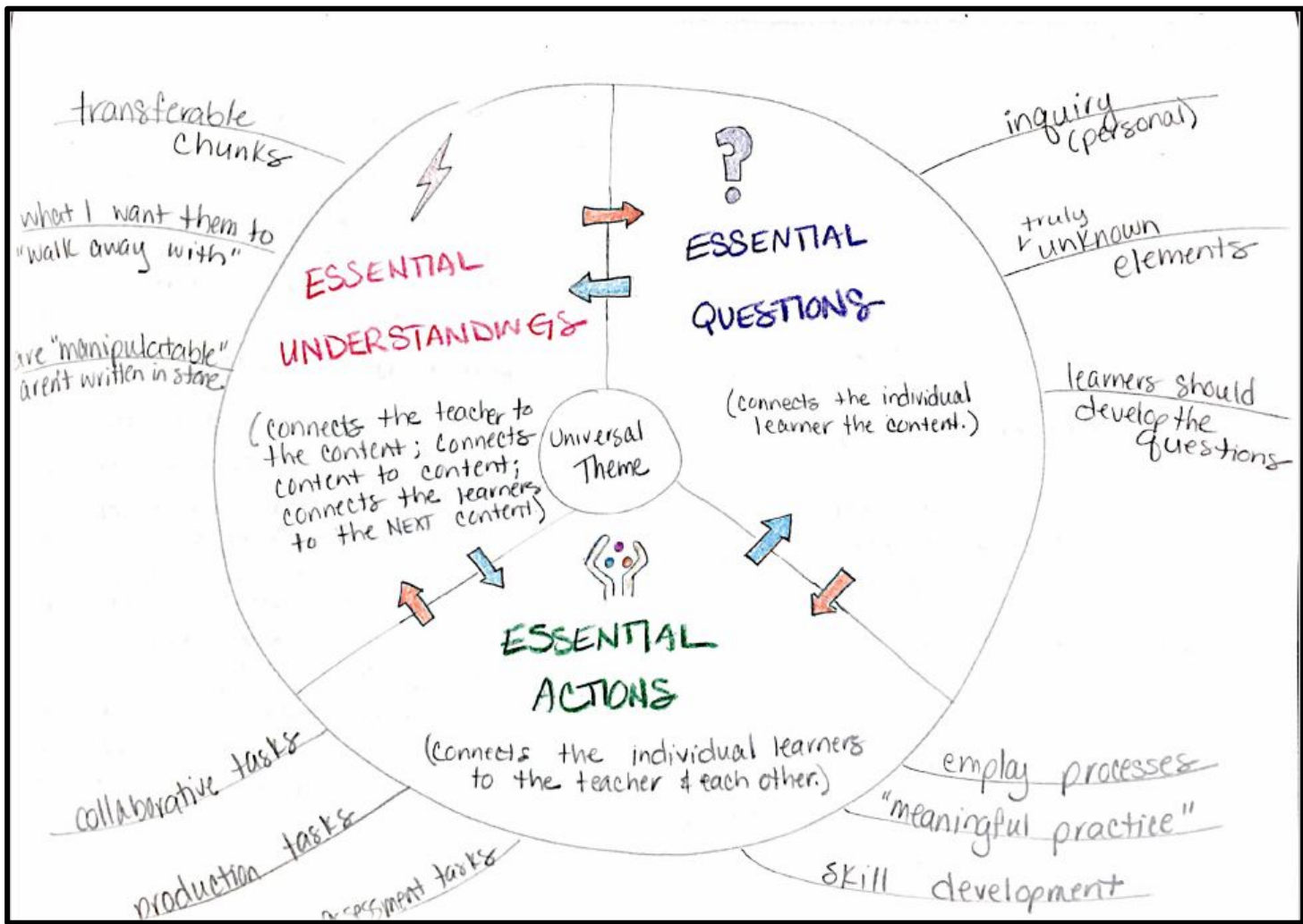
Can journeys be avoided or are they unavoidable?

What have been the destinations or goals of some significant historical journeys?

What kinds or types of journeys are there?



1



Make It (zoomed out)

Make It

# The Structure of Meaningful Learning Teaching

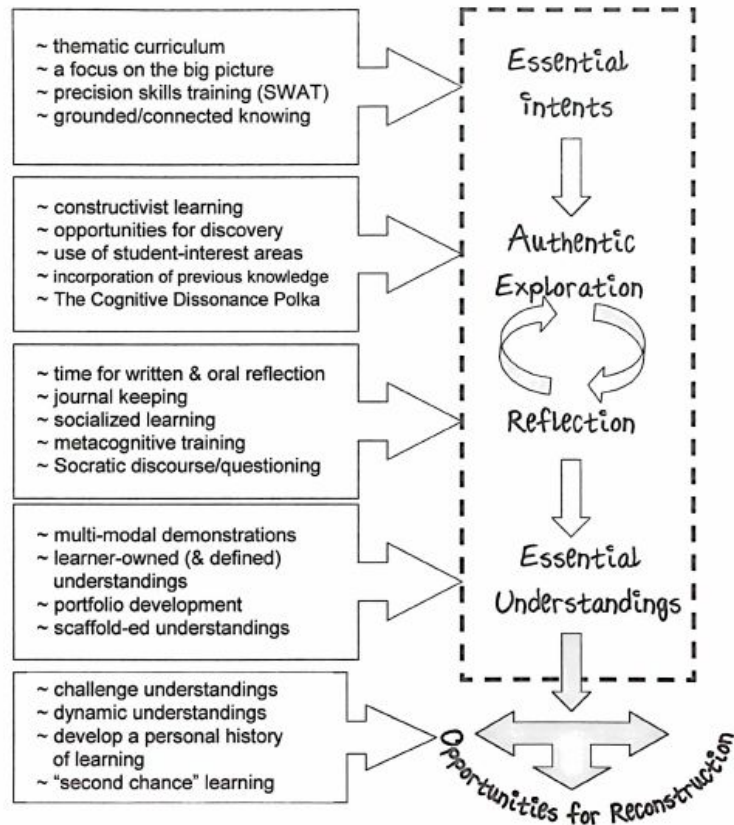
## Planning for Meaningful Teaching

('cause planning their learning is like feedin' the wrong end of a horse.)

d Kelly  
March, 2001

## The Structure of Meaningful <sup>Teaching</sup> Learning

A development tool for meaning making.





## How Do I Plan for Gifted Learners?



I start with

# WHAT

they need to know...

### Gifted EP Goals

- ~ Knowledge
- ~ Questioning
- ~ Research
- ~ Problem Solving
- ~ Production
- ~ Leadership
- ~ Goals

Student Needs

Cross-Disciplinary Topics

Orbital Topics

Subject Area Content

Student Interest Areas

Current Events

... then venture over to...

# HOW

... we will engage in it...

### Task Orientation:

- ~ Skill Development
- ~ Content Exposure
- ~ Application of Content
- ~ Content Elaboration

### Groupings:

- ~ Individually
- ~ Small Group
- intentional, random
- ~ Whole Group

### Task Navigation:

- ~ Initial Exposure
- ~ Developing Depth of Understanding
- ~ Extending / Applying
- ~ Connection to Theme

### Process:

- ~ Short / Long Term
- ~ Single / Multi-Step

... using these...

# RESOURCES

### Books:

- ~ Topic Specific
- ~ Orbital
- ~ Author Specific

Articles

Specific Websites  
/Searches

Online Encyclopedia

Infographics  
Charts/Tables/Graphs

Diagrams

Primary Sources

Technology Tools

... eventually pondering what they will...

# DO

### \* UNCOVER \*

Show:

- ~ Make
- ~ Illustrate
- ~ Depict
- ~ Model
- ~ Demonstrate
- ~ Find
- ~ Select
- ~ Define
- ~ Explain

### \* APPLY \*

Respond:

- ~ Organize
- ~ Conclude
- ~ Analyze
- ~ Compare
- ~ Convince/Persuade
- ~ Deconstruct
- ~ Refine
- ~ Debate
- ~ Classify
- ~ Ask

Extend:

- ~ Connect
- ~ Elaborate
- ~ Revise
- ~ Propose
- ~ Develop
- ~ Adapt
- ~ Design
- ~ Invent

... in order to...

# SHOW

... what they know.

skills

information

understandings

awareness

concepts

ideas



## 4

Imagine if you will...

You've successfully graduated from high school.

You went on to college where you earned a Bachelors Degree in something that's interesting to you.

**Solve  
Problems?**

What will you do next?

**Improve  
the World?**

**Make Things?**

**Discover  
Stuff?**

The Apple logo, featuring the word "APPLE" in white, bold, sans-serif capital letters on a red rectangular background with a black border.

Makers

The MIT logo, featuring the letters "M.I.T." in yellow, bold, sans-serif capital letters on a black rectangular background with a purple border.

Solvers

The National Geographic logo, featuring the words "NATIONAL" and "GEOGRAPHIC" in black, sans-serif capital letters on a yellow rectangular background with a red border.

Searchers

The United Nations logo, featuring the words "UNITED" and "NATIONS" in multi-colored, sans-serif capital letters on a black rectangular background with a white border.

Leaders

The world is full of people who do amazing things.  
There are makers, solvers, searchers, and leaders.  
There are communicators, laborers, artists, planners,  
developers, and explorers.  
There are makers who lead.  
There are searchers who solve.  
There are solvers who make.

**The world needs them all.**

In Miss Kelly's Class, we are...



Leaders



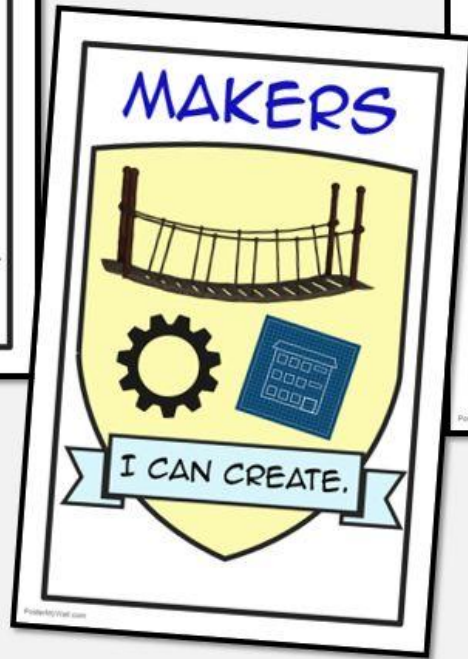
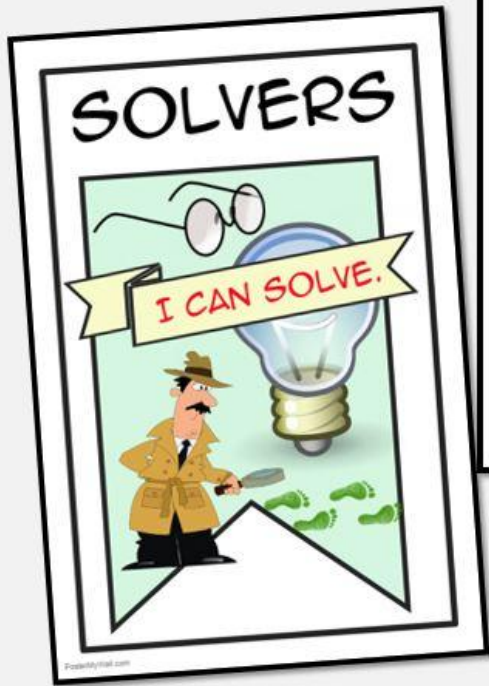
Makers



Solvers



Searchers



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Miss Kelly's Class: Choose Your Own Adventure



**Step One:** Spend some time thinking about our two questions. Talk to your family. See what they think! Chat about it with friends. Think about how you spend your free time. Think about school projects that you have really enjoyed. Finally, think about how you **think and learn**.

How would you most like to spend your learning time?

What drives you?

**Step Two:** In the boxes below, share your thoughts about each of the "paths" we talked about in class this week.

	Maker	Solver	Searcher	Leader
<b>Create a definition:</b>				
A _____ is someone who...				
<b>Share your opinion.</b>	Yes No	Yes No	Yes No	
Is this the "path" for you?				
Why?				
Why not?				

## Choose Your Own Adventure Application

3  
Days  
Later

In the space below, **make an argument** to **convince** Miss Kelly that you would be an excellent member of the Maker Path, Solver Path, Searcher Path, or Leader Path. What **experiences** do you have with making, solving, searching, or leading? How do you **feel** when you are making, solving, searching, or leading? What **skills** do you have that would make you a good fit for that path? How might you be able to **assist others** who are on the same path as you? What are you **interested in learning** as a maker, solver, searcher, or leader? Use feelings, **reasons**, **evidence**, stories, etc. to help you be sorted into the right path for you! (Write 1 solid, impressive paragraph.)

My Path Choice: <small>(circle one)</small>	Maker	Solver	Searcher	Leader
<b>My Argument:</b>	<i>argument – noun – a reason given for or against a topic being discussed</i>			
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>			

## Tips:

- Start with the EP goals of the kiddos.
- Know your content inside & out - this allows you treat our content as a palate - pulling 'colors' as needed as you progress.
- Make sure the things you create fit your model of service.
- If it's something big - consider whether or not you'll need administrative support before starting.

# Wait! What About the HOW?

See the **whole-child**

**Meet** them where they are

Focus on **strengths**

**Broaden** knowledge - **Stretch** skills - **Exercise** abilities

Target the habits of **lifelong** learning

**Enjoy** it - if you do, they will



**Thank you for being here!**

**Holler if I can be helpful.**

**[deirdre.kelly@ocps.net](mailto:deirdre.kelly@ocps.net)**

**Have a happy, healthy,  
and restful summer!**



## Buyer's Guide:

Breakout EDU -

Digital Subscription    \$99/year

<https://www.breakoutedu.com/>

Digital Subscription + Kit    \$199

Learning Resources All About Me Feelings Activity Set - \$21.99

<https://a.co/d/8A5Mnwh>

Kimochis - Mixed Bag of Feelings    \$79.99

<https://kimochis9.mybigcommerce.com/>

Ozobots - \$175 (single), class kits also available

<https://ozobot.com/>

Sphero - \$179

<https://sphero.com/>

Wonder Workshop - DASH - \$180

<https://www.makewonder.com/>

## Buyer's Guide:

Dry Erase Blue Grid Mats -

Oriental Trading Company      12 pc.      \$19.99

<https://www.orientaltrading.com/dry-erase-blue-grid-mats-12-pc--a2-13836839.fltr>

Byrdseed Subscription - \$119/yr

Waitlist - opens 3 times a year.

<https://www.byrdseed.tv/shut/>

Charity Party All Ages Edition - \$24.99

<https://www.amazon.com/Charity-Party-Everyone-Absurdly-Visualization/dp/B08MQTJSZ3>

Depth & Complexity Stamps (the official set) - \$30.00

<https://depthcomplexity.com/product/jte-19-depth-and-complexity-icon-stamps/>

Melissa & Doug Stamps - various sets available - \$10-\$20

<https://www.melissaanddoug.com/>

<https://www.melissaanddoug.com/products/wooden-stamp-set-happy-handles>

(Also available on Amazon and sometimes at Michael's.)

## For More Information:

Dr. Sandra Kaplan's Instructional Prompts - <https://youtu.be/fE2mFS5vN6U>

- good follow-up site:

[https://www.scusd.edu/sites/main/files/file-attachments/icons\\_for\\_dandc.pdf](https://www.scusd.edu/sites/main/files/file-attachments/icons_for_dandc.pdf)

Dr. Brian Housand - <https://www.brianhousand.com/>

The Thinkers Toolbox: A Practical and Easy Approach to Creative Thinking

Pamela & David Thornburg ISBN: 978-0866514675

Imagitronics: Mind-Stretching Scenarios

Don Ambrose ISBN: 978-1569761410

Teaching Gifted Kids in the Regular Classroom (various similar titles - take your pick)

Susan Wiinebrenner

Primary Grade Challenge Math - Edward Zaccaro ISBN: 978-0967991535

Upper Elementary Challenge Math - Edward Zaccaro ISBN: 978-0985472528

## For More Information:

Hexagonal Thinking - <https://www.cultofpedagogy.com/hexagonal-thinking>

Apostrophe Games Blank Hexagon Playing Cards- <https://a.co/d/2957xKD>

i-Scream Thinking Board - Set of 6 Hexagon-Shaped Magnetic Boards in 3 Colors, Dry-Erase, for School Classrooms, Kitchens, and Offices, Home Decoration and scheduling, 7.9 x 6.8 inch - <https://www.amazon.com/i-SCREAM-Thinking-Board-Hexagon-Shape-Brainstorming/dp/B08MZ9FNHH>

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<https://pixabay.com/>

<https://www.bitmoji.com/>

Or are product images from Amazon for purchasing purposes.