

Unit of Inquiry Name: The Power of Plants		Estimated Time: 45 minutes Lesson # 22
Lesson Objective: Students use the Design Thinking Process to create the final product. (eBook)		Success Criteria: <ul style="list-style-type: none"> I can use the Design Thinking Process to create our ebook.
Anchor Phenomenon: A plant grows and changes over time. (Bean Time-Lapse)		
Integrated ELD Language Target: Apply understanding of how different text types are organized to interpret meaning.		
Key Vocabulary: ebook, informational text, text features (photographs, captions, headings, text boxes)		
Habit of Mind #15: Thinking Interdependently (Teamwork): Sensitive to the needs of others. Understanding that when people work together they are more powerful. Negotiates conflict constructively. (I can work with a team and learn from others!)		

Materials Needed	Prepare
<ul style="list-style-type: none"> Resource Slides PLAN chart created in Lesson 21 HOM #15: Thinking interdependently (Teamwork) card Book Creator Page Template Amazing Plants ebook sample 	<ul style="list-style-type: none"> Familiarize yourself with Book Creator and signing into Book Creator prior to this lesson. Practice searching for cover images in Book Creator and have a few images in mind before the class votes on the image during the explore section. Print: Book Creator Page Template for each student plus one for each group or have blank paper available to sketch eBook page design ideas. Create student groupings for each content idea (See Lesson 21).

Stage	Teacher Does	Student Does
<p>Lesson 22</p> <p>Launch/ Engage</p> <p>10 min.</p>	<p>Review the Design Thinking Process.</p> <p><i>We are using the Design Thinking Process to share our message about the power of plants and healthy eating. Let's check in on where we are in the process. Yesterday, you worked hard to create a PLAN for an eBook to share our message with a bigger audience. Today, we get to use our PLAN to CREATE our own eBook as a class!</i></p> <p>Open Book Creator website and Sign In.</p> <p><i>Let's take a look at the Book Creator Website. We are making a new eBook so what should I select first?</i> Allow for responses.</p> <p><i>Yes, I think we should select the box that says "+ New Book"</i></p> <p><i>Next, we need to choose a shape for our book. Let's select landscape.</i></p> <div data-bbox="342 738 1287 810" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Note: Landscape is suggested but you can choose others if desired.</p> </div> <p><i>Look, here's our very own eBook! Remember the parts of our eBook that we planned yesterday.</i> Refer to PLAN chart. <i>The first part we need to create is our cover. Let's think about our cover, what did we plan to include on the cover? Take a minute of private think time to think about our cover.</i></p> <p><i>Turn and talk: What do we want to include on the cover of our ebook?</i> Listen in on partnerships and select pairs to share out to the whole group. As students make suggestions, model exploring the tools.</p> <p><i>Great teamwork, eBook designers! Let's use a text box to add the title and the author.</i> Model inserting a text box. Select "+" to insert a text box. <i>What is our title?</i> Refer to the title chosen the day before on the PLAN chart. Have students chant the title as you type into the text box.</p>	<p>Students share what to select first in Book Creator. (1 minute)</p> <p>Students think to themselves about the cover design. (1 minute)</p> <p>Students turn and talk about what to include on their cover. (2 minutes)</p> <p>Students chant the title of their ebook. (1 minute)</p>

	<p>We can also add an image to our cover. Model inserting an image. Select “+” to insert an image. You will need to decide on a keyword to search such as plants.</p> <p>Let’s look at a few different options together. As you look at the images, think about which image best communicates our message. Let’s do a vote. How many choose image #1? How many for image #2? And how many for image #3? It looks like the image with the most votes is ____.</p> <p>You can also suggest to combine images if there is a close vote.</p> <p>Optional: Select “i” to change the background color.</p> <p>Co-create title page and table of contents page (if time allows).</p> <p>Movement Break</p>	<p>Students vote on which image best communicates their message. (2 minutes)</p> <p>Students engage in a movement break.(3 minutes)</p>
<p>Lesson 22</p> <p>Explore/ Explain</p> <p>30 min.</p>	<p><i>This is so exciting! Our eBook is going to be super powerful and we are going to be able to share our message with so many others.</i></p> <p><i>Let’s review all that we have learned about the power of plants and healthy eating by reviewing our Phenomena Wall.</i> Refer to class phenomena wall. <i>Let’s think about some of our favorite parts of this project and see if we can pick out one part of our learning that excites us and that we hope to share with others.</i></p> <p><i>Today we are going to be working in small groups. Since we are working together on this activity we will keep in mind the importance of teamwork and learning from others.</i> Show HOM #15: Thinking interdependently (Teamwork) card.</p> <p><i>Each group will be working on ONE of these content areas.</i> Display table of contents page or PLAN chart with ideas for content page.</p> <p><i>Is our eBook a narrative(fiction) or informational (nonfiction) text? That’s right it is going to be informational.</i></p> <p><i>Let’s think about the structure of an informational text. What do the pages look like in an informational text? Let’s take a look again at an informational ebook.</i></p>	<p>Students look at Phenomena Wall and identify something they are excited to share with others. (3 minutes)</p>

	<p>Display a page of the sample eBook Amazing Plants</p> <p><i>What do you notice about the structure of this page? How was it designed? What text features do you notice? Turn and talk to a partner about what you notice.</i></p> <p>Listen in on partnerships and select students to share who will highlight particular text features such as: photographs, heading, labels, text boxes, etc. If possible, align and connect this discussion to previous or future lessons in your literacy block.</p> <p><i>Awesome, now that we know more about the structure of pages in informational text, we are ready to start writing pages for our eBook. In your groups you are going to be writing a draft together. Each draft page should include a heading, an image and text.</i></p> <p><i>Also remember that our informational eBook has a message. Turn and tell your partner what our important message is.</i> Allow for partners to quickly remind each other of the message. <i>Yes, our eBook is going to deliver our message about ____.</i></p> <p>Break students into groups and give each student in the group a new blank paper or use the Book Creator Page Template as a guide for designing their page. Once initial ideas are created, distribute another template or blank sheet and encourage groups to create one together including as many ideas as possible. Listen in on groupings, supporting as needed. Draw attention to groups who are working well together, highlighting the Habit of Mind of working interdependently (teamwork).</p> <p>Sample content ideas:</p> <ol style="list-style-type: none"> 1) Introduction 2) Parts of a plant 3) Parts of a plant we eat 4) Healthy Eating 5) Data from Math Survey 6) Message to others - Video of Theatre <p>As students design their page, ask questions to help guide their process.</p> <div data-bbox="373 1432 1257 1498" style="background-color: #f0e6f0; padding: 5px; text-align: center;">Facilitator Questions</div>	<p>Students turn and talk about what they notice about the structures of the ebook page. (2 minutes)</p> <p>Students share informational text features. (2 minutes)</p> <p>Students remind partners about their message. (1 minute)</p> <p>Students work in teams. Each student produces ideas for their eBook page. They share ideas and then create one new image together as a team including ideas from each team member. (15 minutes)</p>
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Lesson 22 Reflect/ Evaluate 5 min.	<p><i>Writers, we have made lots of progress working together to CREATE our amazing and powerful ebook.</i> Review all the steps they've done on the design thinking process in slides. <i>Let's give ourselves a round of applause.</i></p> <p>Facilitate a class discussion.</p> <div><div>Discussion Question</div><ul style="list-style-type: none">• How does your page help deliver our message?</div>	Students share ways that their page delivers the class message. (3 minutes)
Lesson 22 Extension	Distribute students' Plant Investigation Notebooks . Guide students through recording their observations of their plant investigation. Remind students to draw what they see, write what they do to support its growth, and measure their plant using a LEGO duplo brick. Encourage students to add labels to describe the structures they see in their drawings.	

The Power of Plants project was designed by Lacy Szuwalski and Zoë Randall in collaboration with the Math, Tech, and VAPA team. Please join the Unit 4 Curriculum Discussion at <https://forms.gle/FNvpuj9ffgsSqcd8> to provide feedback and submit students' work.