

## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Introduction- Vocabulary Exploration
<b>Focus:</b>	Courageous Journeys and Quests

### Materials:

- White board or chart paper and appropriate marker.

### Opening

#### State the objective

- Introduce students to the theme by exploring the definitions and synonyms of the words courage, quest and journey.

#### Gain prior knowledge by asking students the following questions

- In your own words, what is courage?
- In your own words, what is a quest?
- In your own words, what is a journey?

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

#### Vocabulary Introduction

K-2

1. Write the words (courage, quest, journey) on a white board or chart paper
2. Under each word write the definition (which will also be used as a synonym).
  - Quest: a search
  - Journey: a trip
  - Courage: bravery
3. Explain to students that a SYNONYM is a different word that means the same as another word. To provide an example, ask students what a synonym for “big” is... (What is another word that means big? Answers could include giant, huge, large, etc). These words are synonyms for the word “big”.
4. To show students how the words can be used interchangeably, write “The dog is big.” on the board. Cross out “big” and write one of the synonyms on top of the word “big”. Ask students to read the new sentence with you. Does the sentence still have the same meaning?
5. To help students understand the meaning of the words courage, quest, and journey, you will use recreate sentences with synonyms.
6. Write – My dad went on a search for chips.- on the board. Read aloud with students. Ask students to tell you what happened in their own words. Cross out the word “search” and write “quest” above it. Reread the sentence with students. Does it mean

#### \*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

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<p>the same thing?</p> <ol style="list-style-type: none"> <li>7. Ask students volunteers to create their own sentence about a search. Write it on the board. Replace “search” with “quest”. Reread with students. Repeat until students understand the concepts and can create easily create sentences using the word quest.</li> <li>8. Repeat the same process, (steps 6 and 7) for the words courage and journey using the following starter sentences with synonyms. <ul style="list-style-type: none"> <li>• We went on a trip to Disneyland. (Replace “trip: with “journey”).</li> <li>• It takes bravery to go into a dark cave. (Replace “bravery” with “courage”).</li> </ul> </li> </ol>	
<b>Students Practice (“You do”)</b>	
<p>Allow students to work in groups to create a quest sentence. Begin a list of sentences under the word quest, written on the board. Add all student sentences, editing as needed.</p> <p>Allow students to work in groups to create a journey sentence. Begin a list of sentences under the word journey, written on the board. Add all student sentences, editing as needed.</p> <p>Allow students to work in groups to create a quest sentence. Begin a list of sentences under the word courage, written on the board. Add all student sentences, editing as needed.</p>	

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**What’s Important About That?:** This strategy allows for the debriefing to take a single student’s learning and thinking deeper. Unlike other strategies which encourage the facilitator to get the input of many students, this strategy focuses on one student’s opinion and thinking. Students are reminded of what they just participated in. The first question asking students generically, what is important about (that, use the words to describe the activity that was just completed. Ex. If you have just finished your homework time, the student is asked, “What is important about completing your homework?”) When one student responds, it is important to listen for what the student says is important about the activity that was just completed. Building on that statement, the question again is “What is important about that (whatever was stated by the student.) This process up to five times, each time taking the child’s understanding of what is important to a deeper level. At the end, the facilitator states, “Then what I heard you say is that the importance of (this activity that we just finished) is important because (fill in with the last thing that the student said.

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)

Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	A Picture Story- The Great Cookie Crusade
<b>Focus:</b>	Courageous Journeys and Quests

### Materials:

- Picture Story Template **OR** 3 sheets of drawing paper cut in half, a total of 6 half-sheets one per student
- Student created The Great Cookie Crusade Stories from Day 17
- Drawing Materials (crayons, etc)

### Opening

#### State the objective

- Students will illustrate their stories about journeys and quests
- Students will practice placing events in sequential order and using appropriate language regarding sequential order.

#### Gain prior knowledge by asking students the following questions

- What are examples of word that determine order? (First, next, last, then, finally, etc)
- Where might these words be placed when you are telling a story?

### Content (the "Meat")

#### Instruction/Demonstration ("I do" – "We do")

#### Using the Picture Story Template

K-1

Review The Great Cookie Crusade story created by the group. Give each student a copy of the A Picture Story handout. Ask students to help you read the words in the boxes. What could they draw that would belong in the "First" box? Continue gathering ideas from students for each box in on the handout.

2-5

Ask each student to review their The Great Cookie Crusade story by reading it to a partner. Give each student a copy of the A Picture Story handout. If needed, review the words located in the boxes.

**OR**

#### Half-Sheet Books

K-1

Review the Great Cookie Crusade story created by the group. Give each student 6 half-sheets of drawing paper. Each page will be used to create a picture book of the group story. Write the words First, Next, Then, After That, Then, Finally. Assist students on writing each word at the top of one of the pages. Staple the pages of each students book in order.

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

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<p>2-5 Ask each student to review their The Great Cookie Crusade story by reading it to a partner. Give each student 6 half-sheets of drawing paper. Each page will be used to create a picture book of the group story. Write the words First, Next, Then, After That, Then, Finally. Assist students on writing each word at the top of one of the pages. Staple the pages of each students book in order.</p>	
<b>Students Practice (“You do”)</b>	
<p>K-5 Allow students to complete their Picture Walk handouts or books.</p> <p>Allow time for students to share their handouts or books with a partner or the whole group.</p>	

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**Liked Best, Next Time (LBNT):** In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)



# A Picture Story

Story Title: \_\_\_\_\_

Sequence of Events:

First,	Next,	Then,
After that,	Then,	Finally,

## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Creative Writing- The Great Cookie Crusade
<b>Focus:</b>	Courageous Journeys and Quests

**Materials:**

- K-1<sup>st</sup> Creative Writing- The Great Cookie Crusade Template (for leader use only)
- 2<sup>nd</sup>-5<sup>th</sup> Creative Writing- The Great Cookie Crusade Handout (1 per student)
- Pencils

### Opening

#### State the objective

- Students will practice writing skills and imaginative writing techniques by filling in writing prompt about a journey or quest.

#### Gain prior knowledge by asking students the following questions

- What is your favorite kind of cookie?
- Have you ever made cookies? How?

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

**Creative Writing-**

K-1

Use The Great Cookie Crusade Template to lead the whole group through the creation of a story. Write one sentence at a time on the board or chart paper. Ask students for ideas to fill in the blanks. Have them vote to determine the final answer. Repeat for each sentence, allowing students to add sentences if they choose. Remember to model proper grammar, sentence structure and punctuation as you are writing their story.

Give student volunteers the opportunity to read the story aloud to the group several times. Students will be illustrating their story in a subsequent activity.

2-5

Give each student a The Great Cookie Crusade handout. Read through the story with students, explaining that they will be filling in the blanks to create their own unique cookie quests.

#### Students Practice (“You do”)

2-5

Allow students to complete their stories. Encourage them to use extra paper if they wish to make their story longer than the handout will allow. Students will be illustrating their story in a subsequent activity.

#### \*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

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Allow students time to share their stories with a partner or the small group.	
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### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**Four Step Debrief:** This strategy has four steps, each one designed to help the student “connect the dots” between the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future.

**Step 1:** Describe: Student(s) describe what they did during the activity.

**Step 2:** Interpret: Students answer one, some or all of the following questions:

What were your key learnings when you participated in this activity?

What skills did you need to utilize to participate in this activity?

How did you feel when participating in this activity?

**Step 3:** Generalize: How can you use the skills or your key learnings in your life?

**Step 4:** Apply: How can you use the skills or your key learnings at school?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## The Great Cookie Crusade Grades K-1

Our teacher was going to bake us cookies! She said she would bring them, but she needed our help. We needed to find a \_\_\_\_\_ so she could make the cookies. We really wanted cookies that tasted like

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We knew where to look. First, we went to \_\_\_\_\_.  
Next, we went to \_\_\_\_\_. We finally found the \_\_\_\_\_ that we needed at \_\_\_\_\_.

At the end of our quest, we \_\_\_\_\_

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Story written by \_\_\_\_\_



## The Great Cookie Crusade Grades 2-5

My teacher was going to bake my class cookies! She said she would bring them, but she needed my help. I needed to find a \_\_\_\_\_ so she could make the cookies. I really wanted cookies that tasted like

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I knew where to look. First, I went to \_\_\_\_\_.  
Next, I went to \_\_\_\_\_. I finally found the \_\_\_\_\_ that I needed at \_\_\_\_\_.

At the end of my quest, I \_\_\_\_\_

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Story written by \_\_\_\_\_

## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Woman Paddles 40 Miles
<b>Focus:</b>	Courageous Journeys and Quests

**Materials:**

- Reading Selection Handout- Woman Paddles for Breast Cancer
- Story Map #5

### Opening

#### State the objective

- Introduce students to young people who have taken courageous journeys or quests

#### Gain prior knowledge by asking students the following questions

- What does it mean to be courageous?
- Do you know any people who have displayed courage? How and why?

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

**Reading the Selection-**

Depending on the age level of your group, choose one of the following ways to read the story:

- Read Aloud- the leader or a capable student can read the story aloud to the group
- Small Group Reading- students can form small groups and take turns reading portions of the story to one another.
- Partner Reading- students can form partners and take turns reading the story to one another.
- Individual Reading- Students will read the story to themselves.

#### Students Practice (“You do”)

**Map It Out!**

- Give each student a Story Map #5 Handout.
- Students will use words or pictures to answer the questions in the appropriate boxes or bubbles.

Students can share their story maps with a partner or the whole group when completed.

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

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### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**What's Important About That?:** This strategy allows for the debriefing to take a single student's learning and thinking deeper. Unlike other strategies which encourage the facilitator to get the input of many students, this strategy focuses on one student's opinion and thinking. Students are reminded of what they just participated in. The first question asking students generically, what is important about (that, use the words to describe the activity that was just completed. Ex. If you have just finished your homework time, the student is asked, "What is important about completing your homework?") When one student responds, it is important to listen for what the student says is important about the activity that was just completed. Building on that statement, the question again is "What is important about that (whatever was stated by the student.) This process up to five times, each time taking the child's understanding of what is important to a deeper level. At the end, the facilitator states, "Then what I heard you say is that the importance of (this activity that we just finished) is important because (fill in with the last thing that the student said.

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
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- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

#### Modification:

With younger students, you may want to recreate the story map on a white board or piece of chart paper and fill it in as a class.

You may also want to highlight certain areas to read to younger students, or paraphrase the reading selection as you deem appropriate.

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# Woman Paddles 40 Miles for Breast Cancer Fundraiser

--By LAYLAN CONNELLY  
THE ORANGE COUNTY REGISTER

DANA POINT – When Jodie Nelson felt exhaustion set in as she dug her paddle into the cold ocean, she would look down at the top of her Stand Up Paddleboard for motivation.

There read the names of loved ones who have passed away or have battled breast cancer – and those people were the reasons why Nelson was attempting what no woman had done before.

In an attempt to raise awareness and money for breast cancer education, Nelson, of San Clemente, paddled nearly 40 miles from Catalina to Dana Point on Saturday, a feat that only three or so men – one being famous waterman Laird Hamilton — have completed.

After watching helplessly as close friend Angela Robinson become ill from breast cancer and chemotherapy treatments, Nelson wanted to somehow show support.

At first, Robinson didn't like the dangerous idea. But she soon realized there was no talking Nelson out of it.

Nelson trained hard, spending long days paddling along the coast. She started the paddle at about 6:15 a.m., hours earlier than others doing a relay as part of the Ohana Ocean Catalina Challenge. She was the only person doing a solo paddle.

A few hours in, a 30-foot minke whale came up beside her board – at first startling Nelson and the boat crew.

The whale – dubbed Larry – was close enough that she could have pet it with her paddle. He started making bubbles beneath her, fluking, and showing his tummy to her. The whale stayed with her for about an hour and a half.

"It was the most beautiful thing I've ever seen in my life," she said.

Not once during the paddle did she ask the time, or how far she had gone.

But after 8 hours and 51 minutes of paddling, loved ones cheered as they saw her coming to the finish line at Baby Beach. Her son Taylor, 15, held a sign that read: "I'm Jodie's biggest fan."

When she got close to shore, she lifted her paddle in victory, then threw it up in the air.

"I'm pretty sure, besides the birth of my son, this was the most monumental day of my life," she said.

\*\*from the above named writer in the Orange County Register; some pieces have been removed for appropriate student content. Full article available on [www.surfingsports.com](http://www.surfingsports.com)

## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Fun Friday- Classroom Scavenger Hunt
<b>Focus:</b>	Courageous Journeys and Quests

**Materials:**

- Classroom Scavenger Hunt Checklist

### Opening

#### State the objective

- Students will go on their own quest to complete all of the items in a scavenger hunt

#### Gain prior knowledge by asking students the following questions

- Have you ever been on a scavenger hunt?
- How do you work together to accomplish your tasks on a scavenger hunt?

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

Split students into pairs or teams, depending on age levels.

Give each team a Scavenger Hunt List. Explain to students that this hunt is a word association hunt. They will look at a group of 4 words and determine what classroom items is being described.

#### Students Practice (“You do”)

Allow students to work within their pairs or teams to find all of the items listed.

Once all team have returned, allow each pair or team to show the group the items that they found.

If you would like to make it a competition, award points for items that correctly correspond to listed items.

If time allows, ask students to create their own word association puzzles to test other pairs or groups!

#### \*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

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### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**Four Step Debrief:** This strategy has four steps, each one designed to help the student “connect the dots” between the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future.

**Step 1:** Describe: Student(s) describe what they did during the activity.

**Step 2:** Interpret: Students answer one, some or all of the following questions:

What were your key learnings when you participated in this activity?

What skills did you need to utilize to participate in this activity?

How did you feel when participating in this activity?

**Step 3:** Generalize: How can you use the skills or your key learnings in your life?

**Step 4:** Apply: How can you use the skills or your key learnings at school?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

# Classroom Scavenger Hunt Checklist

Wood, yellow, pink top, gray bottom \_\_\_\_\_

Four legs, wood top, drawers, handles \_\_\_\_\_

Wall, write, marker, eraser \_\_\_\_\_

Squares, days, weeks, numbers \_\_\_\_\_

Screen, square, cords, mouse \_\_\_\_\_

Colors, box, square, draw \_\_\_\_\_

Roll, teeth, stick, strip \_\_\_\_\_

Rectangle, wood, open, knob \_\_\_\_\_

Circle, numbers, hands, time \_\_\_\_\_

## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Picture Story- Jungle Fever
<b>Focus:</b>	Courageous Journeys and Quests

### Materials:

- Picture Story Template **OR** 3 sheets of drawing paper cut in half, a total of 6 half-sheets one per student
- Student created Jungle Fever Stories from Day 7
- Drawing Materials (crayons, etc)

### Opening

#### State the objective

- Students will illustrate their stories about journeys and quests
- Students will practice placing events in sequential order and using appropriate language regarding sequential order.

#### Gain prior knowledge by asking students the following questions

- What are examples of word that determine order? (First, next, last, then, finally, etc)
- Where might these words be placed when you are telling a story?

### Content (the "Meat")

#### Instruction/Demonstration ("I do" – "We do")

#### Using the Picture Story Template

K-1

Review the Jungle Fever story created by the group. Give each student a copy of the A Picture Story handout. Ask students to help you read the words in the boxes. What could they draw that would belong in the "First" box? Continue gathering ideas from students for each box in on the handout.

2-5

Ask each student to review their Jungle Fever story by reading it to a partner. Give each student a copy of the A Picture Story handout. If needed, review the words located in the boxes.

**OR**

#### Half-Sheet Books

K-1

Review the Jungle Fever story created by the group. Give each student 6 half-sheets of drawing paper. Each page will be used to create a picture book of the group story. Write the words First, Next, Then, After That, Then, Finally. Assist students on writing each word at the top of one of the pages. Staple the pages of each students book in order.

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

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<p>2-5 Ask each student to review their Jungle Fever story by reading it to a partner. Give each student 6 half-sheets of drawing paper. Each page will be used to create a picture book of the group story. Write the words First, Next, Then, After That, Then, Finally. Assist students on writing each word at the top of one of the pages. Staple the pages of each students book in order.</p>	
<b>Students Practice (“You do”)</b>	
<p>K-5 Allow students to complete their Picture Walk handouts or books.</p> <p>Allow time for students to share their handouts or books with a partner or the whole group.</p>	

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**Liked Best, Next Time (LBNT):** In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on.

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
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# A Picture Story

Story Title: \_\_\_\_\_

Sequence of Events:

First,	Next,	Then,
After that,	Then,	Finally,

## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Creative Writing- Jungle Fever
<b>Focus:</b>	Courageous Journeys and Quests

### Materials:

- K-1<sup>st</sup> Creative Writing- Jungle Fever Template (for leader use only)
- 2<sup>nd</sup>-5<sup>th</sup> Creative Writing- Jungle Fever Handout (1 per student)
- Pencils

### Opening

#### State the objective

- Students will practice writing skills and imaginative writing techniques by filling in writing prompt about a journey or quest.

#### Gain prior knowledge by asking students the following questions

- What is a jungle?
- What do you think a jungle environment is like?
- What animals can be found in a jungle?

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

#### Creative Writing-

K-1

Use the Jungle Fever Template to lead the whole group through the creation of a story. Write one sentence at a time on the board or chart paper. Ask students for ideas to fill in the blanks. Have them vote to determine the final answer. Repeat for each sentence, allowing students to add sentences if they choose. Remember to model proper grammar, sentence structure and punctuation as you are writing their story.

Give student volunteers the opportunity to read the story aloud to the group several times. Students will be illustrating their story in a subsequent activity.

2-5

Give each student a Jungle Fever handout. Read through the story with students, explaining that they will be filling in the blanks to create their own unique jungle fever quests.

#### Students Practice (“You do”)

2-5

#### \*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

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Allow students to complete their stories. Encourage them to use extra paper if they wish to make their story longer than the handout will allow. Students will be illustrating their story in a subsequent activity.

Allow students time to share their stories with a partner or the small group.

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**Four Step Debrief:** This strategy has four steps, each one designed to help the student “connect the dots” between the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future.

**Step 1:** Describe: Student(s) describe what they did during the activity.

**Step 2:** Interpret: Students answer one, some or all of the following questions:

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What skills did you need to utilize to participate in this activity?

How did you feel when participating in this activity?

**Step 3:** Generalize: How can you use the skills or your key learnings in your life?

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#### Reflection (Confirm, Tweak, Aha!)

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## Jungle Fever K-1

We are traveling in a jungle called \_\_\_\_\_ . The jungle is in a place called \_\_\_\_\_ . It is very \_\_\_\_\_ here. It looks like \_\_\_\_\_ and has \_\_\_\_\_ . We are on a quest to find the very rare \_\_\_\_\_ . This is how we found it:

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\_\_\_\_\_ . It was a long journey and we saw many things along the way like \_\_\_\_\_

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\_\_\_\_\_ .  
At the end of my quest, we found \_\_\_\_\_

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Story written by \_\_\_\_\_

## Jungle Fever 2-5

I am traveling in a jungle called \_\_\_\_\_ . The jungle is in a place called \_\_\_\_\_ . It is very \_\_\_\_\_ here. It looks like \_\_\_\_\_ and has

\_\_\_\_\_. I am on a quest to find the very rare \_\_\_\_\_. This is how I found it:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_. It was a long journey and I saw many things along the way like \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_.  
At the end of my quest, I found \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Story written by \_\_\_\_\_

## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	The Gift of Communication
<b>Focus:</b>	Courageous Journeys and Quests

**Materials:**

- Reading Selection Handout- The Gift of Communication
- Story Map #5

### Opening

#### State the objective

- Introduce students to young people who have taken courageous journeys or quests

#### Gain prior knowledge by asking students the following questions

- Why do you think going to school is important in your life?

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

**Reading the Selection-**

Depending on the age level of your group, choose one of the following ways to read the story:

- Read Aloud- the leader or a capable student can read the story aloud to the group
- Small Group Reading- students can form small groups and take turns reading portions of the story to one another.
- Partner Reading- students can form partners and take turns reading the story to one another.
- Individual Reading- Students will read the story to themselves.

**\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

#### Students Practice (“You do”)

**Map It Out!**

- Give each student a Story Map #5 Handout.
- Students will use words or pictures to answer the questions in the appropriate boxes or bubbles.

Students can share their story maps with a partner or the whole group when completed.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**What's Important About That?:** This strategy allows for the debriefing to take a single student's learning and thinking deeper. Unlike other strategies which encourage the facilitator to get the input of many students, this strategy focuses on one student's opinion and thinking. Students are reminded of what they just participated in. The first question asking students generically, what is important about (that, use the words to describe the activity that was just completed. Ex. If you have just finished your homework time, the student is asked, "What is important about completing your homework?") When one student responds, it is important to listen for what the student says is important about the activity that was just completed. Building on that statement, the question again is "What is important about that (whatever was stated by the student.) This process up to five times, each time taking the child's understanding of what is important to a deeper level. At the end, the facilitator states, "Then what I heard you say is that the importance of (this activity that we just finished) is important because (fill in with the last thing that the student said.

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

#### Modification:

With younger students, you may want to recreate the story map on a white board or piece of chart paper and fill it in as a class.

You may also want to highlight certain areas to read to younger students, or paraphrase the reading selection as you deem appropriate.



## A Gift of Communication

Jeremy Sicile-Kira's road to high school graduation was an exceptionally difficult one. Severely autistic and unable to speak, Jeremy nevertheless persevered through seven years at Torrey Pines High School, determined to earn his diploma.

Using a letter board to communicate, Jeremy took as many classes as he could in the mainstream education program in addition to special needs classes. He got extra time to complete his assignments, but Jeremy did all the same coursework as his classmates.

Jeremy's autism affects his hearing, vision, and motor skills. He has never been able to speak, and it takes all his concentration to distinguish which sounds and sights to focus on. Jeremy was determined to get the most out of his education, and with encouragement from his parents and teachers, he realized that his autism did not mean he wasn't as smart as his classmates.

Jeremy passed his California High School Exit Exam, finished high school with a 3.5 GPA, and was invited to speak at graduation. He delivered the speech through voice-assisted technology, which verbalized his written speech. In his speech, Jeremy thanks his teachers and administrators and talks about the importance of education.

\*\*\*from [degreescout.com](http://degreescout.com)

## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Journeys and Quests BINGO 1
<b>Focus:</b>	Courageous Journeys and Quests

**Materials:**

- BINGO Card (1 per student)
- BINGO markers (beans, buttons, etc)

### Opening

**State the objective**

- To play a game to review things we have learned about courage, journeys, and quests

**Gain prior knowledge by asking students the following questions**

- Have you ever played BINGO? How do you play? What are the rules?

### Content (the “Meat”)

**Instruction/Demonstration (“I do” – “We do”)**

**Instructions for BINGO**

Write the following word list on the board: quest, search, hunt, seek, look for, journey, adventure, trip, ride, bravery, nerve, valor, daring, audacity, treasure, story, courage

Instruct students to choose one word to write in each square of their BINGO card.

**Students Practice (“You do”)**

Play BINGO with students by choosing a word from the word list and calling it out. The first student to get 5 in a row, diagonally, horizontally, or vertically is the BINGO winner!

**\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in “teach to learn”- student becomes the teacher.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**Liked Best, Next Time (LBNT):** In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today..
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

#### Modification:

For younger students, you may want to write the words in the squares before students arrive.



# Journeys and Quests Bingo

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>

## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Fun Friday- Playground Geometry Scavenger Hunt
<b>Focus:</b>	Courageous Journeys and Quests

**Materials:**

- Playground Geometry Scavenger Hunt Checklist

### Opening

#### State the objective

- Students will go on their own quest to complete all of the items in a scavenger hunt

#### Gain prior knowledge by asking students the following questions

- Have you ever been on a scavenger hunt?
- How do you work together to accomplish your tasks on a scavenger hunt?

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

Split students into pairs or teams, depending on age levels.

Give each team a Scavenger Hunt List. Explain to students that they will be on a quest find as many of the items listed as they can. They may want to note where they found the shapes on the back of their checklists.

Take students outside to a playground. Give students designated boundary areas.

#### Students Practice (“You do”)

Allow students to work within their pairs or teams to find all of the items listed.

Once all team have returned, allow each pair or team to show the group the items that they found.

If you would like to make it a competition, award points for items that correctly correspond to listed items.

#### \*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**Four Step Debrief:** This strategy has four steps, each one designed to help the student “connect the dots” between the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future.

**Step 1:** Describe: Student(s) describe what they did during the activity.

**Step 2:** Interpret: Students answer one, some or all of the following questions:

What were your key learnings when you participated in this activity?

What skills did you need to utilize to participate in this activity?

How did you feel when participating in this activity?

**Step 3:** Generalize: How can you use the skills or your key learnings in your life?

**Step 4:** Apply: How can you use the skills or your key learnings at school?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

# Playground Geometry Scavenger Hunt Checklist

How many LARGE semi-circles can you find?

\_\_\_\_\_

How many SMALL semi-circles can you find?

\_\_\_\_\_

How many LARGE rectangles can you find?

\_\_\_\_\_

How many SMALL rectangles can you find?

\_\_\_\_\_

How many LARGE triangles can you find?

\_\_\_\_\_

How many SMALL triangles can you find?

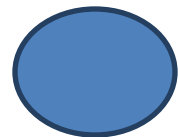
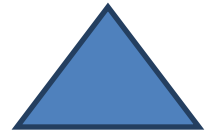
\_\_\_\_\_

How many circles can you find?

\_\_\_\_\_

How many squares can you find?

\_\_\_\_\_



## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Picture Story- A Treasure Hunt
<b>Focus:</b>	Courageous Journeys and Quests

### Materials:

- Picture Story Template **OR** 3 sheets of drawing paper cut in half, a total of 6 half-sheets one per student
- Student created A Treasure Hunt Stories from Day 2
- Drawing Materials (crayons, etc)

### Opening

#### State the objective

- Students will illustrate their stories about journeys and quests
- Students will practice placing events in sequential order and using appropriate language regarding sequential order.

#### Gain prior knowledge by asking students the following questions

- What are examples of word that determine order? (First, next, last, then, finally, etc)
- Where might these words be placed when you are telling a story?

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

#### Using the Picture Story Template

K-1

Review the Treasure Hunt story created by the group. Give each student a copy of the A Picture Story handout. Ask students to help you read the words in the boxes. What could they draw that would belong in the “First” box? Continue gathering ideas from students for each box in on the handout.

2-5

Ask each student to review their Treasure Hunt story by reading it to a partner. Give each student a copy of the A Picture Story handout. If needed, review the words located in the boxes.

**OR**

#### Half-Sheet Books

K-1

Review the Treasure Hunt story created by the group. Give each student 6 half-sheets of drawing paper. Each page will be used to create a picture book of the group story. Write the words First, Next, Then, After That, Then, Finally. Assist students on writing each word at the top of one of the pages. Staple the pages of each students book in order.

#### \*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.



## Consult 4 Kids Lesson Plans

<p>2-5 Ask each student to review their Treasure Hunt story by reading it to a partner. Give each student 6 half-sheets of drawing paper. Each page will be used to create a picture book of the group story. Write the words First, Next, Then, After That, Then, Finally. Assist students on writing each word at the top of one of the pages. Staple the pages of each students book in order.</p>	
<b>Students Practice (“You do”)</b>	
<p>K-5 Allow students to complete their Picture Walk handouts or books.</p> <p>Allow time for students to share their handouts or books with a partner or the whole group.</p>	

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**Liked Best, Next Time (LBNT):** In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on.

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)



# A Picture Story

Story Title: \_\_\_\_\_

Sequence of Events:

First,	Next,	Then,
After that,	Then,	Finally,

## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Creative Writing: A Treasure Hunt
<b>Focus:</b>	Courageous Journeys and Quests

**Materials:**

- K-1<sup>st</sup> Creative Writing- A Treasure Hunt Template (for leader use only)
- 2<sup>nd</sup>-5<sup>th</sup> Creative Writing- A Treasure Hunt Handout (1 per student)
- Pencils

### Opening

#### State the objective

- Students will practice writing skills and imaginative writing techniques by filling in writing prompt about a journey or quest.

#### Gain prior knowledge by asking students the following questions

- Have you ever been on a treasure hunt? Where?
- Have you read stories or seen movies about treasure hunts? What were they about?

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

**Creative Writing-**

K-1

Use the A Treasure Hunt Template to lead the whole group through the creation of a story. Write one sentence at a time on the board or chart paper. Ask students for ideas to fill in the blanks. Have them vote to determine the final answer. Repeat for each sentence, allowing students to add sentences if they choose. Remember to model proper grammar, sentence structure and punctuation as you are writing their story.

Give student volunteers the opportunity to read the story aloud to the group several times. Students will be illustrating their story in a subsequent activity.

2-5

Give each student an A Treasure Hunt handout. Read through the story with students, explaining that they will be filling in the blanks to create their own unique treasure hunt journeys.

#### Students Practice (“You do”)

2-5

Allow students to complete their stories. Encourage them to use extra paper if they wish to make their story longer than the handout will allow. Students will be illustrating their story in a subsequent activity.

Allow students time to share their stories with a partner or the small group.

#### \*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**Four Step Debrief:** This strategy has four steps, each one designed to help the student “connect the dots” between the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future.

**Step 1:** Describe: Student(s) describe what they did during the activity.

**Step 2:** Interpret: Students answer one, some or all of the following questions:

What were your key learnings when you participated in this activity?

What skills did you need to utilize to participate in this activity?

How did you feel when participating in this activity?

**Step 3:** Generalize: How can you use the skills or your key learnings in your life?

**Step 4:** Apply: How can you use the skills or your key learnings at school?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## A Treasure Hunt K-1

We decided to look for treasure in a faraway place called \_\_\_\_\_.  
On our journey we took a very special person named \_\_\_\_\_ to help us. The treasure that we were looking for was \_\_\_\_\_. We took several items on our treasure hunt. They were \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_. We searched far and wide and had many adventures.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

At the end of our journey, we found \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

Story written by \_\_\_\_\_

## Treasure Hunt Grades 2-5

I decided to look for treasure in a faraway place called \_\_\_\_\_.  
On my journey I took a very special person named \_\_\_\_\_ to help me. The treasure that we were looking for was \_\_\_\_\_. I took several items on my treasure hunt. They were \_\_\_\_\_

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\_\_\_\_\_. We searched far and wide and had many adventures.

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\_\_\_\_\_.  
At the end of our journey, we found \_\_\_\_\_

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Story written by \_\_\_\_\_

## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Story of Abby Sunderland
<b>Focus:</b>	Courageous Journeys and Quests

**Materials:**

- Reading Selection Handout- Thee Story of Abby Sunderland
- Story Map #5

### Opening

#### State the objective

- Introduce students to young people who have taken courageous journeys or quests

#### Gain prior knowledge by asking students the following questions

- What is a sailor?
- Have you ever been sailing? What was your experience?
- Would you want to go sailing? Why or why not?

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

**Reading the Selection-**

Depending on the age level of your group, choose one of the following ways to read the story:

- Read Aloud- the leader or a capable student can read the story aloud to the group
- Small Group Reading- students can form small groups and take turns reading portions of the story to one another.
- Partner Reading- students can form partners and take turns reading the story to one another.
- Individual Reading- Students will read the story to themselves.

**\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

#### Students Practice (“You do”)

**Map It Out!**

- Give each student a Story Map #5 Handout.
- Students will use words or pictures to answer the questions in the appropriate boxes or bubbles.
- Students can share their story maps with a partner or the whole group when completed.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**What's Important About That?:** This strategy allows for the debriefing to take a single student's learning and thinking deeper. Unlike other strategies which encourage the facilitator to get the input of many students, this strategy focuses on one student's opinion and thinking. Students are reminded of what they just participated in. The first question asking students generically, what is important about (that, use the words to describe the activity that was just completed. Ex. If you have just finished your homework time, the student is asked, "What is important about completing your homework?") When one student responds, it is important to listen for what the student says is important about the activity that was just completed. Building on that statement, the question again is "What is important about that (whatever was stated by the student.) This process up to five times, each time taking the child's understanding of what is important to a deeper level. At the end, the facilitator states, "Then what I heard you say is that the importance of (this activity that we just finished) is important because (fill in with the last thing that the student said.

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

#### Modification:

With younger students, you may want to recreate the story map on a white board or piece of chart paper and fill it in as a class.



## The Story of Abby Sunderland

Abby Sunderland is a lifelong sailor. Since she was 13 years old, she planned to be the first person under the age of 18 to circumnavigate the Earth by herself. Circumnavigate means to travel all the way around the Earth! After years of practice, in 2010 she was ready to begin her journey.

In January of 2010, when Abby was 16, she left Marina del Rey in California. Nearly two weeks later, she made it to Cabo San Lucas in Mexico. There were some problems with her sailing boat though, so she remained on land for a few days to fix them.

She tried again in February 2010, leaving Cabo San Lucas. 13 days later Abby and her boat, named Wild Eyes, crossed the Equator into the South Pacific. On March 31<sup>st</sup>, Abby rounded Cape Horn, the southernmost tip of South America. She became the youngest sailor to ever do this on her own!

In May, Abby made it to Cape Town in South Africa. She continued sailing. On June 10, she suffered several knockdowns after sailing in very high winds. Her satellite communication was lost. She couldn't communicate with anyone back on land. The Australian Maritime Safety Authority sent a plane out to rescue her. She was successfully rescued, but her attempt at becoming the first person under 18 to sail around the world had come to an end.

Abby has said that she will try again to circumnavigate Earth with her boat. She is also taking flying lessons so that she can fly around the world!

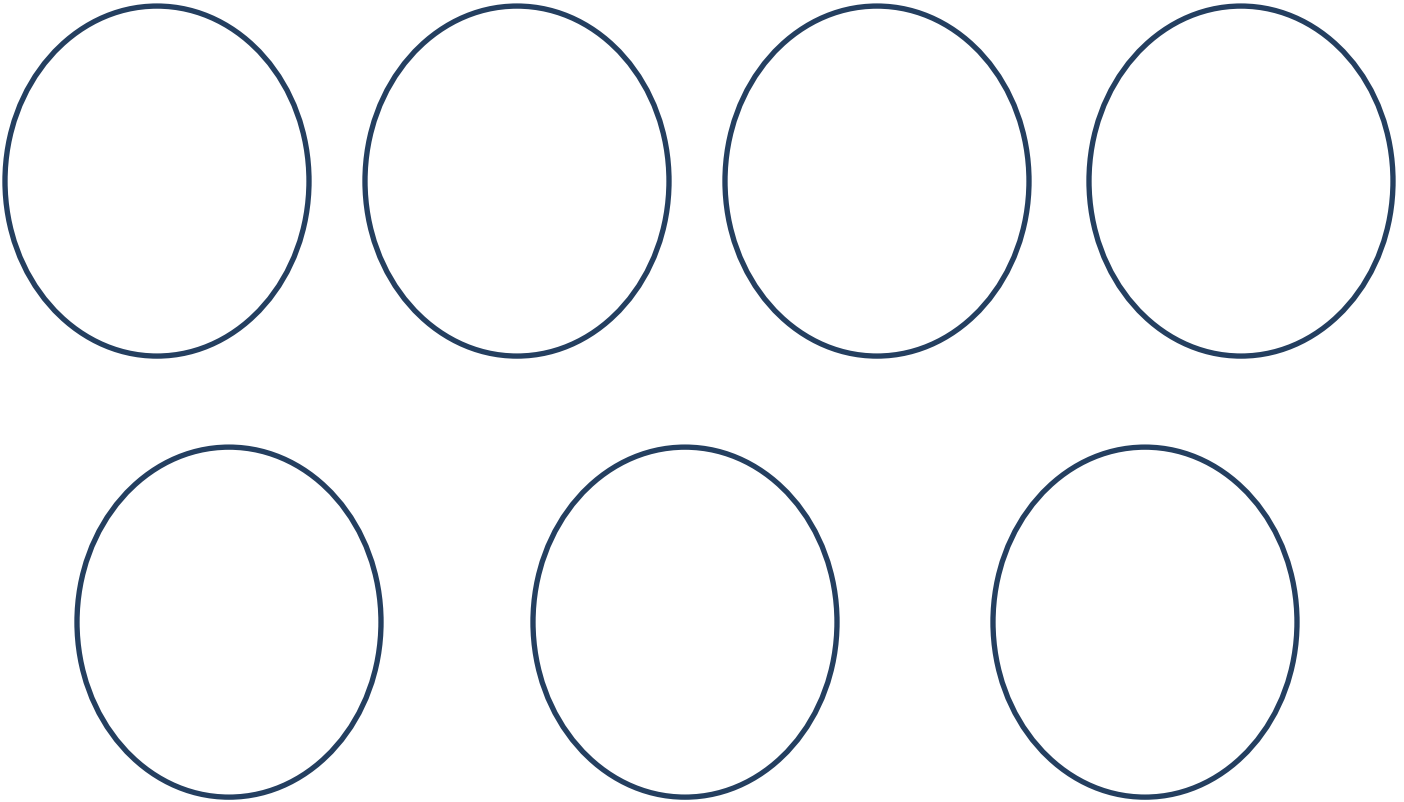
# Consult 4 Kids Lesson Plans

## Story Map #5

Story Title: \_\_\_\_\_ Main Character(s): \_\_\_\_\_

What is the journey or quest in this

What are some of the steps that the main character(s) took to complete their journey or quest?



What was the outcome of the journey or

How did the main character(s) show

## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Journeys and Quests BINGO 2
<b>Focus:</b>	Courageous Journeys and Quests

**Materials:**

- BINGO Card (1 per student)
- BINGO markers (beans, buttons, etc)

### Opening

#### State the objective

- To play a game to review things we have learned about courage, journeys, and quests

#### Gain prior knowledge by asking students the following questions

- Have you ever played BINGO? How do you play? What are the rules?

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

**Instructions for BINGO**

Write the following word list on the board: paddle board, education, journey, courage, quest, space, bravery, trip, hunt, search, courage, valor, nerve, school, free space, incredible.

Instruct students to choose one word to write in each square of their BINGO card.

#### Students Practice (“You do”)

Play BINGO with students by choosing a word from the word list and calling it out. The first student to get 5 in a row, diagonally, horizontally, or vertically is the BINGO winner!

**\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**Liked Best, Next Time (LBNT):** In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today..
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

#### Modification:

For younger students, you may want to write the words in the squares before students arrive.



Journeys and Quests Bingo

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>

## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Fun Friday- Nature Scavenger Hunt
<b>Focus:</b>	Courageous Journeys and Quests

**Materials:**

- Nature Scavenger Hunt Checklist
- 1 plastic bag (as in a grocery bag) per pair or team

### Opening

#### State the objective

- Students will go on their own quest to complete all of the items in a scavenger hunt

#### Gain prior knowledge by asking students the following questions

- Have you ever been on a scavenger hunt?
- What is nature? Where can we find nature around us?

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

Split students into pairs or teams, depending on age levels.

Give each team a Scavenger Hunt List. Explain to students that they will be on a quest to find all of the items listed and bring them back in their plastic bags.

Take students outside. Give students designated boundary areas.

#### Students Practice (“You do”)

Allow students to work within their pairs or teams to find all of the items listed.

Once all team have returned, allow each pair or team to show the group the items that they found.

If you would like to make it a competition, award points for items that correctly correspond to listed items.

#### \*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**Four Step Debrief:** This strategy has four steps, each one designed to help the student “connect the dots” between the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future.

**Step 1:** Describe: Student(s) describe what they did during the activity.

**Step 2:** Interpret: Students answer one, some or all of the following questions:

What were your key learnings when you participated in this activity?

What skills did you need to utilize to participate in this activity?

How did you feel when participating in this activity?

**Step 3:** Generalize: How can you use the skills or your key learnings in your life?

**Step 4:** Apply: How can you use the skills or your key learnings at school?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Nature Scavenger Hunt Checklist

- Find something that is 100 years old
- Find 1 thing that a squirrel would eat
- Find 1 leaf with bite marks from an insect
- Find 2 things a bird would use to make a nest
- Find 1 item that a rabbit would eat
- Find 1 item from nature that is as long as your arm
- Find a weed
- Find 1 things a bird would eat
- Find the biggest leaf you can
- Find 1 thing that is the length of your arm
- Find one piece of bark



## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Picture Story- Space Quest
<b>Focus:</b>	Courageous Journeys and Quests

### Materials:

- Picture Story Template **OR** 3 sheets of drawing paper cut in half, a total of 6 half-sheets one per student
- Student created Space Quest Stories from Day 12
- Drawing Materials (crayons, etc)

### Opening

#### State the objective

- Students will illustrate their stories about journeys and quests
- Students will practice placing events in sequential order and using appropriate language regarding sequential order.

#### Gain prior knowledge by asking students the following questions

- What are examples of word that determine order? (First, next, last, then, finally, etc)
- Where might these words be placed when you are telling a story?

### Content (the "Meat")

#### Instruction/Demonstration ("I do" – "We do")

#### Using the Picture Story Template

K-1

Review the Space Quest story created by the group. Give each student a copy of the A Picture Story handout. Ask students to help you read the words in the boxes. What could they draw that would belong in the "First" box? Continue gathering ideas from students for each box in on the handout.

2-5

Ask each student to review their Space Quest story by reading it to a partner. Give each student a copy of the A Picture Story handout. If needed, review the words located in the boxes.

**OR**

#### Half-Sheet Books

K-1

Review the Space Quest story created by the group. Give each student 6 half-sheets of drawing paper. Each page will be used to create a picture book of the group story. Write the words First, Next, Then, After That, Then, Finally. Assist students on writing each word at the top of one of the pages. Staple the pages of each students book in order.

#### \*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

<p>2-5 Ask each student to review their Space Quest story by reading it to a partner. Give each student 6 half-sheets of drawing paper. Each page will be used to create a picture book of the group story. Write the words First, Next, Then, After That, Then, Finally. Assist students on writing each word at the top of one of the pages. Staple the pages of each students book in order.</p>	
<b>Students Practice (“You do”)</b>	
<p>K-5 Allow students to complete their Picture Walk handouts or books.</p> <p>Allow time for students to share their handouts or books with a partner or the whole group.</p>	

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**Liked Best, Next Time (LBNT):** In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on.

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)



# A Picture Story

Story Title: \_\_\_\_\_

Sequence of Events:

First,	Next,	Then,
After that,	Then,	Finally,

## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Creative Writing- Space Quest
<b>Focus:</b>	Courageous Journeys and Quests

### Materials:

- K-1<sup>st</sup> Creative Writing- Space Quest Template (for leader use only)
- 2<sup>nd</sup>-5<sup>th</sup> Creative Writing- Space Quest Handout (1 per student)
- Pencils

### Opening

#### State the objective

- Students will practice writing skills and imaginative writing techniques by filling in writing prompt about a journey or quest.

#### Gain prior knowledge by asking students the following questions

- What is outer space?
- What would you find in outer space?
- What sort of items would a person be searching for in outer space?

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

#### Creative Writing-

K-1

Use the Space Quest Template to lead the whole group through the creation of a story. Write one sentence at a time on the board or chart paper. Ask students for ideas to fill in the blanks. Have them vote to determine the final answer. Repeat for each sentence, allowing students to add sentences if they choose. Remember to model proper grammar, sentence structure and punctuation as you are writing their story.

Give student volunteers the opportunity to read the story aloud to the group several times. Students will be illustrating their story in a subsequent activity.

2-5

Give each student a Space Quest handout. Read through the story with students, explaining that they will be filling in the blanks to create their own unique space quests.

#### Students Practice (“You do”)

2-5

Allow students to complete their stories. Encourage them to use extra paper if they wish to make their story longer than the handout will allow. Students will be illustrating their story in a

#### \*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

subsequent activity.

Allow students time to share their stories with a partner or the small group.

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**Four Step Debrief:** This strategy has four steps, each one designed to help the student “connect the dots” between the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future.

**Step 1:** Describe: Student(s) describe what they did during the activity.

**Step 2:** Interpret: Students answer one, some or all of the following questions:

What were your key learnings when you participated in this activity?

What skills did you need to utilize to participate in this activity?

How did you feel when participating in this activity?

**Step 3:** Generalize: How can you use the skills or your key learnings in your life?

**Step 4:** Apply: How can you use the skills or your key learnings at school?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Space Quest K-1

Our space journey began when we saw that Earth needed us to bring back a \_\_\_\_\_ to save the planet. We knew we would need supplies for my journey to space. We brought \_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

It was very \_\_\_\_\_ in space. We traveled in our \_\_\_\_\_  
\_\_\_\_\_. It seemed like we was there for a long time. We spent our time in space \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

In the end, we \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

Story written by \_\_\_\_\_

## Space Quest 2-5

My space journey began when I saw that Earth needed me to bring back a \_\_\_\_\_ to save the planet. I knew I would need supplies for my journey to space. I brought \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

It was very \_\_\_\_\_ in space. I traveled in my \_\_\_\_\_  
\_\_\_\_\_. It seemed like I was there for a long time. I spent my time in space \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

In the end, I \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

Story written by \_\_\_\_\_

## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Kdahijah Williams
<b>Focus:</b>	Courageous Journeys and Quests

**Materials:**

- Reading Selection Handout- Khadijah Williams
- Story Map #5

### Opening

#### State the objective

- Introduce students to young people who have taken courageous journeys or quests

#### Gain prior knowledge by asking students the following questions

- Why do you think going to school is important in your life?

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

**Reading the Selection-**

Depending on the age level of your group, choose one of the following ways to read the story:

- Read Aloud- the leader or a capable student can read the story aloud to the group
- Small Group Reading- students can form small groups and take turns reading portions of the story to one another.
- Partner Reading- students can form partners and take turns reading the story to one another.
- Individual Reading- Students will read the story to themselves.

**\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

#### Students Practice (“You do”)

**Map It Out!**

- Give each student a Story Map #5 Handout.
- Students will use words or pictures to answer the questions in the appropriate boxes or bubbles.

Students can share their story maps with a partner or the whole group when completed.



## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**What's Important About That?:** This strategy allows for the debriefing to take a single student's learning and thinking deeper. Unlike other strategies which encourage the facilitator to get the input of many students, this strategy focuses on one student's opinion and thinking. Students are reminded of what they just participated in. The first question asking students generically, what is important about (that, use the words to describe the activity that was just completed. Ex. If you have just finished your homework time, the student is asked, "What is important about completing your homework?") When one student responds, it is important to listen for what the student says is important about the activity that was just completed. Building on that statement, the question again is "What is important about that (whatever was stated by the student.) This process up to five times, each time taking the child's understanding of what is important to a deeper level. At the end, the facilitator states, "Then what I heard you say is that the importance of (this activity that we just finished) is important because (fill in with the last thing that the student said.

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

#### Modification:

- With younger students, you may want to recreate the story map on a white board or piece of chart paper and fill it in as a class.
- You may also want to highlight certain areas to read to younger students, or paraphrase the reading selection as you deem appropriate.

## Khadijah Williams

By the time she turned 18, Khadijah Williams had attended twelve schools in as many years. She had lived in shelters, in parks and in motels, never in a permanent residence for more than a few months. She had endured the taunting of students at a dozen schools who pegged her as “different.” But in 2009, at age 18, Khadijah had also been accepted at Harvard University. Homeless since early childhood, Khadijah struggled all her life to hide her circumstances from teachers and fellow students. At age 9 she placed in the 99th percentile on a state exam, and her teacher told her she was “gifted.” From that moment forward, Khadijah decided to do whatever it took to keep herself in that category.

By sophomore year of high school, she realized that she could not succeed in getting the education she dreamed of without getting help to go beyond what her current school could offer. She talked to teachers and counselors who helped her apply to summer community college classes, scholarships, and enrichment programs. And in 11<sup>th</sup> grade, when she enrolled at Jefferson High School, she decided to complete the rest of her school career there — a decision that meant taking a bus each morning at 4 a.m. and not getting home until 11 p.m.

When it came time to apply for college, Khadijah finally told the whole story of her life, including how difficult it had been to keep up at school. By focusing not on the hardships she endured, but rather on the lessons and skills she learned from them, she was accepted into Harvard.

Once Khadijah felt ready to tell her story, it won her notice not only from college admissions boards, but also from the news media, including Oprah, who profiled Khadijah on her show. Now a successful student at Harvard, Khadijah continues to use the lessons of her extraordinary life to help and inspire other students.

\*\*from [degreescout.com](http://degreescout.com)

## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Journeys and Quests BINGO
<b>Focus:</b>	Courageous Journeys and Quests

**Materials:**

- BINGO Card (1 per student)
- BINGO markers (beans, buttons, etc)

### Opening

#### State the objective

- To play a game to review things we have learned about courage, journeys, and quests

#### Gain prior knowledge by asking students the following questions

- Have you ever played BINGO? How do you play? What are the rules?

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

**Instructions for BINGO**

Write the following word list on the board: perseverance, education, journey, courage, quest, cookie, bravery, trip, hunt, search, courage, valor, nerve, school, free space, incredible, story

Instruct students to choose one word to write in each square of their BINGO card.

#### Students Practice (“You do”)

Play BINGO with students by choosing a word from the word list and calling it out. The first student to get 5 in a row, diagonally, horizontally, or vertically is the BINGO winner!

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” student becomes the teacher.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**Liked Best, Next Time (LBNT):** In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today..
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

#### Modification:

For younger students, you may want to write the words in the squares before students arrive.



# Journeys and Quests Bingo

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>

## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Fun Friday- Newspaper Scavenger Hunt
<b>Focus:</b>	Courageous Journeys and Quests

**Materials:**

- Newspaper Scavenger Hunt Checklist
- A variety of newspapers, magazines or books

### Opening

#### State the objective

- Students will go on their own quest to complete all of the items in a scavenger hunt

#### Gain prior knowledge by asking students the following questions

- Have you ever been on a scavenger hunt?
- How do you work together to accomplish your tasks on a scavenger hunt?

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

Split students into pairs or teams, depending on age levels.

Give each team a Scavenger Hunt List. Explain to students that they will be on a quest to find all of the items listed in the reading material.

Give each group or pair of students access to reading material.

#### Students Practice (“You do”)

Allow students to work within their pairs or teams to find all of the items listed.

Once all team have returned, allow each pair or team to show the group the items that they found.

If you would like to make it a competition, award points for items that correctly correspond to listed items.

If time allows, let students created their own Newspaper Scavenger Hunt clues for other pairs or groups to solve.

#### \*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**Four Step Debrief:** This strategy has four steps, each one designed to help the student “connect the dots” between the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future.

**Step 1:** Describe: Student(s) describe what they did during the activity.

**Step 2:** Interpret: Students answer one, some or all of the following questions:

What were your key learnings when you participated in this activity?

What skills did you need to utilize to participate in this activity?

How did you feel when participating in this activity?

**Step 3:** Generalize: How can you use the skills or your key learnings in your life?

**Step 4:** Apply: How can you use the skills or your key learnings at school?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

# Newspaper Scavenger Hunt Checklist

Find a word that rhymes with bed: \_\_\_\_\_

Find a word with 5 letters: \_\_\_\_\_

Find a word that starts with ch: \_\_\_\_\_

Find a word that ends with m: \_\_\_\_\_

Find a word that rhymes with page: \_\_\_\_\_

Find a word with 8 letters: \_\_\_\_\_

Find a word that starts with pl: \_\_\_\_\_

Find a word that means 'large': \_\_\_\_\_

Find a word that ends with -ing: \_\_\_\_\_

Find a word that rhymes with mouse: \_\_\_\_\_

Find a word with 10 letters: \_\_\_\_\_

Find a word that starts with h: \_\_\_\_\_

Find a word that ends with -ies: \_\_\_\_\_

Bonus: Find a word with 15 letters: \_\_\_\_\_



## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Journeys and Quests Memory
<b>Focus:</b>	Courageous Journeys and Quests

**Materials:**

- Journeys and Quests Memory Set #1 (1 set per every pair or small group of students)
- Journeys and Quests Memory Set #2 (1 set per every pair or small group of students)

### Opening

#### State the objective

- To play a game to review things we have learned about Journeys and Quests

#### Gain prior knowledge by asking students the following questions

- Have you ever played Memory? How do you play? What are the rules?

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

**Instructions for Invention Memory- Review with Students!**

Each game set consists of picture cards (Set #1) and fact cards (Set #2). Group students into groups of 2-4 players. Each group will cut out all cards in the game set. To play:

1. Turn all cards face down in a 5 x 4 grid.
2. One at a time, players will choose two cards to turn face up so that all players can see.
3. A player gets a match if the picture card matches the fact card. They keep the match and turn over two new cards.
4. If a player doesn't get a match, it is the next players turn.
5. Continue until all cards have been matched. Player with the most matches wins.

**Demonstration**

Choose a student to come to the front with you. Show students how to lay out cards and how to play. Play a few rounds with your volunteer so students can see how the game is played.

#### Students Practice (“You do”)

Students can play multiple times, as time allows.

**\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

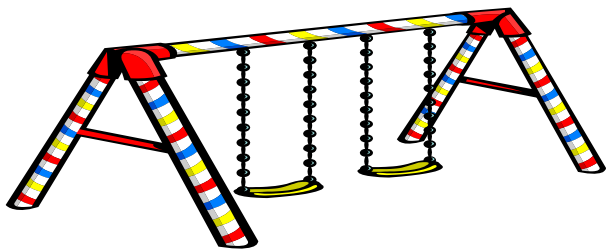
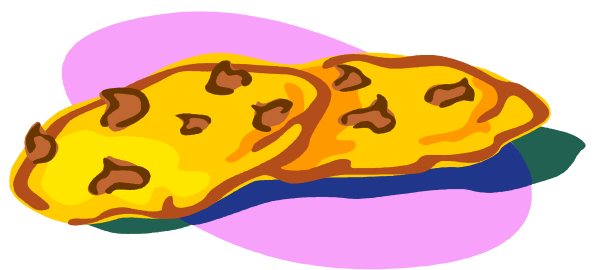
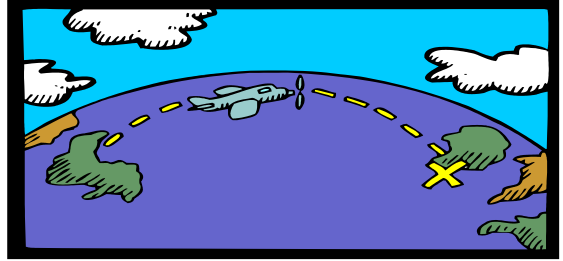
#### Debrief

**Liked Best, Next Time (LBNT):** In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today..
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

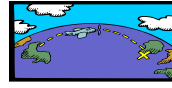
Picture Cards Set #1



Picture Cards Set #2



**Courage**



**Quest**



**Journey**



**School is important to Khadijah Williams**



Khadijah made her college dreams come true



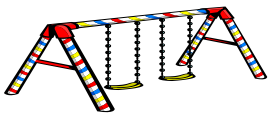
The paddle boarder was kept company on her quest by a whale



**Space Quest**



**The Great Cookie Crusade**



**Playground Scavenger Hunt**



**Classroom Scavenger Hunt**

## Consult 4 Kids Lesson Plans

<b>Component</b>	Theme
<b>Grade Level:</b>	K-5
<b>Lesson Title:</b>	Journeys and Quests Memory 2
<b>Focus:</b>	Courageous Journeys and Quests

**Materials:**

- Journeys and Quests Memory Set #1 (1 set per every pair or small group of students)
- Journeys and Quests Memory Set #2 (1 set per every pair or small group of students)

### Opening

#### State the objective

- To play a game to review things we have learned about Journeys and Quests

#### Gain prior knowledge by asking students the following questions

- Have you ever played Memory? How do you play? What are the rules?

### Content (the “Meat”)

#### Instruction/Demonstration (“I do” – “We do”)

**Instructions for Invention Memory- Review with Students!**

Each game set consists of picture cards (Set #1) and fact cards (Set #2). Group students into groups of 2-4 players. Each group will cut out all cards in the game set. To play:

1. Turn all cards face down in a 5 x 4 grid.
2. One at a time, players will choose two cards to turn face up so that all players can see.
3. A player gets a match if the picture card matches the fact card. They keep the match and turn over two new cards.
4. If a player doesn't get a match, it is the next players turn.
5. Continue until all cards have been matched. Player with the most matches wins.

**Demonstration**

Choose a student to come to the front with you. Show students how to lay out cards and how to play. Play a few rounds with your volunteer so students can see how the game is played.

#### Students Practice (“You do”)

Students can play multiple times, as time allows.

#### \*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

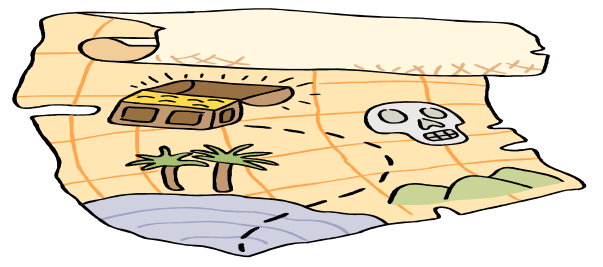
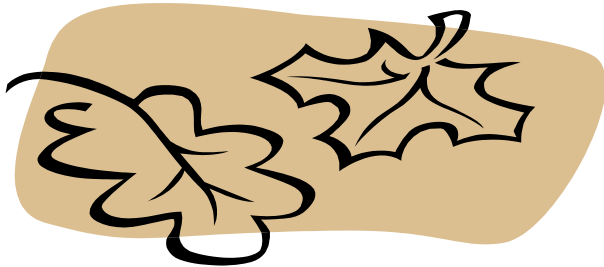
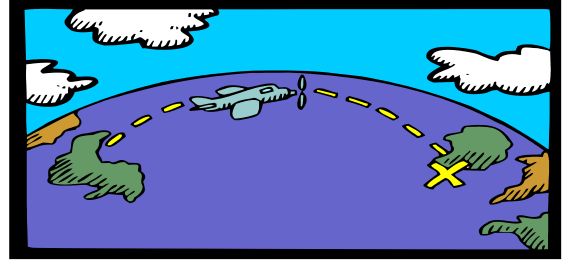
**Liked Best, Next Time (LBNT):** In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on.

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today..
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

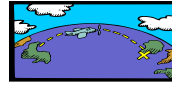
Picture Cards Set #1



Picture Cards Set #2



**Courage**



**Quest**



**Journey**



Abby Sunderland attempts a quest to sail around the world.



**Jungle Fever**



**A Treasure Hunt**



**Nature Scavenger Hunt**



**Trip, a synonym for journey.**



Heavy wind caused Abby Sunderland to abandon her quest.



**A Treasure Hunt**