Moonshot Unit Planning Template

Name: Waste Not, Want Not School: Date:

Essential Question(s)/Big Idea	Meaningful Text(s)
How do our actions impact the world around us? Where does waste come from, where does it go?	*Dumpster Diver* by Janet S. Wong *The Adventures of the Plastic Bottle* by Alison Inches *Where Does Garbage Go?* by Paul Showers
Power Standards	**Additional Learning Goals**
<u>ELA</u> LAFS.2.RI.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. LAFS.2.RI.1.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. LAFS.2.RI.1.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. LAFS.2.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. LAFS.2.RI.3.9 Compare and contrast the most important points presented by two texts on the same topic. LAFS.2.RL.1.3 Describe how characters in a story respond to major events and challenges. <u>SCIENCE</u> SC.2.N.1.1 Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations. SC.2.N.1.5 Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think). SC.2.N.1.6 Explain how scientists alone or in groups are always investigating new ways to solve problems. Mindful Moonshot Routine	Success Skills: • Students will demonstrate innovative & original thinking in problem solving • Students will work collaboratively to investigate and solve problems Additional Content Standards: • SS.2.C.2.4 Identify ways citizens can make a positive contribution in their community. • SC.2.P.9.1 Investigate that materials can be altered to change some of their properties, but not all materials respond the same way to any one alteration. • SC.2.L.17.2 Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs. *B. Both human activities and natural events can have major impacts on the environment.* Arts Standards • TH.2.S.2.1 (Skills, Techniques & Processes) Collaborate with others to perform a scene and solve challenges. • VA.2.F.3.3 (Innovation, Technology & the Future) Use time effectively while focused on art production to show early development of 21st-century skills. • VA.2.C.1.1 (Critical Thinking & Reflection) Use the art-making process to communicate personal interests and self-expression.
Written and Artistic Products	**Culminating Experience**

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Research Report, PSA, visual vocabulary, 4 square, storyboard, vocabulary clay sculptures, found poetry, See-Think-Wonder, poster, color-symbol-image,	Showcase PSA
Unit Vocabulary	
Reduce, recycle, reuse, repurpose, consume, useful, bury, slink, collapse, vase, sturdy, design, clatter, common, mold, light, clip, sterilize, container, adventure, bale, environment, impact, separate, create, compost	

Mindful Routine (Brain Start Smart)

Days	Activity to Unite	Activity to Disengage	Activity to Connect	Activity to Commit
1-30	With the students, create a class name, chant, and handshake...this will be their activity to unite each day	Roll the dice or pick from a hat to decide which breathing technique to use	use the building community activity in the unit plan for each day	In the students' daily journal, have them write their commitment for the day. Be sure have students return to their commitment at the end of the day to check "Yes, I did it" or "Oops, I'll try again tomorrow".

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Day One

Building Community

This is not a stick (water bottle):

1. Gather participants in a circle and let them know that this activity should happen in complete silence.
2. Use a broom or mop handle or similar "stick" for this activity. Model how the stick can become an imaginary object. Use the object endowing it with all of the qualities of the imaginary object.
3. Hand the stick to the next person in the circle. She first has to treat is as the object you handed her, then she will transform it into something completely new and hand it to the next person.
4. Continue around the circle.

Source: ArtsLit http://artslit.org/activity.php?id=1

Pre-Reading

Introduce vocabulary: Reduce, recycle, reuse, repurpose

****Create Vocabulary Wall (add new words introduced each day)****

Stand up/Hand up/pair up: Students find a partner (2)

Tableau: Discuss meaning of each word in pairs and create a frozen pose to represent the word

Multiple sources: http://www.artslit.org/activity.php?id=6, http://www.theteachertoolkit.com/index.php/tool/tableau, https://dramaresource.com/tableaux/

Stand up/Hand up/pair up: Partners group with another pair (4)

Jot Thoughts: What do you know about waste?

Groups have 3 mins to write and announce as many ideas on separate post-its, trying to cover the whole table.

Source: Kagan http://cooperativelearningresources.weebly.com/jot-thoughts.html pg 6.40

During Reading

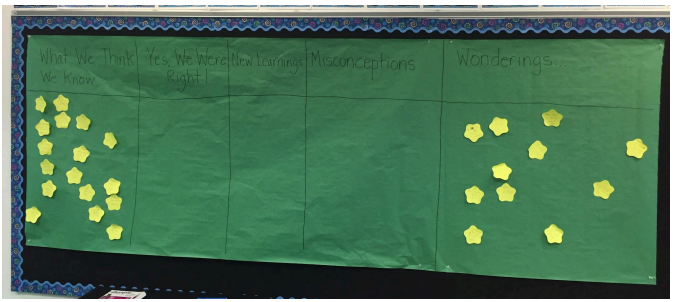
Post Reading

Reflection

Create Inquiry Wall

- What I think I know; Yes, I was right!; Misconceptions; New Learnings; Wonderings
- Add post-its to the “What I think I know” section of inquiry wall

Source: credit to Lisa Mucci



Centers (one per day, capture on documentation on Seesaw)

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Creative: Visual Vocabulary. Use construction paper to create a visual example of your vocabulary word, explain on the bottom of the paper why you chose to illustrate it the way you did
Foundational: Scavenger Hunt for syllable type words (find words in the text that follow particular patterns)
Reading/Writing: See-Think-Wonder with pictures from the text

Day Two

Building Community
Treasure of the Day
Today I saw _____, I can reuse it as _____.

Pre-Reading
Introduce vocabulary: consume, useful, buried, slinks, collapse (add to Vocabulary Wall)
Stand up/Hand up/pair up: Students find a new partner
Tableau: Discuss meaning of each word in pairs and create a frozen pose to represent the word
Multiple sources: *http://www.artslit.org/activity.php?id=6*, *http://www.theteachertoolkit.com/index.php/tool/tableau*, *https://dramaresource.com/tableaux/*
Call and Response: Preview key phrases and words from *The Dumpster Diver* by Janet S. Wong by having students echo them with dramatic inflection and intention.
"Anyone knows you can dive for treasure in the ocean"
Source: ArtsLit *http://www.artslit.org/activity.php?id=6*

During Reading

Post Reading

Reflection
Add new Wonderings and Learnings to the Inquiry Wall. Move post-its from What I Think I Know to Yes, I was Right! and Misconceptions.

Centers: (one per day, capture documentation on Seesaw)
Creative: Visual Vocabulary. Use construction paper to create a visual example of your vocabulary word, explain on the bottom of the paper why you chose to illustrate it the way you did
Foundational: Scavenger Hunt for syllable type words (find words in the text that follow particular patterns)
Reading/Writing: See-Think-Wonder with pictures from the text

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Day Three
Building Community **Chain Link**: (use vocabulary words introduced so far on Vocab Wall) Students wear lanyards with a vocabulary word. Select one student to come to front of classroom and pronounce the word and say its meaning. The rest of the class tries to make a connection with the vocabulary word and their word (the connection does not necessarily have to be synonym or antonym, as long as the student can justify the connection.) When some hands are raised, call one a student to justify their connection to the first word. If the connection makes sense, the two students link arms. Ask if another student has a connection to either of the words, and repeat the process. The goal is to have all students linking arms. Students do not want to be the last student standing that does not have a connection. *Source: Word Nerds http://schd.ws/hosted_files/gisddesignyourownlearningpr2015/68/Word%20Nerds%20All.pdf*
Pre-Reading
During Reading **Alive Reading:** Whole group interactive read aloud with *The Dumpster Diver* by Janet S. Wong. Use the phrases from the previous day, and repeat them chorally. *Source: ArtsLit* http://www.artslit.org/activity.php?id=5
Post Reading Students complete the **Comprehension 4 Square** **Mix-Pair-Share** to share answers (Kagan pg. 6.46) The class mixes until the teacher calls “pair”. Students find a new partner to discuss or answer the teacher’s questions. *Source: Kagan*
Reflection Add new Wonderings and Learnings to the Inquiry Wall. Move post-its from What I Think I Know to Yes, I was Right! and Misconceptions.
Centers (one per day, capture documentation on Seesaw) **Creative:** Visual Vocabulary. Use construction paper to create a visual example of your vocabulary word, explain on the bottom of the paper why you chose to illustrate it the way you did **Foundational:** Scavenger Hunt for syllable type words (find words in the text that follow particular patterns) **Reading/Writing:** See-Think-Wonder with pictures from the text

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Day Four

Building Community

Bragging Dude/Counting Dude

Students wear vocabulary lanyards and divide into 2 groups - “Bragging Dudes” and “Counting Dudes.” Each group stands on one side of room.
The “Dudes” pair up, introduce themselves and role play their word.
The “Bragging Dude” must make a 7 word sentence (the number of words may be changed depending on the age of students).
The “Counting Dude” must determine if the sentence is long enough, makes sense, and if the word was used correctly. If yes, the “Bragging Dude” gets to do a quiet cheer, happy dance, etc.
Then students switch roles and repeat.
Source: Word Nerds http://schd.ws/hosted_files/gisddesignyourownlearningpr2015/68/Word%20Nerds%20All.pdf

Pre-Reading

Introduce New Vocabulary: vase, sturdy, design, clatter

Stand up/Hand up/pair up: Students find a new partner (Kagan pg. 6.74)

Tableau: Discuss meaning of each word in pairs and create a frozen pose to represent the word
Multiple sources: http://www.artslit.org/activity.php?id=6, http://www.theteachertoolkit.com/index.php/tool/tableau, https://dramaresource.com/tableaux/

Chalk Talk:

Teacher makes 4 posters with a word in a circle at the center (recycle, reuse, reduce, repurpose).
A group of students start at one of the posters and silently write any thoughts they have on the topic for one minute. They may also extend on or politely comment on other’s comments.
After the minute is up, each group will move to the next poster and follow the same process. This will continue until they arrive back at their original poster and have an opportunity to read all the new comments.
Posters should then be displayed throughout unit.
Source: Making Thinking Visible, Project Zero http://www.ronritchhart.com/MTV_Videos.html

Found Poetry:

In preparation, select words and phrases from the text *The Adventures of a Plastic Water Bottle*. Enlarge the words and phrases and cut into pieces of paper, each with a word or phrase. Place pieces of paper in individual envelopes, one per group.
Procedure:
1. Give each group an envelope of words and phrases from the text.
2. Ask the group to collaboratively create a poem from the words and phrases they are given. Stress there is no “right answer” (they aren't trying to guess how the text is arranged in the original).
3. When each group has had about 10 minutes to form their words into a poem, ask them to create and rehearse a choral reading of their poem to perform for the larger group.
4. Encourage them to repeat words or phrases, read parts in unison, parts in rounds, and/or to include sound effects or movement in their reading. "Try to bring your poem to life."
Reflection: Ask the group what themes they have identified through the poems. Was emphasis put on particular words in the choral reading? Why? Ask the group to make predictions about the text and, after reading the text, check to see what predictions were correct.
*Document on Seesaw
Source: ArtsLit http://artslit.org/activity.php?id=6

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During Reading
Post Reading
Reflection Add new Wonderings and Learnings to the Inquiry Wall. Move post-its from What I Think I Know to Yes, I was Right! and Misconceptions.
Centers (one per day, capture documentation on Seesaw) **Creative:** Make clay sculptures to represent vocabulary words **Foundational:** Scavenger Hunt for trick words (find trick words in the text) **Reading/Writing:** Sentence-Phrase-Word with pages from the text

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Day Five
Building Community **Word Charades:** Students work in small groups to act out a vocabulary word, while the rest of class guesses the word. Variations can include skits, tableaux, or skits with words that represent the vocabulary word. *Source: Word Nerds http://schd.ws/hosted_files/gisddesignyourownlearningpr2015/68/Word%20Nerds%20All.pdf*
Pre-Reading: **Introduce New Vocabulary:** common, mold, light, clip **Stand up/Hand up/pair up:** Students find a new partner (Kagan 6.74) **Tableau:** Discuss meaning of each word in pairs and create a frozen pose to represent the word *Multiple sources: http://www.artslit.org/activity.php?id=6, http://www.theteachertoolkit.com/index.php/tool/tableau, https://dramaresource.com/tableaux/*
During Reading **Adventures Off the Page:** Pairs of students are assigned specific pages in *The Adventures of a Plastic Bottle* by Alison Inches that align with the different settings/adventures in the journey of the plastic bottle. The pairs read through their pages together and discuss how they can act out what happens on these pages. Focus should be on identifying and incorporating the key details. Partners will act out their pages while either they read the text or it is being read aloud by another student. Observing students will take notes on post-its of the setting and key details of each of the water bottle adventures.
Post Reading Students transfer their notes onto graphic organizer explaining *The Adventures of a Water Bottle*
Reflection Add new Wonderings and Learnings to the Inquiry Wall. Move post-its from What I Think I Know to Yes, I was Right! and Misconceptions.
Centers (one per day, capture documentation on Seesaw) **Creative:** Make clay sculptures to represent vocabulary words **Foundational:** Scavenger Hunt for trick words (find trick words in the text) **Reading/Writing:** Sentence-Phrase-Word with pages from the text

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Day Six

Building Community

Vocabulary Rap

Students rap vocabulary words, synonyms, and antonyms to music. Example of rap stem: "When I say ____, you say_____ (synonym or antonym). Another variation is to have students make up their own rap and put it to music and dance.

Source: Word Nerds http://schd.ws/hosted_files/gisddesignyourownlearningpr2015/68/Word%20Nerds%20All.pdf

Pre-Reading

Introduce New Vocabulary: sterilize, container, adventure, bale

Stand up/Hand up/pair up: Students find a new partner (Kagan 6.74)

Tableau: Discuss meaning of each word in pairs and create a frozen pose to represent the word

Multiple sources: http://www.artslit.org/activity.php?id=6, http://www.theteachertoolkit.com/index.php/tool/tableau, https://dramaresource.com/tableaux/

During Reading

Post Reading

Inside-Outside Circle: (Kagan 6.38)

Students form two concentric circles and face a partner to share what they recorded on the graphic organizer the day before. After they compare answers from one section, the inside circle rotates clockwise to a new partner to compare answers for the next section. This continues until all sections are covered.

Source: Kagan http://travisengagement.weebly.com/uploads/5/1/5/7/5157938/inside_outside_circle.pdf

Animal Sounds Pairing: (Kagan pg. 7.15)

*Make connections between water bottle life cycle and animal life cycle

Randomly hand out Kagan Animal Sound Cards to students

Students may mix and trade cards, until you call "stop". Then students make their animals sounds and gather with their teammates.

Source: Kagan

Fan-N-Pick (Kagan pg. 6.30))

Teacher creates questions based on *The Adventures of a Plastic Water Bottle*.

In animal sound groups (4), each student has a job

Student 1 hold the question cards in a fan, and says "Pick a card, any card"

Student 2 picks a card, reads the questions aloud and allows five seconds of wait time

Student 3 answers the question

Student 4 responds to the answer (checks the answer, then praises or tutors)

Source: Kagan https://www.smore.com/msfv9-fan-n-pick

Reflection

Add new Wonderings and Learnings to the Inquiry Wall. Move post-its from What I Think I Know to Yes, I was Right! and Misconceptions.

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Centers (one per day, capture documentation on Seesaw)
Creative: Make clay sculptures to represent vocabulary words
Foundational: Scavenger Hunt for trick words (find trick words in the text)
Reading/Writing: Sentence-Phrase-Word with pages from the text

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Day 7

Building Community

This is not a stick (water bottle):

1. Gather participants in a circle and let them know that this activity should happen in complete silence.
2. Use a broom or mop handle or similar "stick" for this activity. Model how the stick can become an imaginary object. Use the object endowing it with all of the qualities of the imaginary object.
3. Hand the stick to the next person in the circle. She first has to treat is as the object you handed her, then she will transform it into something completely new and hand it to the next person.
4. Continue around the circle.

Source: ArtsLit http://artslit.org/activity.php?id=1

Pre-Reading:

Introduce New Vocabulary: environment, impact, separate, create

Stand up/Hand up/pair up: Students find a new partner (Kagan pg. 6.74)

Tableau: Discuss meaning of each word in pairs and create a frozen pose to represent the word

Multiple sources: http://www.artslit.org/activity.php?id=6, http://www.theteachertoolkit.com/index.php/tool/tableau, https://dramaresource.com/tableaux/

Icons:

1. Place students in small groups (4-7 students).
2. At each table, select key words or phrases from the text *Where Does the Garbage Go?* and scatter them in the center of the table (we usually use the same words at each table so we end up with multiple visual interpretations of the same text).
3. Students browse through the words and phrases and make sure they know the meanings. They can ask each other or consult dictionaries.
4. Review any unfamiliar words with the entire class.
5. Show Kara Walker's art installations as a model.
6. Give each student a large sheet of paper. We like using black, poster board-size paper. Have each students select a word or phrase and cut-out a silhouette representing that word.
7. Hang all the silhouettes around the room.
8. In pairs students can browse the exhibit and discuss the phrases and words that are represented visually.

The class will end up with an art installation surrounding the room. This creates a visual architecture of the story that can then be read and studied in class.

Source: ArtsLit http://artslit.org/activity.php?id=6

During Reading

Post Reading

Reflection

Add new Wonderings and Learnings to the Inquiry Wall. Move post-its from What I Think I Know to Yes, I was Right! and Misconceptions.

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Centers (one per day, capture documentation on Seesaw)
Creative: Vocab Illustrations. Students use the letters of the vocabulary word to create a drawing that represents the meaning of the word.
Source: Word Nerds http://schd.ws/hosted_files/gisddesignyourownlearningpr2015/68/Word%20Nerds%20All.pdf
Foundational: Word Sort - words from text are written on index cards, and can be sorted by syllable type, beginning/middle/ending sounds, vowel sounds, etc.
Reading/Writing - Color/Symbol/Image Template. Using the template, students choose a color, a symbol, and an image that represents the main idea of a text. They may need an initial explanation of the difference between a symbol (a representation, like an icon) and an image (more like a picture).
Source: Making Thinking Visible, Project Zero
http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/ColourSymbolImage/ColourSymbolImage_Routine.html

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Day 8

Building Community

Treasure of the Day

Today I saw _____, I can reuse it as _____.

*Repeat activity from week 1, ask students to come up with different ideas based on what they've learned

Pre-Reading

Introduce New Vocabulary: compost, impact, separate, create

Stand up/Hand up/pair up: Students find a new partner (Kagan pg. 6.74)

Tableau: Discuss meaning of each word in pairs and create a frozen pose to represent the word

Multiple sources: http://www.artslit.org/activity.php?id=6, http://www.theteachertoolkit.com/index.php/tool/tableau, https://dramaresource.com/tableaux/

During Reading

Mix-Freeze-Group (Kagan pg. 6.44)

Students count off by 5s. Teacher calls "mix." Students mix around until the teacher calls "freeze" and gives the direction for students to form groups of 5, everyone with a different number.

Source: Kagan http://cooperativelearningstrategies.pbworks.com/w/page/28234830/Mix%20Freeze%20Group

Choosing Importance

Preparation: Students should each have a section of text to read, after having already read the complete text.

Procedure:

1. Ask the students to individually read back through the text and choose a crucial line or phrase.
2. Have them practice reading the line or phrase and ask their small group if they have any questions regarding meaning or pronunciation.
3. As a class, the students individually will stand and call out the lines or phrases at random, keeping the pace moving without any gaps.
4. If time allows, ask student to write or explain the reason why they selected their line. This can then lead into a group discussion.

Reflection:

What makes a line important? Why did you choose the line that you did?

Source: ArtsLit http://www.artslit.org/activity.php?id=5

Post Reading

Reflection

Add new Wonderings and Learnings to the Inquiry Wall. Move post-its from What I Think I Know to Yes, I was Right! and Misconceptions.

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Centers (one per day, capture documentation on Seesaw)
Creative: Vocab Illustrations. Students use the letters of the vocabulary word to create a drawing that represents the meaning of the word.
Source: Word Nerds http://schd.ws/hosted_files/gisddesignyourownlearningpr2015/68/Word%20Nerds%20All.pdf
Foundational: Word Sort - words from text are written on index cards, and can be sorted by syllable type, beginning/middle/ending sounds, vowel sounds, etc.
Reading/Writing - Color/Symbol/Image Template. Using the template, students choose a color, a symbol, and an image that represents the main idea of a text. They may need an initial explanation of the difference between a symbol (a representation, like an icon) and an image (more like a picture).
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Day 9

Building Community
*Use this strategy again, remind students that they learned this the first week, use a variety of words introduced in unit
Chain Link:
Students wear lanyards with a vocabulary word. Select one student to come to front of classroom and pronounce the word and say its meaning.
The rest of the class tries to make a connection with the vocabulary word and their word (the connection does not necessarily have to be synonym or antonym, as long as the student can justify the connection.)
When some hands are raised, call one a student to justify their connection to the first word. If the connection makes sense, the two students link arms.
Ask if another student has a connection to either of the words, and repeat the process.
The goal is to have all students linking arms. Students do not want to be the last student standing that does not have a connection.
Source: Word Nerds http://schd.ws/hosted_files/gisddesignyourownlearningpr2015/68/Word%20Nerds%20All.pdf

Pre-Reading

During Reading
Gestures of Great Importance
Students will group together with the classmates that read the same section of text the day before
The groups will reread their section of the text and discuss what they found the most important or impactful from the day before
They group members will determine 3-5 gestures that demonstrate the impactful parts of that section of text
Each group will read aloud their section of the text to the class making the gestures they developed.

Post Reading:
4 Square Connection to Self
Students will individually choose the line they found most impactful from the text (it does not have to be the one they came up with before)
Then write how the quote relates to:

- Who you are
- What's important to you
- What difference you can make
- What your plans are to make that difference

Students will read their 4 square to a partner and a few can be shared aloud to the class.

Reflection
Add new Wonderings and Learnings to the Inquiry Wall. Move post-its from What I Think I Know to Yes, I was Right! and Misconceptions.

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Centers (one per day, capture documentation on Seesaw)
Creative: Vocab Illustrations. Students use the letters of the vocabulary word to create a drawing that represents the meaning of the word.
Source: Word Nerds http://schd.ws/hosted_files/gisddesignyourownlearningpr2015/68/Word%20Nerds%20All.pdf
Foundational: Word Sort - words from text are written on index cards, and can be sorted by syllable type, beginning/middle/ending sounds, vowel sounds, etc.
Reading/Writing - Color/Symbol/Image Template. Using the template, students choose a color, a symbol, and an image that represents the main idea of a text. They may need an initial explanation of the difference between a symbol (a representation, like an icon) and an image (more like a picture).
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Day 10

Building Community

Bragging Dude/Counting Dude

Students wear vocabulary lanyards and divide into 2 groups - “Bragging Dudes” and “Counting Dudes.” Each group stands on one side of room.
The “Dudes” pair up, introduce themselves and role play their word.
The “Bragging Dude” must make a 7 word sentence (the number of words may be changed depending on the age of students).
The “Counting Dude” must determine if the sentence is long enough, makes sense, and if the word was used correctly. If yes, the “Bragging Dude” gets to do a quiet cheer, happy dance, etc.
Then students switch roles and repeat.
Source: Word Nerds *http://schd.ws/hosted_files/gisddesignyourownlearningpr2015/68/Word%20Nerds%20All.pdf*

Pre-Reading

During Reading

Post Reading

Mix-Freeze-Group (Kagan pg. 6.44)

Students count off by 5s. Teacher calls “mix.” Students mix around until the teacher calls “freeze” and gives the direction for students to form groups of 5, everyone with a different number.

Source: Kagan *http://cooperativelearningstrategies.pbworks.com/w/page/28234830/Mix%20Freeze%20Group*

Mind Map:

(This serves as a formative assessment of student learning of essential question.)
One student in the group writes “How can we positively impact our environment?” in the center of butcher paper.
Each student in the group simultaneously adds to the poster with colored markers:
a. Write additional questions
b. Draw images relating to the big idea
c. Write a story
d. Describe a personal connection
e. Explore the dimensions of the idea by writing definitions of words and synonyms.
Source: ArtsLit *Mind Map Instructions*

Gallery Walk:

Groups circulate through the room to view the other mind maps
Each student will write down one insight and one question they have for each mind map they view
Groups will explain their mind maps to the class, listen to insights, and answer questions.

Reflection

Add new Wonderings and Learnings to the Inquiry Wall. Move post-its from What I Think I Know to Yes, I was Right! and Misconceptions.

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Centers (Complete one each day, document on Seesaw)
Creative: Vocabulary Rings. Student created flash cards made from index cards stored on a ring. On the front of the card print the word and draw a picture, using their vocabulary journal as a reference. On the back is a 7 word sentence using the word.
Source: Word Nerds *http://schd.ws/hosted_files/gisddesignyourownlearningpr2015/68/Word%20Nerds%20All.pdf*
Foundational: Bean bag game (use pictures that coordinate with theme; beginning, ending, medial sounds, syllables, etc)
Reading/Writing: Compare and contrast two of the texts that we have read (*Dumpster Diver, The Adventures of a Water Bottle, Where Does The Garbage Go?*). What are some similar things you learned from both texts? What were some different things you learned from each text? Complete the graphic organizer.

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Day 11

Building Community
Word Charades:
Students work in small groups to act out a vocabulary word, while the rest of class guesses the word. Variations can include skits, tableaux, or skits with words that represent the vocabulary word.
Source: Word Nerds *http://schd.ws/hosted_files/gisddesignyourownlearningpr2015/68/Word%20Nerds%20All.pdf*

Pre-Reading

During Reading

Post Reading
Trash Sorting Activity:
Part One:
- Teacher lays out different types of (clean) trash.
- Students sort the materials from the garbage into what they think could be reused, repurposed, or recycled, and what remains is waste.
- Reflection: "How did you decide which group to put the trash in?"

Part Two:
- Teacher lays out different types of recyclable plastics
- Students sort the plastics by the number inside of the recycling sign on the bottom
- Students make observations about what the objects look like in each group
- Students make predictions as to why they think that each type of plastic is used for its purpose.

Part Three:
- Teacher discusses the STEM project for the following day (Shrinking cup)
- Students discuss which plastic would work best for the project and why
- Experiment is conducted the next day with different types of plastic cups

Reflection
Add new Wonderings and Learnings to the Inquiry Wall. Move post-its from What I Think I Know to Yes, I was Right! and Misconceptions.

Centers (Complete one each day, document on Seesaw)
Creative: Vocabulary Rings. Student created flash cards made from index cards stored on a ring. On the front of the card print the word and draw a picture, using their vocabulary journal as a reference. On the back is a 7 word sentence using the word.
Source: Word Nerds *http://schd.ws/hosted_files/gisddesignyourownlearningpr2015/68/Word%20Nerds%20All.pdf*
Foundational: Bean bag game (use pictures that coordinate with theme; beginning, ending, medial sounds, syllables, etc)
Reading/Writing: Compare and contrast two of the texts that we have read (*Dumpster Diver, The Adventures of a Water Bottle, Where Does The Garbage Go?*). What are some similar things you learned from both texts? What were some different things you learned from each text? Complete the graphic organizer.

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Day 12

Building Community

Vocabulary Rap

Students rap vocabulary words, synonyms, and antonyms to music. Example of rap stem: “When I say ____, you say_____ (synonym or antonym).

Source: Word Nerds http://schd.ws/hosted_files/gisddesignyourownlearningpr2015/68/Word%20Nerds%20All.pdf

Pre-Reading

During Reading

Post Reading

STEM ACTIVITY: Shrinking the Plastic Cups

To make the decorations: 1) Color the cups with permanent markers. 2) Cut 1-2″ slits in the top rim to help the cup separate. 3) Place on a baking sheet and bake for one minute at 350° F. Watch carefully so they don’t burn and wait 10 minutes before touching the plastic after they come out of the oven.

(What happens when you heat the cups? The heat is changing the alignment of the polymer chains within the plastic. In the cup manufacturing process, a polymer resin is heated, extruded, rolled into flat sheets and then molded. This process aligns the polymers into an orderly pattern, but the heat of the oven returns them to their naturally disordered, clumped state.

How come this activity only worked on the #6 polystyrene cup? Only one of the cup types melted. The #6 PS melted but the #1 PETE just turned a bit white at the edges. The type of polystyrene used in the cup has a lower melting point than the polyethylene terephthalate in the #1 cup. We would need an oven set to almost 500° F to melt the PETE. When I put the #1 cups under the broiler they finally started to crumple and melt. But they weren’t nearly as pretty as the #6 cups!)



Pairs Compare: (Kagan pg. 6.52)

After completing the experiment, students use the “Pairs Compare” strategy to reflect on several questions:

What does the experiment have to do with what you’ve learned about recycling? Is this an example of recycling, reusing, repurposing, or reducing? and why? What other ideas do you have for STEM projects/experiments you could do with other materials?

Source: Kagan http://www1.center.k12.mo.us/edtech/portfolio/Resources/Teambuilding/Pairs%20Compare.pdf

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Reflection
Add new Wonderings and Learnings to the Inquiry Wall. Move post-its from What I Think I Know to Yes, I was Right! and Misconceptions.

Centers (Complete one each day, document on Seesaw)
Creative: Vocabulary Rings. Student created flash cards made from index cards stored on a ring. On the front of the card print the word and draw a picture, using their vocabulary journal as a reference. On the back is a 7 word sentence using the word.
Source: Word Nerds http://schd.ws/hosted_files/gisddesignyourownlearningpr2015/68/Word%20Nerds%20All.pdf
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Reading/Writing: Compare and contrast two of the texts that we have read (*Dumpster Diver, The Adventures of a Water Bottle, Where Does The Garbage Go?*). What are some similar things you learned from both texts? What were some different things you learned from each text? Complete the graphic organizer.

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Day 13
Building Community **This is not a stick (water bottle):** 1. Gather participants in a circle and let them know that this activity should happen in complete silence. 2. Use a broom or mop handle or similar "stick" for this activity. Model how the stick can become an imaginary object. Use the object endowing it with all of the qualities of the imaginary object. 3. Hand the stick to the next person in the circle. She first has to treat is as the object you handed her, then she will transform it into something completely new and hand it to the next person. 4. Continue around the circle. *Source: ArtsLit http://artslit.org/activity.php?id=1*
Pre-Reading
During Reading **Pair & Share Research: (Kagan 6.84)** Teacher models/gives examples of grade level appropriate research reports and a graphic organizer. **Nutty Professor:** Students read article with a partner in a dramatic voice. **Annotation:** Teacher gives mini lesson on annotation. Students reread article independently and annotate key ideas. **Mystery Word Hunt:** Circle unknown words while reading. **Wonder Word Game:** Student reads text once. Create a numbered outline that represents the number of sentences in the text. Look at each sentence and underline 3 keywords (can bargain for more if it is a long sentence). Don't use words from the text title in outline. Can use post its to draw pictures or symbols to scaffold. Test the Words. If the chosen words are truly keywords, then you can look at them and restate the original sentence in your own words. Continue through the text until your outline is complete.
Post Reading From annotation: Fill out **graphic organizer** with key details from the text **Vocabulary splash** with unknown words from Mystery Word Hunt. Find definitions for unknown words and add to Vocabulary Wall.
Reflection Add new Wonderings and Learnings to the Inquiry Wall. Move post-its from What I Think I Know to Yes, I was Right! and Misconceptions.

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Centers (Complete one each day, document on Seesaw)
Creative: PSA Poster. What you can do to have a positive impact on your environment? Students demonstrate what they have learned about recycling, reusing, reducing, and repurposing in a poster to be hung up around the school.
Foundational: Standard sound cards - students create words from letter cards (can be certain syllable types, word families, etc)
Reading/Writing: Affixes. add prefixes and suffixes to your vocabulary words to see if they make real words, and discuss with a partner how adding the affix changes the meaning of the word. Write results on a graphic organizer.

Day 14

Building Community
Treasure of the Day
Today I saw _____, I can reuse it as _____.

Pre-Reading

During Reading

Post Reading

- Teacher models writing research report, gives examples and non-examples, and rubric
- Students work independently to write their research report
- Teacher pulls students in small group to conference, gives editing advice
- Students revise writing

Reflection
Add new Wonderings and Learnings to the Inquiry Wall. Move post-its from What I Think I Know to Yes, I was Right! and Misconceptions.

Centers (Complete one each day, document on Seesaw)
Creative: PSA Poster. What you can do to have a positive impact on your environment? Students demonstrate what they have learned about recycling, reusing, reducing, and repurposing in a poster to be hung up around the school.
Foundational: Standard sound cards - students create words from letter cards (can be certain syllable types, word families, etc)
Reading/Writing: Affixes. add prefixes and suffixes to your vocabulary words to see if they make real words, and discuss with a partner how adding the affix changes the meaning of the word.

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Day 15

Building Community
Chain Link:
Students wear lanyards with a vocabulary word. Select one student to come to front of classroom and pronounce the word and say its meaning.
The rest of the class tries to make a connection with the vocabulary word and their word (the connection does not necessarily have to be synonym or antonym, as long as the student can justify the connection.)
When some hands are raised, call one a student to justify their connection to the first word. If the connection makes sense, the two students link arms.
Ask if another student has a connection to either of the words, and repeat the process.
The goal is to have all students linking arms. Students do not want to be the last student standing that does not have a connection.
Source: Word Nerds http://schd.ws/hosted_files/gisddesignyourownlearningpr2015/68/Word%20Nerds%20All.pdf

Pre-Reading

During Reading

Post Reading:
Students present research report to peers in small group. Peers give each other feedback using the "Two Stars and a Wish" protocol.

Two stars and a wish (Assessmentforlearning.edu)

Students identify two positive aspects of the work of a peer and then express a wish about what the peer might do next time in order to improve another aspect of the work. 'I want to give you a star for the start of your story and a star for the way you described the house. I wish that you will tell us more about Billy.'

Teachers model this strategy several times, using samples of student work, before asking the students to use the strategy in pairs on their own. They check the process and ask pairs who have implemented the strategy successfully to demonstrate it to the whole group.

Reflection
Add new Wonderings and Learnings to the Inquiry Wall. Move post-its from What I Think I Know to Yes, I was Right! and Misconceptions.

Centers (Complete one each day, document on Seesaw)
Creative: PSA Poster. What you can do to have a positive impact on your environment? Students demonstrate what they have learned about recycling, reusing, reducing, and repurposing in a poster to be hung up around the school.
Foundational: Standard sound cards - students create words from letter cards (can be certain syllable types, word families, etc)
Reading/Writing: Affixes. add prefixes and suffixes to your vocabulary words to see if they make real words, and discuss with a partner how adding the affix changes the meaning of the word.

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Day 16
Building Community **Bragging Dude/Counting Dude** Students wear vocabulary lanyards and divide into 2 groups - “Bragging Dudes” and “Counting Dudes.” Each group stands on one side of room. The “Dudes” pair up, introduce themselves and role play their word. The “Bragging Dude” must make a 7 word sentence (the number of words may be changed depending on the age of students). The “Counting Dude” must determine if the sentence is long enough, makes sense, and if the word was used correctly. If yes, the “Bragging Dude” gets to do a quiet cheer, happy dance, etc. Then students switch roles and repeat. *Source: Word Nerds http://schd.ws/hosted_files/gisddesignyourownlearningpr2015/68/Word%20Nerds%20All.pdf*
Pre-Reading
During Reading
Post Reading Teacher shows examples of PSAs Students respond to questions: ● What did you notice? ● How did it make you feel? Students are grouped according to topic, and decide which facts from their research reports would be the most powerful to use in their PSA Teacher introduces the PSA storyboard template Students fill in PSA template
Reflection Add new Wonderings and Learnings to the Inquiry Wall. Move post-its from What I Think I Know to Yes, I was Right! and Misconceptions.
Centers **Creative:** Design challenge - make a car that moves on its own using: **-** Empty juice box - 4 bottle tops (the ones from fruit or baby squeezers) - Small piece of molding clay (any type will do) - Two small skewers or one long one you can cut down to size - 3 straws (one needs to have the flexible head) - Duct tape

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- Balloon
Foundational: Pony bead patterns. Students take a card from the deck and create the pattern for the word on a pipe cleaner with pony beads (consonants are pink, vowels are yellow, glued sounds are green, suffixes are gold.)
Reading/Writing: Jeopardy game
Source: Word Nerds http://schd.ws/hosted_files/leadersinliteracyconference2016/1c/Word%20Nerds%20Celebrations.pdf

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Day 17
Building Community **Word Charades:** Students work in small groups to act out a vocabulary word, while the rest of class guesses the word. Variations can include skits, tableaux, or skits with words that represent the vocabulary word. *Source: Word Nerds http://schd.ws/hosted_files/gisddesignyourownlearningpr2015/68/Word%20Nerds%20All.pdf*
Pre-Reading:
During Reading:
Post Reading: Teacher introduces storyboard template for the PSA Each group member creates a storyboard for the PSA Group members present storyboard to group Students use “Two Stars and a Wish” feedback protocol
Reflection Add new Wonderings and Learnings to the Inquiry Wall. Move post-its from What I Think I Know to Yes, I was Right! and Misconceptions.
Centers: **Creative:** Design challenge - make a car that moves on its own using: **-** Empty juice box - 4 bottle tops (the ones from fruit or baby squeezers) - Small piece of molding clay (any type will do) - Two small skewers or one long one you can cut down to size - 3 straws (one needs to have the flexible head) - Duct tape - Balloon **Foundational:** Pony bead patterns. Students take a card from the deck and create the pattern for the word on a pipe cleaner with pony beads (consonants are pink, vowels are yellow, glued sounds are green, suffixes are gold.) **Reading/Writing:** Jeopardy game *Source: Word Nerds http://schd.ws/hosted_files/leadersinliteracyconference2016/1c/Word%20Nerds%20Celebrations.pdf*

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Day 18
Building Community **Vocabulary Rap** Students rap vocabulary words, synonyms, and antonyms to music. Example of rap stem: “When I say ____, you say_____ (synonym or antonym). *Source: Word Nerds http://schd.ws/hosted_files/gisddesignyourownlearningpr2015/68/Word%20Nerds%20All.pdf*
Pre-Reading
During Reading
Post Reading Group combines individual storyboards into one storyboard, based on feedback from the prior day. Students create/practice/revise dialogue for PSA using PSA Script template. Refer back to the rubric.
Reflection Add new Wonderings and Learnings to the Inquiry Wall. Move post-its from What I Think I Know to Yes, I was Right! and Misconceptions.
Centers **Creative:** Design challenge - make a car that moves on its own using: **-** Empty juice box - 4 bottle tops (the ones from fruit or baby squeezers) - Small piece of molding clay (any type will do) - Two small skewers or one long one you can cut down to size - 3 straws (one needs to have the flexible head) - Duct tape - Balloon **Foundational:** Pony bead patterns. Students take a card from the deck and create the pattern for the word on a pipe cleaner with pony beads (consonants are pink, vowels are yellow, glued sounds are green, suffixes are gold.) **Reading/Writing:** Jeopardy game *Source: Word Nerds http://schd.ws/hosted_files/leadersinliteracyconference2016/1c/Word%20Nerds%20Celebrations.pdf*

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Day 19
Building Community **The Machine:** Ask students to think about the various machines we have learned about during this unit, as well as how they function and the sounds they would make). One student comes to the center of the circle and starts a repetitive sound and motion, once the first student's sound and movement are established another student makes a different sound and motion, connecting themselves to the first student. Additional students come forward with different sounds and motions connecting themselves to the existing parts of the machine. Reflect on the parts of the machine and how it worked. *Source: Zoomy Zoomy, Spolin* *http://dbp.theatredance.utexas.edu/content/machines*
Pre-Reading
During Reading
Post Reading Students film the first take of their PSA, then give themselves feedback Edit/Revise Students show their PSA to another group, group evaluates using "Two Stars and a Wish" Edit/Revise
Reflection
Centers Complete any unfinished work & develop PSA

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Day 20
Building Community **Block Party** Students wear their vocabulary lanyards. Cookies, plates, festive napkins may be part of this celebration. Teacher calls a vocabulary word, that person wearing that word stands and invites his synonyms and antonyms to his party. Students mingle with other vocabulary entourages, introducing themselves as their word, explaining their meaning, if they are a synonym or antonym of a word and their relationship. Students socialize while role-playing their words. *Source: Word Nerds* *http://schd.ws/hosted_files/leadersinliteracyconference2016/1c/Word%20Nerds%20Celebrations.pdf*
Pre-Reading
During Reading
Post Reading Group does final take of PSA
Reflection
Centers Complete any unfinished work & develop PSA

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Day 21

Building Community

Community Knot (We're all in this together)

This activity builds community by asking everyone to create a group knot and then figure out how to solve the problem of unraveling it. By adding discussion the activity move from one of only building community to one that is more focused on literacy and language development.

Procedure

1. Ask everyone to form a large circle around the room.
2. Each person takes the hands of the people next to him/her.
3. Explain, "Without letting go of the hands on either side of you, pass underneath the arms of two other people." The community will form a "knot."
4. Instruct that the students now need to work together to "untie" the knot.

Source: ArtsLit http://artslit.org/activity.php?id=1

Pre-Reading

During Reading

Post Reading

Informance

Students showcase PSAs to family and friends, display unit work, tutors

Reflection

Students complete MSA questionnaire - reflect on experience

*Collect parent surveys as well

Centers

N/A

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WEEKLY OVERVIEW

WEEK #1 - Dumpster Diver

1	2	3
BC: This is not a stick	BC: Treasure of the day	BC: Chain Link
Pre Reading: Tableau Stand up/hand up/pair up Jot thoughts Inquiry wall Vocabulary wall	Pre Reading: Tableau Stand up/hand up/pair up Call and Response	During Reading: Alive Reading Post Reading: Comprehension 4 square Mix-Pair-Share
Centers: Visual vocabulary Syllable Scavenger Hunt See-Think-Wonder	Centers: Visual vocabulary Syllable Scavenger Hunt See-Think-Wonder	Centers: Visual vocabulary Syllable Scavenger Hunt See-Think-Wonder

WEEK #2 - The Adventures of A Plastic Bottle

4	5	6
BC: Bragging Dude/Counting Dude	BC: Word Charades	BC: Vocabulary Rap
Pre Reading: Microstorytelling Tableau Stand up/hand up/pair up Chalk Talk Found Poetry	Pre Reading: Tableau Stand up/hand up/pair up During Reading Pairs reading/acting out a section	Pre Reading: Tableau Stand up/hand up/pair up Post Reading: Inside-Outside Circle Animal Sounds Pairing Fan-N-Pick
Centers: Clay Sculptures Scavenger Hunt Trick Words Sentence-Phrase-Word	Centers: Clay Sculptures Scavenger Hunt Trick Words Sentence-Phrase-Word	Centers: Clay Sculptures Scavenger Hunt Trick Words Sentence-Phrase-Word

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WEEK #3 - Where Does Garbage Go?

7	8	9
BC: This is not a stick	BC: Treasure of the day	BC: Chain Link
Pre Reading: Microstorytelling Tableau Stand up/hand up/pair up Icons	Pre Reading: Tableau Stand up/hand up/pair up During Reading Mix-Freeze-Group Choosing Importance	Pre Reading: Tableau Stand up/hand up/pair up During Reading: Read section create gesture Post Reading: 4 square connection to self
Centers: Word Illustrations Word Sort Color Symbol Image	Centers: Word Illustrations Word Sort Color Symbol Image	Centers: Word Illustrations Word Sort Color Symbol Image

WEEK #4 - Connections & STEM Activities

10	11	12
BC: Bragging Dude/ Counting Dude	BC: Word Charades	BC: Vocabulary Rap
Post Reading: Mix-Freeze-Group Mind Map Gallery Walk	Post Reading: Recycling Sorting Activity	Post Reading: STEM Shrinking plastic cups
Centers: Vocab Rings Bean Bag Game Compare and Contrast 2 texts	Centers: Vocab Rings Bean Bag Game Compare and Contrast 2 texts	Centers: Vocab Rings Bean Bag Game Compare and Contrast 2 texts

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WEEK #5 - Individual Research

13	14	15
BC: This is not a stick	BC: Treasure of the day	BC: Chain Link
During Reading: Examples of research reports Graphic organizer Read in a dramatic voice Mini lesson on annotation Annotating with post its Circle unknown words while reading Post Reading: Graphic organizer with key details Vocabulary splash with unknown words	Post Reading Model writing research report Write research report Teacher conferences with students Students edit/revise	Post Reading: Students present research reports to peers in small group Two stars and a wish protocol
Centers: Affixes Create words with standard cards Poster	Centers: Affixes Create words with standard cards Poster	Centers: Affixes Create words with standard cards Poster

WEEK #6 - Develop Group PSA

16	17	18
BC: Bragging Dude/ Counting Dude	BC: Word Charades	BC: Vocabulary Rap
Post Reading: Examples of PSAs Respond to questions Students in topic groups Introduce PSA template Students complete PSA Template	Post Reading Introduce storyboard template for PSA Students individually create storyboard Students present storyboard to small group 2 stars and a wish for feedback	Post Reading: Cut and paste storyboards into one group Create dialogue for PSA Practice dialogue
Centers: Jeopardy Game Pony beads and pipe cleaners STEM juice box	Centers: Jeopardy Game Pony beads and pipe cleaners STEM juice box	Centers: Jeopardy Game Pony beads and pipe cleaners STEM juice box

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WEEK #7 - Finish PSA & Informance Prep

19	20	21
BC: The Machine	BC: Block Party	BC: Community knot
Post Reading: Film first take of PSA Self Feedback Edit/Revise Show to another group 2 Stars and a Wish protocol	Post Reading Final take of PSA & prepare for informance	Post Reading: Informance
Centers: Continue developing PSA in groups		

CENTERS AT A GLANCE

Creative	Foundational	Reading/Writing
Visual Vocabulary Word Illustrations Vocab Rings Poster Clay Sculptures STEM juice box	Syllable Scavenger Hunt Word Sort Bean Bag Game Create words with standard cards Scavenger Hunt Trick Words Pony beads and pipe cleaners	See-Think-Wonder Color Symbol Image Compare and Contrast 2 texts Affixes Sentence-Phrase-Word Jeopardy Game

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