Renzulli Triad Model

Type I
Curiosity Lesson

Lesson Objective:

The purpose of the lesson is to encourage curiosity in the classroom. After this lesson, students will be encouraged to choose their own topic of interest to start their own self-directed “curiosity time" in class.

Lesson Outcome:

Students will understand what it means to be curious. They will learn about Albert Einstein and his accomplishments. They will also learn how being curious will open doors and answer questions that haven't been answered yet.

Lesson Sequence:
Day 1: Students will brainstorm what they "wonder." They will work in groups listing the things that they wonder. Students will share their ideas with the class then they will list together the big ideas on butcher paper.

Next, the students will hear the book called *A Beam of Light* by Jennifer Berne. To assess and promote comprehension of the story, the following questions will be asked. For each of the questions the students will “turn to their partner” during the shared reading to talk with them about the questions. This style of questioning encourages all of the students to participate as well as allows the teacher to formatively assess who understands the ideas in the story.

Page 9-What have you learned about Albert so far from the story?
The students will “turn to their partner” during the shared reading to talk with them about the questions. This style of questioning encourages all of the students to participate as well as allows the teacher to formatively assess who understands the ideas in the story.
Page 12-How did his peers and teachers see him? Did this stop Albert?
What does that tell you about Albert?
Page 23-What were some of the things that Albert wondered? What are atoms?
Page 26- What were some of his ideas about motion?
After finishing the book some possible questions: If you were living in the same time period as Albert Einstein, how might you describe him?
How did his questioning help the world?
If he was alive today, what would you want to ask him?
After hearing the story do you have any lingering questions about Albert Einstein of some of his ideas?

At this point add onto the chart, any lingering questions the students have about Albert Einstein.

Last: Then give each student 3 stickers with their initials on them-and have them place them on the top 3 areas they are curious about from the list on the board.

From there the teacher can see how to group the students based on their interests.

Type II
Curiosity Lesson Continued

Day 2:
Using the choices that the students posted with their stickers from the prior day, form interest groups for the students. As you are forming these “interest” groups you should keep in mind the benefits of these flexible groups. What are your goals and objectives? Will they be just based on interest or will they be on interest and academic? Will there be any who are working on their own?
For this self-directed curiosity project, any of the above would work.

After forming your groups you need to work with your students on setting up behavior and work expectations in the form of a contract.
The goal is to collaborate with your students so they feel part of the process. This will help hold the students accountable of their self-directed work time.

As the students begin their researching time, this is a great way to involve other experts in your building. You can have the students work on their research during a “pull out” enrichment or support group. If you have a science teacher in the building maybe she could work with a group who might be interested in light, sound, or atoms.

Type III
Curiosity Lesson Continued

This next level is for the students who want to take their research to the next level. Not all of the groups will want to, but this is a way to differentiate the needs of your students.

For example: a student who is interested more in the refraction of light could work with a science teacher or other mentor in the building and work on experiments involving light refracting. They could then take those experiments and make a video. This is a time to encourage creativity with your students who are ready to go to another level.

Or maybe this is a chance for students to see how inventions have made a difference in our lives and they can design an invention to improve something in their lives.