

# Digital Portfolio

## A Capstone Project Coursebook



*This resource is intended to provide  
ideas, not determine them.*

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# Artifact 1

**Tiered Activity: Unicellular Organisms**

# Science - Tier I

Date: 9/8/2020

## Heading: Vocabulary Word Bank

### Seven Life Processes of Organisms

1. **Movement** (finding food for energy/avoiding predators)
2. **Respiration** (breathing/gas exchange)
3. **Sense** (finding food for energy/avoiding predators)
4. **Growth** (caused by excess energy)
5. **Reproduce** (making more of the organism)
6. **Excretion** (getting rid of wastes)
7. **Needs Nutrition** (providing of nutrients to respire)

Plankton: Small organisms that live and drift in large bodies of water.

Zooplankton: (*zoa-plank-ton*) a type of plankton that are small animals and have multiple cells.

Flagella: A threadlike structure that allows an organism to move and sense.

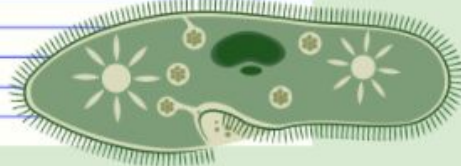
Oxygen: a tasteless and odorless gas that allows many living things to breathe and survive.



Waste Materials: substances from organisms that are not useful, can become toxic, and do not provide health benefits. These substances are often created because used the energy they needed and these are left over.

Nutrients: a substance essential to life and growth.

Absorb: to take in or soak up.



### Helping Hand:

Visuals were really important for this Tier, especially those who needed specific vocabulary knowledge. I found much success with a particular ELL Learner in this activity!

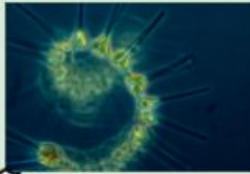
Students will watch the video "From Drifter to Dynamo: The Story of Plankton" via their Epic! Books subscriptions. In their interactive notebook, they will be given an essential vocabulary word bank from the video to build their background knowledge.

They are provided a graphic organizer to complete while watching the video to show their knowledge, that will ask questions about the seven life functions of different plankton types.

# Science - Tier III

Date: 9/8/2020

Heading: From Drifter to Dynamo:  
The Story of Plankton



The above image is phytoplankton via Google Images. Do you notice its color?

The below image is zooplankton, pronounced "zoo-plankton." What do you notice about its structure?



- 1 Log into Epic! Books. Check your mailbox. assigned is a video called "From Drifter to Dynamo: The Story of Plankton."
- 2 Watch the video twice, paying careful attention to the MRS GREN of the plankton.
- 3 Answer the prompt below. For an added bonus, you can choose to identify another microscopic organism and identify how it performs the seven processes.

Questions about the Epic Video, "From Drifter to Dynamo: The Story of Plankton."

Your summary here. Be sure to include and identify ALL seven life processes. The challenge is optional.

## Standard Sidenote:

Standard: 5L.1.1, Explain why some organisms are capable of surviving as a single cell while others require many cells that are specialized to survive.

## Lessons Learned:

Only a few people took on the challenge, but all did well on this activity. What this taught me is that "summary" should be substituted for explain or describe in your own way. Let them be creative about the delivery of the product.

Students will watch the video "From Drifter to Dynamo: The Story of Plankton" via their Epic! Books subscriptions. In their interactive notebook they will create a summary of how they learned plankton perform the seven life processes. They will not be provided a vocabulary log. They can also choose the challenge of identifying another microscopic example of an organism and identify how it performs the seven life processes.

# Artifact II

**Critical Thinking: Rainforest Rescue**

# Rainforest Concern and Critical Thinking

PDF Linked  
Here

## Direct from the Teacher's Desk:

One of the biggest reasons why I feel this activity is a critical thinking activity is due to the fact it requires the students to problem solve through a research based approach. This project in particular provides a variety of different types of resources for the students to access in answering their essential questions. Their initial steps require them to first identify a problem, then ways to solve the problem, and culminating to why it is important to solve the problem. I love how this project has them make connections between the issue of the human impact on the environment and what steps need to be taken in order to make that impact a positive one. An important part of differentiation is to connect the learner. Tomlinson states the importance of "show[ing] students connections between what they are learning and their own lives" (2018, pg. 206). In my experience, the greatest success with this project is the students find a passion for their environment that may not have been there before. They want to participate in taking action, especially because they learn that the small steps they can apply in their daily lives can actually make a difference.

## Can You Collaborate?:

I am a firm believer in "talking it out," whether it is a problem or solution! I find discussion challenges a range of students and, when provided them time to research, it also levels the playing field. They all find moments to shine. Students also find moments to think together, they learn to agree and disagree respectfully, and, most importantly, they learn to build on one another's ideas. It is collaborating and elaborating!

	1	2	3	4
RI5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Student did not quote any of the articles students used in their research.	Student quoted 1 article but did not provide the article title or author name.	Student quoted accurately 1-2 articles, including the article title and author name.	Student quoted 3 or more articles as evidence for their reasoning and included article title and author name.
RI5.7 - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Student did not reference any of the article provided from research.	Student referenced 1 article from their research.	Student referenced 2 articles from their research.	Student referenced 3 or more articles from their research.
W5.7 - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Student showed little to no understanding of how to save the rainforest based on their research.	Student showed some understanding of how to save the rainforest based on their research.	Student showed complete understanding of how to save the rainforest based on their research. They answered the essential questions!	Student's understanding went above and beyond answering the essential question and provided alternative ways to save the rainforest other than what was provided in their research.
SL5.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	Student did not respond to their peers or engage in the discussion.	Student responded to one peer in the discussion.	Student responded to or asked questions of peers in 2-3 instances during discussion.	Student showed leadership in the discussion and possibly led or drove the discussion.



# Artifact III

## **Esperanza Rising: GRASP Activity**

Students should be given the opportunity to show their understanding of major concepts in their own ways. Multiple standards were measured in this GRASP Activity and aligned with our Module 1 Unit: The Universal Declaration of Human Rights and the text *Esperanza Rising*.

# Esperanza Rising PSA: GRASP

## Activity

(PDF Linked!)

### Esperanza Rising PSA: GRASP Project

#### **Goal:**

Your goal is to highlight one of the human rights violations within our text *Esperanza Rising* based on our understanding of the "Universal Declaration of Human Rights" and encourage the audience to avoid human rights threats in the future.

#### **Role:**

You are a human rights advocate who regularly calls the public to defend the rights of the world's citizens.

#### **Audience:**

Your audience is the general public who need to be informed of the human rights violation and the "Universal Declaration of Human Rights." You need to raise awareness of human rights issues by detailing the challenges our characters face.

#### **Product/Performance and Purpose:**

You will create a product or performance that details the human right violation, what human right was threatened, and how we can move forward as a community to avoid a repeat of this action. Your product can be a podcast, Flipgrid, Pixton, Google Slideshow, or Google Document (standard essay).

#### **Standards & Criteria for Success:**

Your product or performance must include:

- A summary of the event from our text *Esperanza Rising* of the human right being threatened
- A detailed description of the human right from the "Universal Declaration of Human Rights"
- A solution as to how this human right violation can be avoided in the future

The rubric can be found on the next slides, but the students had so much success with this particular activity. I had tried a separate GRASP Activity on a much smaller scale and they enjoyed it. Based on that feedback, I chose to close out the first Module for the students. Their products ranged from papers to drawings to short presentations. With the openness of the final product, students were able to "lean in" to their strengths. They found a lot of joy with this project and it is one I intend to continue in the future. Most importantly, regardless of the range of products submitted, students understand the *importance of human rights* and get to show that understanding in a **creative way**. This became a quick favorite all around!

Student submissions can be found [here](#)!

# Esperanza PSA: GRASP Rubric

PSA Rubric for Success

Content				
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	1	2	3 4
W.5.9	Draw <u>evidence</u> from literary or informational texts to support analysis, reflection, and research.	1	2	3 4
Presentation				
Summary				
RI.5.1	Determine the main ideas of a text and explain how they are supported by key details; summarize the text.	1	2	3 4
Product				
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1	2	3 4
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	1	2	3 4
Accuracy				
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	1	2	3 4
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	1	2	3 4
Creativity				
W.5.2a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	1	2	3 4
W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.	1	2	3 4
Reflection				
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	1	2	3 4

## Team Effort:

*It was important to me to provide my teammates with the rubric for this project as well. I asked them to take a risk (or shall we say reward) when doing this project. We all were happy in the end! I'm glad I brought this to the team for consideration.*



*I always give students the rubric ahead of time. Some students find the structure beneficial! Others need to know their goals. Some, don't even look at it and that's okay. It's there for reference if they need it.*

## The Real Real:

The "Reflection" portion of this assignment was the most difficult for me to manage online. Unlike usual, combing through each of their drafts was difficult and time consuming, but I feel as though this piece was left out to dry a bit. I recommend trying survey check ins throughout a project like this to help your students feel more comfortable and adjust as they need!

# PSA Student Work Examples

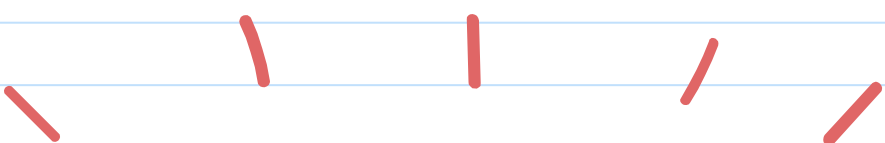
Margaret D.

Suzi S.

Anya D.A.



*Witnessing the students find passion in this project was inspiring. This book is heavy, but it is important for them to learn about how the world **should** value its citizens. This is how they become future leaders and advocates.*

A series of five red diagonal lines arranged in a semi-circular arc above the title.

# Artifact IV

Human Body Think-Tac-Toe

A series of five red diagonal lines arranged in a semi-circular arc below the subtitle.

# Human Body Think-Tac-Toe

## Confession Time:

*The first time I included a Think-Tac-Toe in the student assignments, I was nervous I would not receive the student work like I do with Google Forms. Boy, was I wrong. I've learned throughout these past couple of years, kids flourish with freedom and, it hurts to say this, maybe I don't need to control everything!*

## Use it:

*I found a lot of success using this at the end of the Human Body unit. Students made big connections throughout the unit and it really showed their growth!*

I find that my gifted students enjoy choice, it gives them their power back. It also allows other children the opportunity to learn in a “different” way and can uncover more creative and divergent thinkers in your classroom than you realize you may have.

Date: The Date Completed Here

Heading: Optional Stretch Activity

## Human Body Tic-Tac-Toe

Directions: Select and complete one activity from at least two horizontal rows to help you learn and understand the structures and functions of living things. Your work should be thoughtful, accurate, and original.

Cells	Choose one unicellular and one multicellular organism that exists in the world. Compare and contrast them using a Venn Diagram. Make sure to use essential vocabulary from our unit!	Create a creative written work titled “The Day in the Life of A Unicellular Organism.” It can be a poem, play or paragraph from the point of view of a single cell existing in the world.	Create a card game or sort activity where your player will have to identify unicellular from multicellular organisms by pictures, identifying characteristics, or descriptions. Have a family member play!
Structures	Research one of the human body systems we cover in fifth grade and compare it to a similar body system of a plant or animal in the world. Draw or detail your research in a Notice/Wonder chart.	Choose a system (muscular, skeletal, nervous, etc.) and using everyday objects around the house, build the structure. Create a video or take a picture, detailing what items represent each part of the system.	Write a haiku (7-5-7 syllables) about one of the human body systems we learned about this week, focus on its purpose and function! If you want, record yourself via Flipgrid reading your haiku!
Functions	Investigate an endangered animal living in the world. Create a lotus that details how it performs the seven life functions (MRS GREN). Is it a mammal? A reptile? You may use the last square in the lotus for a fun fact you learned!	Research an organism that functions without a brain. Create a multimedia presentation or Google Slideshow about this organism and how it functions without brains!	Create a drawing, collage, or presentation about respiration. Remember, this is a complicated life process! Take your time to research and detail this life process fully.

**\*\*NOTE:** You may add slides to your interactive notebook to complete these activities, use FlipGrid, or send an email with evidence of your stretches!



Think-Tac-Toes are so incredibly easy to make. Oftentimes, I take what WCPSS recommends in a PBL Unit and Enrichment activities and build one of these out of them. It allows them the opportunity to revisit their understandings of topics from various perspectives or to find connections between their learning. There is no excuse for not including something like this at least once a unit!



# Artifact



Esperanza Rising Think-Tac-Toe



# Esperanza Think-Tac-Toe

## Stellar Work:

This is a student example of one of the activities from the Think-Tac-Toe. I love that they reference parts of the UDHR we hadn't covered yet in class. That tells me the student really took the activity seriously. They're also responding so well to the added challenge of comparing a poem with a text in the context of an informational work.



Activity Two in Miscellaneous was the most popular!



## Esperanza Rising Think-Tac-Toe



**Directions:** Select and complete one activity from at least two *DIFFERENT* horizontal rows to help you learn and understand the first module in English Language Arts. Your work should be thoughtful, accurate, and original. Be sure to share with or email to your teacher!

Story Structure	Activity One: Using Google Slides or Jamboard, detail Esperanza's journey from El Rancho De Las Rosas to San Joaquin Valley, California. Use images or a map to detail the journey. (RL5.5, RL5.1)	Activity Two: Create a story structure map about one of your favorite books. You can draw or use technology to build this map. Be sure to identify the exposition, rising action, climax, falling action and resolution for your story. (RL5.5, RL5.1, RL5.2)	Activity Three: Using the Story Structure Map and our understanding of the Leadership Model, connect the structure of a story with the 7 Habits. What habits connect to which part of a typical story? Why? Explain your thinking and the connections! (RL5.5, RL5.1, RL5.1)
Universal Declaration of Human Rights	Activity One: Read the <a href="#">following poem by Langston Hughes</a> . Making connections to the Universal Declaration of Human Rights, what rights have been threatened for our speaker. How does it make you feel? Does it remind you of Esperanza Rising? Why or why not? (RL5.1, RL5.5, RL5.1)	Activity Two: Write a letter to Tio Luis and Tio Marco. Explain to them why their actions were wrong and use evidence from the UDHR to prove your argument. Be sure to be convincing! Your work should look like a real letter! (RI5.1, RL5.1, RL5.9)	Activity Three: Create an artistic representation (a work of art that represents) three articles of your choosing. Write a short summary to explain your art and its connections to the UDHR. (RL5.1, RL5.2, RL5.7)
Miscellaneous	Activity One: Complete the Crossword Puzzle <a href="#">linked here</a> based on our reading in Esperanza Rising. Download and share your answers with your teacher! (RL5.1, L5.4)	Activity Two: Use the <a href="#">Scholastic Interactive Immigration Site</a> to compare and contrast stories of young immigrants with that of the characters in our book. You can use a lotus or a Venn Diagram to share your thinking. (RL5.1, RL5.1)	Activity Three: Find four Spanish words from anywhere in our text that you are not familiar with. Research their meaning. Create a four-square for each to explain their meaning! (L5.4)

### Merry-Go-Round

Where is the Jim Crow section  
On this merry-go-round,  
Mister, cause I want to ride?  
Down South where I come from  
White and colored  
Can't sit side by side.  
Down South on the train  
There's a Jim Crow car.

On the bus we're put in the back—  
But there ain't no back  
To a merry-go-round!  
Where's the horse  
For a kid that's black?

Langston Hughes

I think one of the articles that this poem by Langston Hughes connects to is Article 2 of the UDHR. Its connected because it talks about how he has to sit at the back of the bus because he is black and the article is called don't

discriminate. Article 2 states "Don't Discriminate: These rights belong to everyone whatever our differences.

Another one of the articles is article 6. The article states "You have rights wherever you go: I am a person just like you. If they make him sit at the back of the bus, they are not treating him like others that get to sit at the front of the

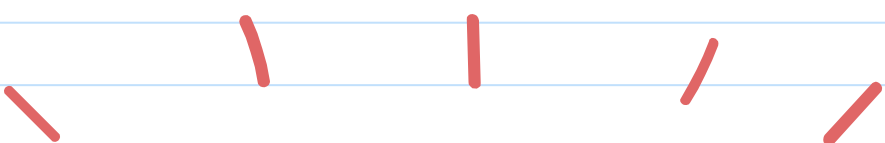
bus

I think this connects to Esperanza rising because it talks about discrimination and Esperanza was discriminating all of the peasants on the train, and Tio Luis was discriminating all of the servants

## Pre-Teach Party Trick:

Later in 5th Grade, we talk about the Civil Rights Movement. I thought that this Think-Tac-Toe was an opportunity for the students to make connections between Module 1 and 3 before we even got there.





# Artifact VI

The Nature of Debate: Partial Clear Unit



# The Nature of Debate

**Concepts/sub-concepts:** Quoting Accurately while stating one's opinion using evidence-based reasoning.

**Big Idea(s):** - A debate is a formal discussion on a particular topic where participants are required to present evidence for their opposing arguments. - To create an informed argument, one needs to analyze factual and historical documents to find supportive details to express opinion.

**Content:**

- Participate in a formal debate within the historical context of the Revolutionary War.

**Objectives:** Students Will:

- Introduce topic clearly, state an opinion, and provide evidence in a logical manner to support opinion.

**Materials:**

- Podium (optional, but important)
- Audience (often parents, but can also be community members such as historians, lawyers or politicians)
- Individual Student Opinion Writing Pieces
- Revolutionary War Decor or Costumes (optional, but fun)
- Handout 9.1 Patriots v. Loyalist Debate and Essay Rubric (students should have copies of this for the unit)

**Performance Assessment:** The assessment is the debate itself.

**Timeframe:** 45-50 minutes



The PDF is linked here. I'll highlight the End of Unit.

**Value Added:**

*There is so much value in teaching students how to express their opinions at a young age. They need to learn their voice matters.*

**Fun Sidenote:**

*It is always hilarious to see the students be assigned Loyalist or Patriot and get the **opposite** of what they want or what they have started to draft. They have to learn to adapt and see things from multiple perspectives.*



*I have students pick their side out of an old colonial hat to match the theme!*

Students absolutely love this unit and they most especially love the debate. In all honesty, this is one of my favorite units as well. It allows them an opportunity to write something separately and collaborate to build a debate from all of their separate arguments!

*If you don't have a podium available, use the gym or chorus room so they can stand up on a platform!*

# Artifact VII

Improving Bodies, Empowering  
Minds: GRASP Project

# Improving Bodies, Empowering Minds

PDF is linked here!

## A Little Background:

This was originally created during a professional development with a colleague. After learning about the GRASPS model, I found this project, with appropriate and needed tweaks was meant to be in this form. From new ways to make hockey sticks to safer rules in boxing, this is a project students never turn down.

## Key Vocabulary:

- Injury
- Sustain
- Benefits
- Human Body Systems
- Advocate
- Convince
- Product
- Prototype
- Impact

It is important to include and honor student voice and choice in this project. I suggest making a survey (sample here) and grouping them accordingly. When students feel their interested are taken into account, they have more room to grow.

**Goal:** Your goal is to make a sport safer for professional players and athletes based on the injuries they sustain and the exercise they regularly perform.

**Role:** You are a medical engineer who regularly advocates for the importance of athlete safety.

**Audience:** You need to convince the leaders of the sport to include your product in their sport during its season.

**Situation:** You have been approached by multiple players who have sustained injury due to their sport. They have asked you to assist in creating a safer environment or equipment for them to perform in their profession. Product/Performance and

**Purpose:** You will create a product that can be included in the sport, whether a rule change or equipment, that protects the individual players and their teammates while playing. In order to convince your audience you must explain the benefits of your product to the human body systems that are used within the sport and connect it to the health and benefits of the athletes.

## Standards & Criteria for Success:

*Your product must include:*

- an explanation one human body system that is negatively impacted by the sport
- a physical product or prototype/rule change suggestion that does not negatively alter the sport itself
- a convincing statement about how your product positively affects the athletes in the sport

# Artifact VIII

## Problem Solving Podcast

*In this podcast, I discuss strategies of including problem solving and creative thinking in the classroom. I answer important teacher questions regarding the how's and the why's.*



*When I asked for teacher questions about this topic, I received a lot about how, when we're doing so much to prepare for testing. We have to remember that gifted children have the right to make growth as well. Creative problem solving is one way to assist them in this!*

# Suggestions For This Resource (or, I guess, just for you)

YES!

01

## Respect the Mess

One of the greatest things I've learned from my time as a teacher is that I shouldn't have the right answer for every student all the time. Learning can be messy and sometimes we don't make the right choices for our students. But, once we've realized our mistakes, we need to make good on cleaning up and finding the right solution for them. Some of these resources may not work for you. So feel free to break them apart and rework them how you need.



02

## Challenge Everything

As educators, we should be challenged. As students, our children should be challenged. Providing them with equal opportunities for challenge is essential for creating a community of growth and mental wellbeing. Students need to know things aren't always easy and they are always capable of more. They should never hit ceilings in our classrooms. There are creative ways for us to create challenge for them.



03

## Ask for More

We've dedicated our lives to learning and we need to lead by example. Ask for more professional development. Ask for more education. Ask for an article or podcast recommendation. We learn and grow with our students every year. They should see that!



# Suggestions For You: Pear Deck

See more about Pear Deck [here](#). I highly recommend it for engagement, critical thinking moments, and differentiation opportunities!

GABBY DRINKS  $\frac{6}{8}$  OF A SMOOTHIE ON MONDAY MORNING, AND SHE DRINKS  $\frac{5}{6}$  OF A SMOOTHIE ON FRIDAY. HOW MUCH MORE DOES SHE DRINK ON FRIDAY THAN ON MONDAY?

$$8 \times 6 = 48$$

$$6/8 \times 6 = 36/48$$

$$5/6 \times 8 = 40/48$$

$$40/48 - 36/48 = 4/48$$

or  $1/12$   
 $2/24$

1

I love the way this student reasons in math. They always explain and never solve the "standard" way". Pear Deck gives them a private space to solve how they want and at their pace!

GABBY DRINKS  $\frac{6}{8}$  OF A SMOOTHIE ON MONDAY MORNING, AND SHE DRINKS  $\frac{5}{6}$  OF A SMOOTHIE ON FRIDAY. HOW MUCH MORE DOES SHE DRINK ON FRIDAY THAN ON MONDAY?

these both have multiples of 24 which is 6 and 8

$\frac{6}{8}$  is equal to  $\frac{18}{24}$  and  $\frac{5}{6}$  is equal to  $\frac{20}{24}$   
so then you subtract to get  $\frac{2}{24}$  to then get  $\frac{1}{12}$

So she drank  $\frac{1}{12}$  more

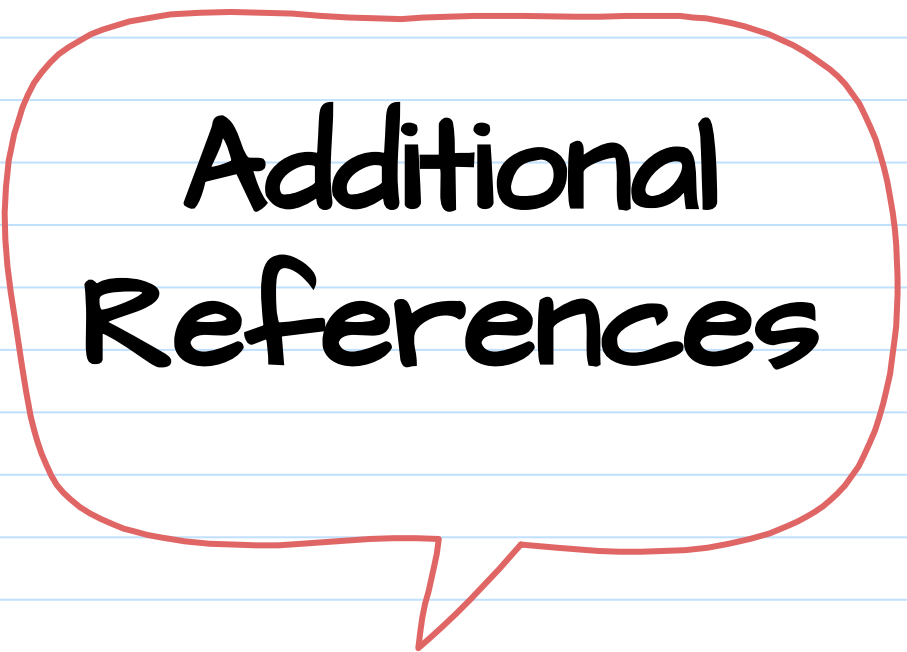
2

These examples show students working at their own pace and in their own way on the same problem. The first and last sample show students using standard ways to solve, but they are different. The second sample shows a student explaining how to solve their own way.

GABBY DRINKS  $\frac{6}{8}$  OF A SMOOTHIE ON MONDAY MORNING, AND SHE DRINKS  $\frac{5}{6}$  OF A SMOOTHIE ON FRIDAY. HOW MUCH MORE DOES SHE DRINK ON FRIDAY THAN ON MONDAY?

$\frac{6}{8} \times 3 = \frac{18}{24}$   
 $\frac{5}{6} \times 4 = \frac{20}{24}$   
 $\frac{20}{24} - \frac{18}{24} = \frac{2}{24} = \frac{1}{12}$

3



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