





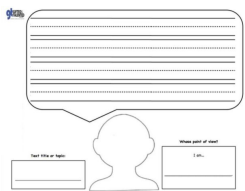

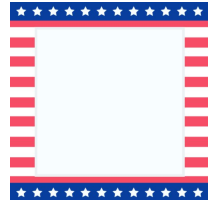


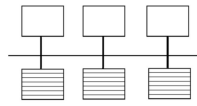

# **K-1 Choice Board**

## **Week 3**

# Famous Person/Character Choice Board:

## Thinking with *Depth and Complexity* \*

**Directions:** Please choose a famous person or character (think about your favorite movie, book, sport, or interest) to engage your child in the following activities. This choice board is meant to prompt conversations that can lead to deep thinking and problem-solving. It is suggested that you allow your child to choose one activity a day or complete them as you see fit. Have fun digging deep with your child!

 <p><b>Ethics:</b> Your famous person/character is going to take a stand against bullying!</p> <ul style="list-style-type: none"> <li>• Pretend you are the famous person/character and answer each question how they would respond.</li> <li>• Have another family member ask you (famous person) the following questions:             <ul style="list-style-type: none"> <li>○ What steps would you take to put an end to bullying?</li> <li>○ Can you describe an experience in your life that has led you to do this?</li> </ul> </li> </ul>	 <p><b>Multiple Perspectives:</b> Choose another famous person/character that would be best friends with your person.</p> <ul style="list-style-type: none"> <li>• Use the attached speech bubble page to write about how your character would feel having this person in their life.</li> <li>• Complete the person's face to show their feelings.</li> </ul> 	 <p><b>Rules:</b> Your famous person/character has become president!</p> <ul style="list-style-type: none"> <li>• Create a list of 3-5 rules that your famous person/character would have our country follow.</li> <li>• Create a presidential campaign poster that includes illustrations of the laws that they would put in place.</li> </ul> 
 <p><b>Family Game Time:</b> What does your famous person or character value?</p> <ul style="list-style-type: none"> <li>• Choose 5-10 important things that this person/character would value.</li> <li>• Write each word on a piece of paper.</li> <li>• Cut apart the words and put them in a bowl.</li> <li>• As a family, play pictionary.             <ul style="list-style-type: none"> <li>○ Each family member will choose one word to draw for the other family members.</li> <li>○ Which family member can guess the most words?</li> </ul> </li> </ul>	 <p><b>Over Time:</b> Create a timeline about the famous person or character. Use the template attached.</p> <ul style="list-style-type: none"> <li>• Research about your famous person/character.</li> <li>• Find 6 important events that happened in this person's life.</li> <li>• Use the attached timeline to draw a picture of each event in the blank box.</li> <li>• Beneath the picture write a sentence on the lines to describe your drawing.</li> <li>• Circle the event that you think is the most important and tell a family member why.</li> </ul> 	 <p><b>Details:</b> Using what you learned while researching your famous person or character, write a Bio Poem. Use the template attached. Try to "step into the shoes" of your famous person and think like they would!</p> <p>Character Bio Poem by _____</p> <p>Famous Person or Character: _____</p> <p>4 traits: _____</p> <p>Color deeply about: _____</p> <p>Face: _____</p> <p>Needs: _____</p> <p>Hears: _____</p> <p>Dreams of: _____</p> <p><small>Made by K12 Online Publishing™ Tom Engle &amp; ©2010. All Rights Reserved.</small></p>

## **\*Research behind *Depth and Complexity* by Gould and Kaplan**

Gifted specialist, Ian Byrd, shares insight on *Depth and Complexity*:

The overarching goal of *Depth and Complexity* is to **move students towards expert knowledge of content**. Bette Gould and Sandra Kaplan looked to understand how an expert understands their field differently from a layperson. Through interviews, they saw that **these experts knew things like repeating patterns, required rules, ethical dilemmas, changes over time, and essential vocabulary within their field**.

They identified eleven of these traits and assigned a name and a symbol to each. The idea is that **students can use these same ways of thinking** to move closer to an expert's level of understanding.

**To find out how you can incorporate more *Depth and Complexity* into your family discussions, feel free to visit the following website:**

<https://www.byrdseed.com/introducing-depth-and-complexity/>

A large speech bubble with rounded corners and a tail pointing downwards. Inside the bubble are ten sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

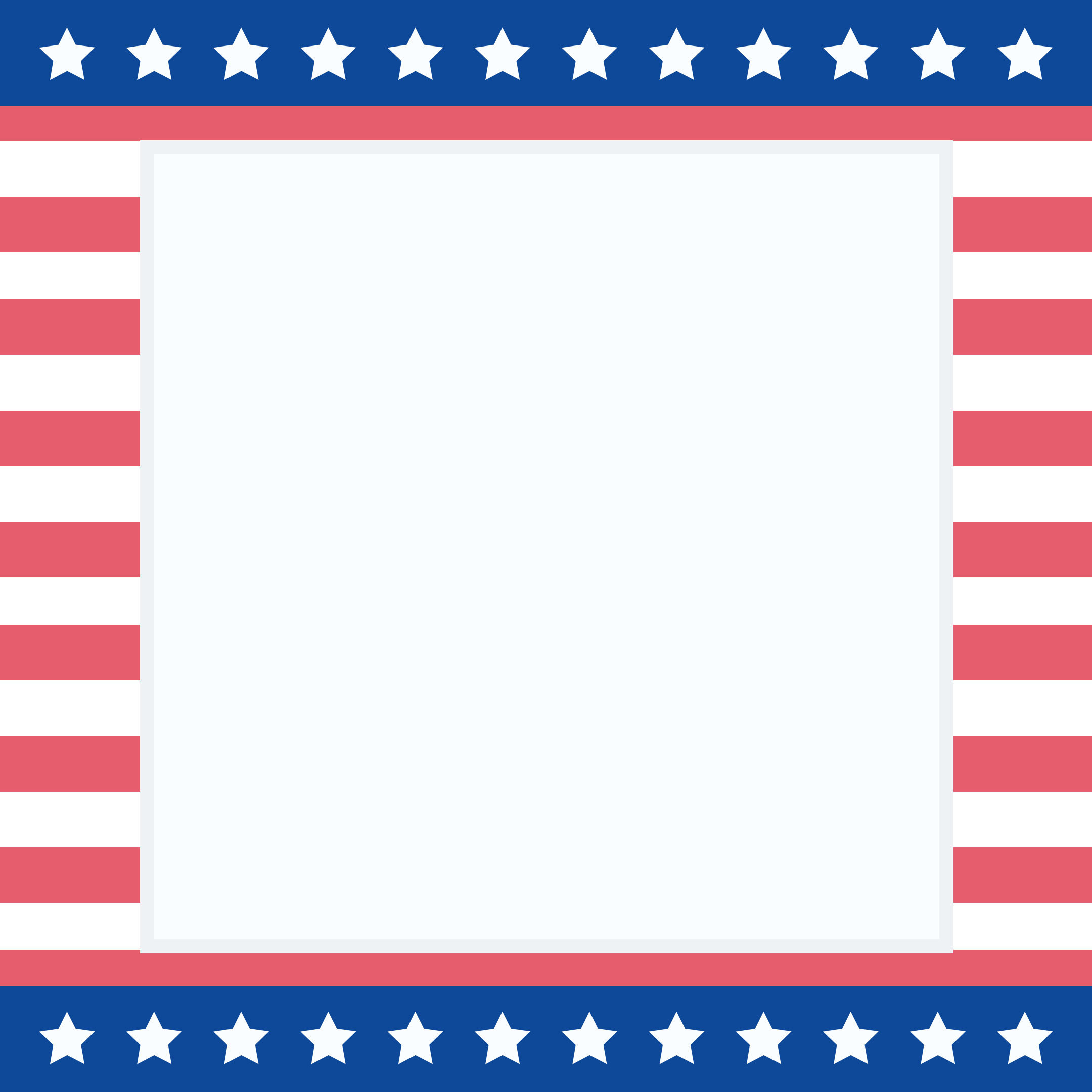
**Text title or topic:**

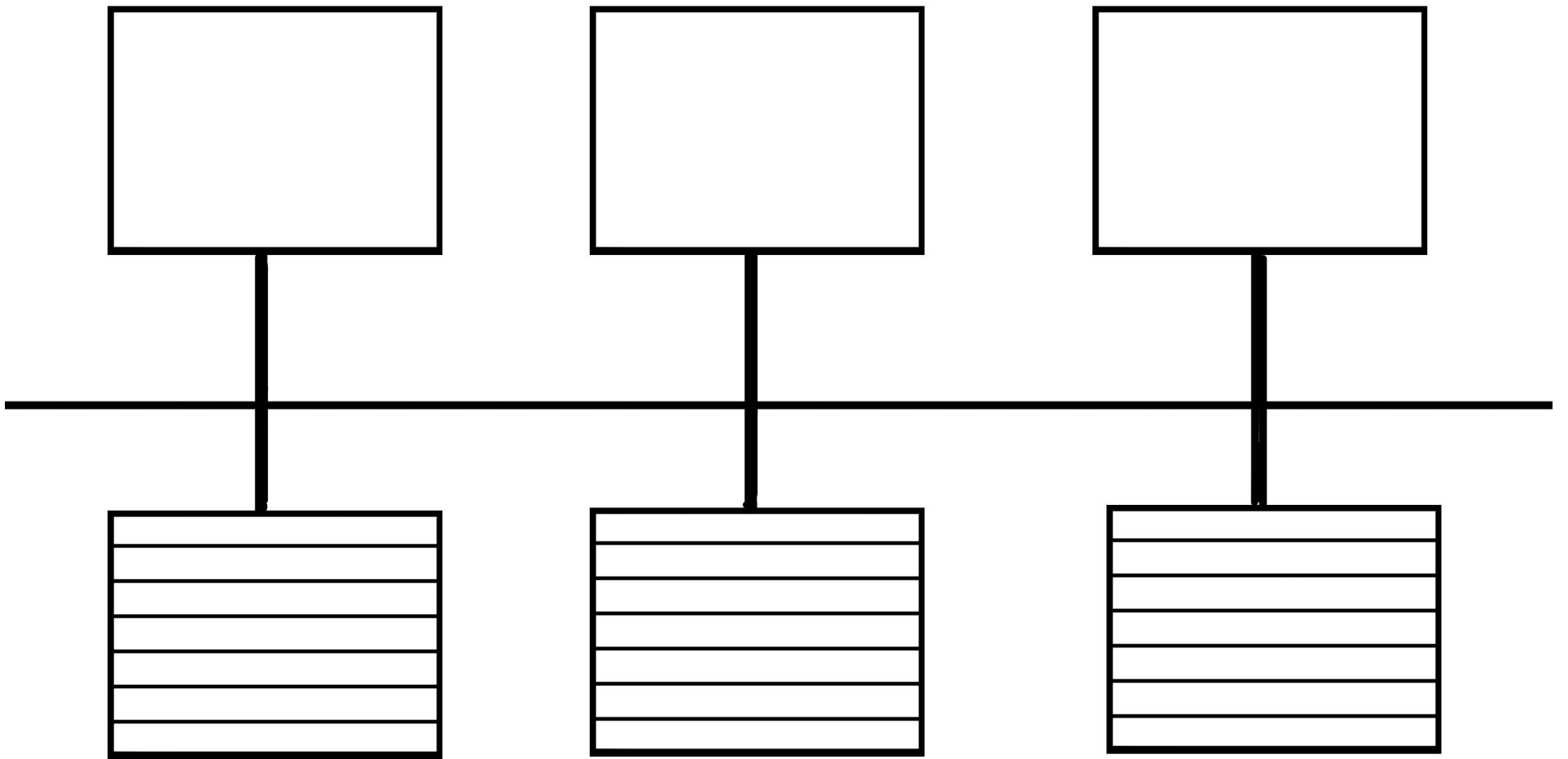
A rectangular box with a horizontal line inside, intended for writing a text title or topic.

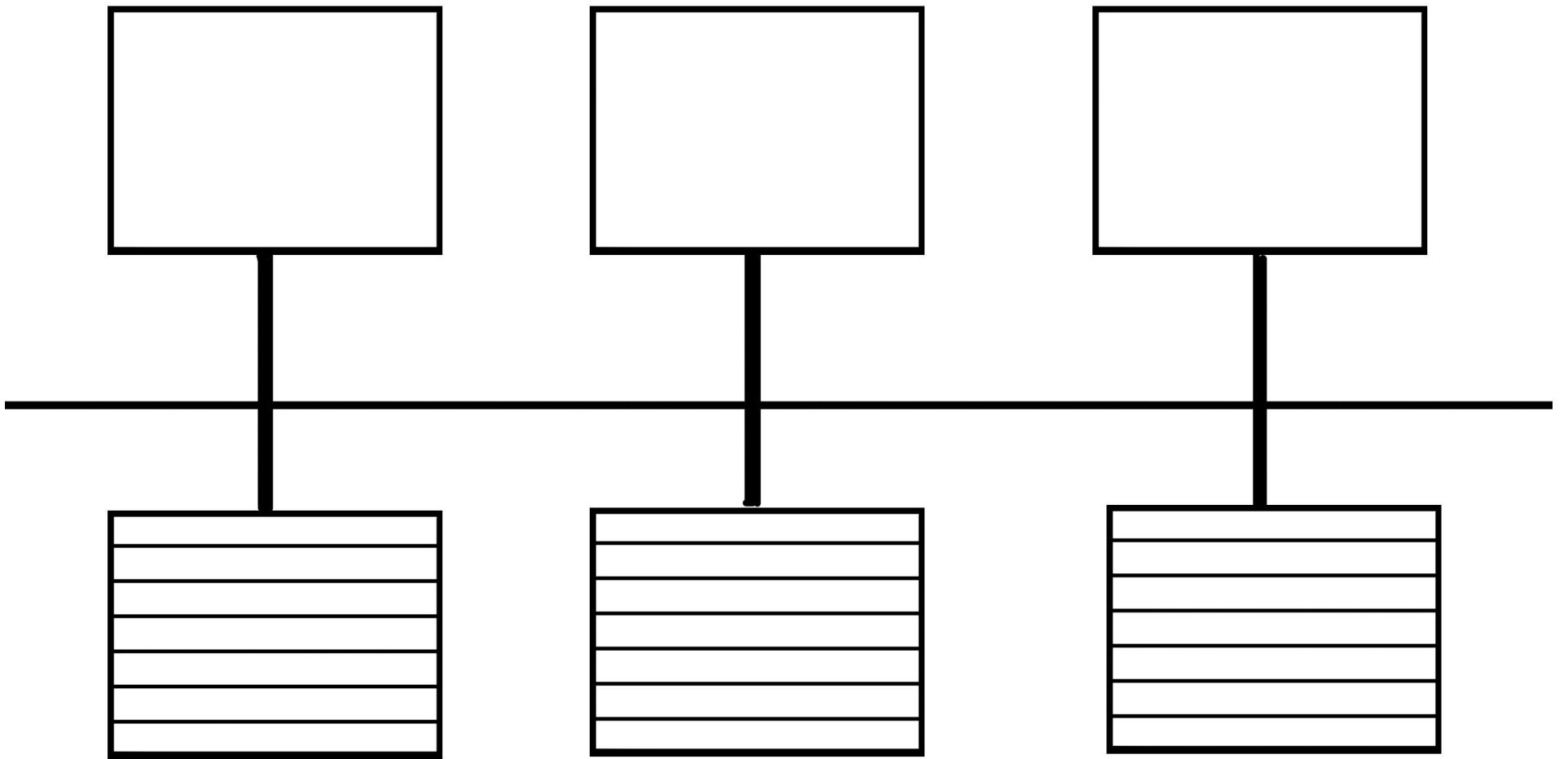


**Whose point of view?**

A rectangular box containing the text "I am..." followed by a horizontal line, intended for writing a point of view.







# Character Bio Poem by \_\_\_\_\_

Famous Person or Character: \_\_\_\_\_

4 traits: \_\_\_\_\_

Cares deeply about: \_\_\_\_\_

Feels: \_\_\_\_\_

Needs: \_\_\_\_\_

Fears: \_\_\_\_\_

Dreams of: \_\_\_\_\_





Name \_\_\_\_\_

**Directions:** This is a strategy that blends student question formation with application of skills and content. It requires students to “work backwards”. Provide students with an answer and require them to create as many questions as they can that will have that provided answer. The more they create, the harder it is.

Some examples: The answer is Abraham Lincoln. Three example questions could be: Which president was assassinated by John Wilkes Booth in Ford’s Theater? Which president was the first to hold a patent, the first to be in an inaugural photograph, and the first to have a beard? Which American president led the United States through its greatest moral, constitutional, and political crisis in the American Civil War?

# Question That!

Today’s answer is: \_\_\_\_\_
