**JIGSAW GROUPING ACTIVITY:**

**ASSESSING STUDENTS’ STRENGTHS**

**Home Team Assignment**: You are to create an action plan deciding on how you will find students’ talents, strengths, styles, etc. for your total talent portfolio assignment. Create a group’s version of the Total Talent Portfolio and list your strategies for incorporating the information in your classroom. This will happen after your team mates return from their expert group assignment below.

To help you explore the rich possibilities different members of your team will choose to participate in an expert group for discovery and discussion. The choices are as follows:

* Examine these sites to assess learning styles and multiple intelligences. (one team for MI and one team for LS)
  1. <http://www.ldpride.net/learningstyles.MI.htm#Learning%20Styles%20Explained>
  2. The assessments can not be scored on line so just explore the site and what the assessments look like. Compare MI to Learning Styles Theory
  3. [Index of **Learning Styles**](http://www.ncsu.edu/felder-public/ILSpage.html) The Index of **Learning Styles** is an on-line instrument used to assess preferences **...** Descriptions of the **learning styles**. A four-page handout that briefly **...**  
     www.ncsu.edu/felder-public/ILSpage.html -
  4. Multiple Intelligence Test form Birmingham Grid for Learning. Take the test. Note there are two versions; on for elementary and the other for secondary. www.bgfl.org
* Watch a video to learn about observing MI strengths in children Report to your group the benefits of observations as a way of knowing.
* Read about Total Talent Portfolios. Print it out and discuss implications to your school. Article is found at <http://www.gifted.uconn.edu/sem/semart09.html>
* Explore Interest surveys and the Learning Print with professor.
* Observation activity to look for strengths

**Expert Team Assignment:**

Discover ways to uncover strengths, interests, and talents by using the stated resources.

With members of your expert team, describe the three most important or interesting ideas that intrigued you . Bring that information back to your home team and teach it to the others.

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| **Behaviors** |  |  |  |  |
| **Engaged** |  |  |  |  |
| **Creative** |  |  |  |  |
| **Spatial design** |  |  |  |  |
| **Perseverance** |  |  |  |  |
| **Leadership** |  |  |  |  |
| **Other** |  |  |  |  |

**Observation check list**

**Activities are below:Paper Tower Building**

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| **Objective:** In teams of two construct a free-standing tower of maximum height using two sheets of 8.5 x 11 copy paper.  **Materials:** two sheet of white paper (8 ½” x 11”)  cellophane tape  scissors.  no other materials are allowed.  **Competition Rules:**  1.Each team must complete the construction of its tower within 45 minutes. 2. The sheet of paper may be cut into pieces and reassembled as desired.  3. Tape is to be used to fasten parts of the tower together. It may not be used to attach the tower to the floor or any other object. Tape may not be used to extend the height of the tower.  4. A tower shall be declared free-standing if it remains self-supporting for more than 15 seconds. 5. Height is determined by measuring the perpendicular distance from the base of the tower to the highest point of the tower.  6. The highest tower will be declared the winner with the rest of the competitors ranked accordingly.  7. Judges decision is final. |

**THE PAPER TOWER**

Number of Members Per Team Two Number of Towers Per Team One

**SKILLS AND ENGINEERING CONCEPTS DEVELOPED:**

Involves designing and constructing a free standing tower from a single sheet of 8 !” by 11” paper.

Involves creative design, analysis of structural concepts, construction skills (with paper), and concepts of

stability.

**INTRODUCTION**

If you look up the definition of a tower, you will find the following: “An exceptionally tall building or part of a

building or an exceptionally tall structure used for some functional purpose.” In the past, towers were

usually used to house bells (bell towers), for observation (watch towers), or for signaling (light houses).

Perhaps the earliest record of a tower comes from the Bible, where the story of the Tower of Babel is told.

Other notable towers include the Tower of Pisa and the Eiffel Tower, two completely different types of

towers. Today there are many more types of towers that are used for a wide variety of functions. A few

examples are transmission line towers, radar towers, radio and TV broadcasting antenna towers, and

towers for suspension bridges.

**OBJECTIVE**

The objective of this project is for students to design and build the tallest free standing tower using only

one sheet of 8 !” by 11” paper and scotch tape. The tower may **NOT** be taped to the floor.

**PROJECT DESCRIPTION**

The challenge of this project is to design the tower to make optimum use of the single sheet of paper in

order to achieve the greatest tower height. The design of the base will also be challenging, as the tower

must be free standing.

**CONSTRUCTION**

Each team should be given **one** 8 !” by 11” sheet of paper, a pair of scissors, and 3 feet of scotch tape.

The tape is to be used only to fasten the pieces of paper together, and may not be used to provide extra

height. Each team will have 15 minutes to plan and design their tower, and 30 minutes to execute their

design.

**PROJECT CONSTRAINTS**

The towers constructed must:

• Be constructed from a single sheet of 8 !” x 11” paper

• Be free standing for at least 5 seconds (cannot be taped to the floor).

**SUPPLIES REQUIRED**

One sheet per team

Scotch tape (three feet per team maximum)

Ruler

Scissors (one pair for each team).

**COMPETITION**

• Each tower will be required to free stand for a period of at least 5 seconds.

• The height of each tower that meets the first requirement will be measured, and the tallest tower will

win.

• Each team will be given three chances to have their tower free stand for 5 seconds.