If You Can Dream It

A 2nd and 3rd Grade Gifted Resource Room Interdisciplinary Lesson Plan

Big Idea/Topic

Designing a Dream Playground

Enduring Understandings

The student will understand that the S.C.A.M.P.E.R. process is a guide for creative thinking and generating new ideas.
The student will understand that many things that seem "new" are actually modifications of existing things.
The student will understand that they can use the engineering design processes to develop solutions for design challenges and real-world problems.
The student will understand how to cooperatively participate in a collaborative group.
The student will understand that applying personal creativity, vision, and sustained effort will turn ideas into something tangible.

Essential Questions

How can people explore ideas, generate possibilities, and look at things differently?
Can all people develop the ability to think creatively? What is creativity? How do people innovate? How do people design things?

Standards Alignment

ISTE Student Standard Empowered Learner
1.1.c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
1.1.d Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.
ISTE Student Standard Digital Citizen
1.2.b Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
ISTE Student Standard Knowledge Constructor

1.3.d Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

ISTE Student Standard Innovative Designer

1.4.a Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

1.4.d Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

ISTE Student Standard Global Collaborator

1.7.c Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

K-2-ETS1-1

Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2

Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

ELAGSE2W1

Opinion: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

ELAGSE2W6

Production and Distribution of Writing: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.

ELAGSE2W7

Research to Build and Present Knowledge: Participate in shared research and writing projects

3-5-ETS1-1

Define a simple design problem that can be solved through the development of an object, tool, process, or system reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

ELAGSE3W6

Production and Distribution of Writing: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

ELAGSE3W7

Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic.

ELAGSE3W10

Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ELAGSE3SL1

Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one,

(e.g., read a number of books on a single topic to produce a report; record science observations).

ELAGSE2W8
Research to Build and Present Knowledge
Recall information from experiences or gather information from provided sources to answer a question.

ELAGSE2SL1
Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

ELAGSE2SL1a
Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

ELAGSE2SL1b
Comprehension and Collaboration: Build on others' talk in conversations by linking their comments to the remarks of others.

ELAGSE2SL1c
Comprehension and Collaboration: Ask for clarification and further explanation as needed about the topics and texts under discussion.

ELAGSE2SL2
Comprehension and Collaboration: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.

ELAGSE2SL4
Presentation of Knowledge and Ideas: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

ELAGSE3SL1a
Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

ELAGSE3SL1b
Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

ELAGSE3SL1c
Comprehension and Collaboration: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

ELAGSE3SL1d
Comprehension and Collaboration: Explain their own ideas and understanding in light of the discussion.

ELAGSE3SL4
Presentation of Knowledge and Ideas: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

ELAGSE3SL6
Presentation of Knowledge and Ideas: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

ELAGSE2SL6 Presentation of Knowledge and Ideas: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	

Resources

Nearpod Lesson
Teacher Presentation (not in Nearpod)
Student Handouts

Opportunities for Extension

Well Being: Have your students take a personality test or strengths assessment and reflect on the results and how they could be utilized as a member of a cooperative group. Teach your gifted students the Habits of Mind- some great ideas for doing so can be found at https://artsintegration.com/2019/11/01/teaching-habits-of-mind/
Technology: Have your students make virtual 3D models of their playgrounds on https://www.tinkercad.com/
Geography: Have your students create a map of the school's playground.
Math: Have students write word problems with their playground as the setting.
Writing: Have students write a narrative story that takes place on their playground.
Science: Learn about simple machines and have students identify all of the simple machines that can be found on a playground.
Social Studies: Research the history of playgrounds and create a timeline showcasing how they have evolved.
Narrative Writing: Have students write about their favorite memory from a playground. Then have students type, illustrate and publish their stories on https://bookcreator.com/ and record themselves reading it aloud.
Research: Have students research playgrounds that they might want to visit one day and create a slide presentation showcasing them.
Have students research playground safety https://www.safekids.org/tip/playground-safety-tips and create a safety infographic in

*All digital application tools must be approved by your district before use.