

Consult 4 Kids Lesson Plans



Component	Theme
Grade Level:	K-5
Lesson Title:	What Inspires You?
Focus:	Imagineering

Materials:

- Art Materials (paper, markers, crayons, etc)

Opening

State the objective

Today we will:

- Learn about Imagineering
- Be creative
- Share what inspires us to be creative

Gain prior knowledge by asking students the following questions

- What do you know about Imagineering?
- What does it mean to be creative?

Content (the “Meat”)

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

Whole Group Discussion

1. Share the following with students:
 - a. Imagineering is the process of combining imagination with engineering.
 - b. The most famous Imagineering happens at Walt Disney studios. There, men and women use their imaginations and engineering to create theme parks, resorts, cruise ships and many other things.
 - c. Imagineers must be very creative. They spend their days creating fun, artistic and inventive places to go and things to do.
2. Ask students for examples of things that Walt Disney imagineers or imagineers from other companies might have created. (Specific rides, theme parks, etc)
3. Ask students to get in pairs and discuss ways in which they are creative.
4. Ask for volunteers to share their discussions with the whole group.
5. Ask students to return to their partner and discuss ways in which they are inspired to be creative. (Neon colors, walking in a craft store, watching TV, etc).
6. Ask for volunteers to share their discussions with the whole group.

(“You Do”)

1. Tell students that they will each be giving a short presentation to the class on how

***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>they are creative and what inspires them to be creative.</p> <ol style="list-style-type: none"> a. They can choose any form of presentation: draw a picture, write a song, write a speech, etc. b. The presentation should only be 1-2 minutes and should answer both questions. c. Give students a time limit for the preparation of their presentations (5-10 minutes.) <ol style="list-style-type: none"> 2. Monitor students while they are preparing and answer any questions. 3. Allow students to share their presentations with the whole group. If you are short on time, you may decide to split the class into smaller groups to deliver their presentations. 	
--	--

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Three Whats</p> <p>Ask the following three “what” questions:</p> <ol style="list-style-type: none"> 1. What did you enjoy most about this activity? 2. What was the biggest challenge with this activity? 3. What did you learn from the group?

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • 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

Component	Theme
Grade Level:	K-5
Lesson Title:	Round Robin Pictures
Focus:	Imagineering

Materials:

- Drawing paper
- Drawing materials- crayons, markers, pencils, etc.
- Clipboards or sturdy books for students to use as lap tables

Opening

State the objective

Today we will:

- Use our creativity to create artwork by working together.

Gain prior knowledge by asking students the following questions

- How do Imagineers work together to create inspiring things?
- Why is it important for all people to know how to work with others?

Content (the “Meat”)

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

1. Share the following with students (review briefly if you have already discussed this at length):
 - a. Imagineering is the process of combining imagination with engineering.
 - b. The most famous Imagineering happens at Walt Disney studios. There, men and women use their imaginations and engineering to create theme parks, resorts, cruise ships and many other things.
 - c. Working together is important in this field because it takes a number of different people with different specialties to accomplish a project.
2. Break the large group into smaller groups of 4-6.
3. Arrange each group so that they are sitting on the floor in a circle with their back facing the interior of the circle.
4. Each group member will choose one color of crayon or marker. This is their designated color.
5. Each group will have one piece of paper and clipboard or sturdy book to use as a lap table.
6. On your count, one group member will start off by drawing a picture using their designated color. Allow them to draw for 30 seconds, and then ask them to switch.

*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

- | | |
|---|--|
| <ol style="list-style-type: none"> 7. The picture will be passed to the next group member who will add to it with his/her designated color. 8. Continue until all group members have contributed to the picture. 9. Ask groups to turn around to look at the picture that have collaboratively made. 10. As a group students should write a brief narrative on the back of the page describing the picture. 11. Allow groups to share. 12. Mix up the groups and repeat as often as your time allows. | |
|---|--|

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three “what” questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

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



Component	Theme
Grade Level:	K-5
Lesson Title:	Animal Characteristics
Focus:	Imagineering

Materials:

- Art Materials (paper, markers, crayons, etc)

Opening

State the objective

Today we will:

- Learn about Imagineering
- Be creative
- Discover what animal describes how we work

Gain prior knowledge by asking students the following questions

- What does it mean to work together?
- What skills should someone have to be a good team member?

Content (the “Meat”)

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

Whole Group Discussion

1. Share the following with students (review briefly if you have already discussed this at length):
 - a. Imagineering is the process of combining imagination with engineering.
 - b. The most famous Imagineering happens at Walt Disney studios. There, men and women use their imaginations and engineering to create theme parks, resorts, cruise ships and many other things.
 - c. Imagineers must be able to work together as a team. Most of the projects that Imagineers work on involve more than one person.
2. Share the following with students:
 - a. Everybody brings a special characteristic to a team.
 - b. Many animals share some of the same characteristics with humans.
 - c. A turtle, for example, is slow, but steady and eventually gets the job done.
Do you know of anyone who shares this characteristic with a turtle?
3. Brainstorm other animals that share characteristics that students may display while they work. (Use the attached handout for ideas). List all student ideas and ideas from the list on the board.

***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

("You Do")

1. Students practice creativity and will choose an animal that best represents them.
2. Students will draw a picture of the animal and write several sentences (grade-level appropriate) describing why this animal represents them.
3. Allow time for students to share with the whole group or with small groups.

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?

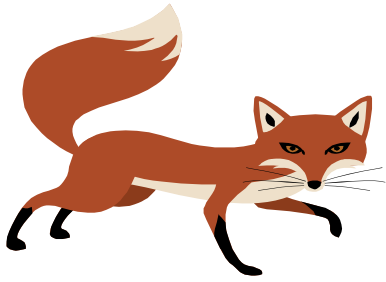
Step 3: Generalize: How can you use the skills or your key learnings in your life?

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

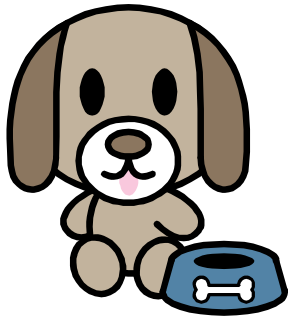
Reflection (Confirm, Tweak, Aha!)

- 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!)

Consult 4 Kids Lesson Plans



The FOX is clever and figures out a way to make things work.



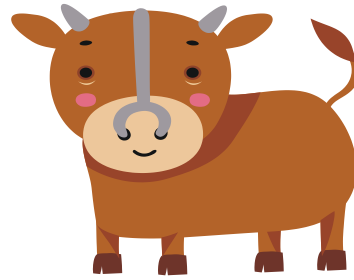
The DOG is loyal to the team and the work being done.



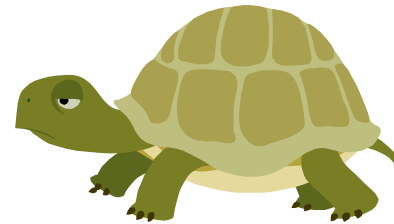
The OWL makes wise decisions.



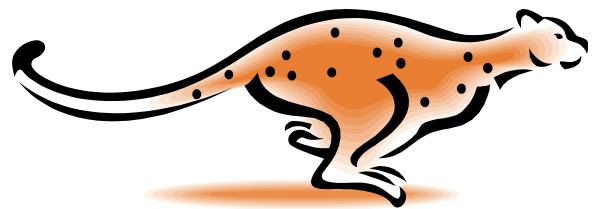
The CAT prefers to work alone.



The BULL is stubborn and won't stop until the work is finished, even if it is hard.



The TURTLE works slow and steady until the job is done correctly.



The CHEETAH is speedy.



The MONKEY is playful. It contributes to the workload in a fun way.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	3 Things
Focus:	Imagineering

Materials:

- Paper and pencils
- Word list (attached), cut individually and separated by “person”, “place”, and “thing” in baggies.

Opening

State the objective

Today we will:

- Learn about Imagineering
- Use our creativity to create silly stories

Gain prior knowledge by asking students the following questions

- What does absurd mean? (Wildly unreasonable or illogical)
- What stories have you heard or read that you would consider absurd?

Content (the “Meat”)

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

1. Share the following with students (review briefly if you have already discussed this at length):
 - a. Imagineering is the process of combining imagination with engineering.
 - b. The most famous Imagineering happens at Walt Disney studios. There, men and women use their imaginations and engineering to create theme parks, resorts, cruise ships and many other things.
 - c. Imagineers must be able to make connections between ordinary things and make ordinary object extraordinary.
2. Ask students to find a partner.
3. Explain that each pair will choose 3 words, a person, a place, and a thing. Pairs will use these 3 words to create an absurd story.
 - a. The story must have a beginning, middle, and end.
 - b. The story must use all 3 words.
 - c. The story must be 7-10 sentences long.

(“You Do”)

1. Allow pairs to choose their words.
2. Allow students time to write their stories.
3. Allow students to share with the whole group or in small 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.

Consult 4 Kids Lesson Plans

4. If time allows, allow pairs to draw new words and write new stories.	
---	--

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Three Whats</p> <p>Ask the following three “what” questions:</p> <ol style="list-style-type: none"> 1. What did you enjoy most about this activity? 2. What was the biggest challenge with this activity? 3. What did you learn from the group?

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • 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!)
--

<p>Modification:</p> <p>For younger students, choose words as a class. With the leader as the scribe, allow the class to help build the story.</p>

Person

Mailman
Mickey Mouse
Baby Boy
Easter Bunny
Clown
Cowboy
Chef
The President
Zoo Keeper
Lion Tamer
Nurse
Batman
Nutcracker

Place

Desert
Moon
Under the Sea
Spaceship
Grocery Store
North Pole
Attic
Rodeo
Museum
Outer Space
Closet
Flowerbed
On TV

Thing

Nail
Strawberry
Paper Clip
Photograph
Toolbox
Mouse
Oak Tree
Beach Ball
Glass Cup
Ladybug
Dandelion
CD
Lantern

Person

Mailman
Mickey Mouse
Baby Boy
Easter Bunny
Clown
Cowboy
Chef
The President
Zoo Keeper
Lion Tamer
Nurse
Batman
Nutcracker

Place

Desert
Moon
Under the Sea
Spaceship
Grocery Store
North Pole
Attic
Rodeo
Museum
Outer Space
Closet
Flowerbed
On TV

Thing

Nail
Strawberry
Paper Clip
Photograph
Toolbox
Mouse
Oak Tree
Beach Ball
Glass Cup
Ladybug
Dandelion
CD
Lantern

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	3 Things
Focus:	Imagineering

Materials:

- Paper and pencils
- Word list (attached), cut individually and separated by “person”, “place”, and “thing” in baggies.

Opening

State the objective

Today we will:

- Learn about Imagineering
- Use our creativity to create silly stories

Gain prior knowledge by asking students the following questions

- What does absurd mean? (Wildly unreasonable or illogical)
- What stories have you heard or read that you would consider absurd?

Content (the “Meat”)

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

1. Share the following with students (review briefly if you have already discussed this at length):
 - a. Imagineering is the process of combining imagination with engineering.
 - b. The most famous Imagineering happens at Walt Disney studios. There, men and women use their imaginations and engineering to create theme parks, resorts, cruise ships and many other things.
 - c. Imagineers must be able to make connections between ordinary things and make ordinary object extraordinary.
2. Ask students to find a partner.
3. Explain that each pair will choose 3 words, a person, a place, and a thing. Pairs will use these 3 words to create an absurd story.
 - a. The story must have a beginning, middle, and end.
 - b. The story must use all 3 words.
 - c. The story must be 7-10 sentences long.

(“You Do”)

1. Allow pairs to choose their words.
2. Allow students time to write their stories.
3. Allow students to share with the whole group or in small 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.

Consult 4 Kids Lesson Plans

4. If time allows, allow pairs to draw new words and write new stories.	
---	--

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three “what” questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

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, choose words as a class. With the leader as the scribe, allow the class to help build the story.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Creature Creations
Focus:	Imagineering

Materials:

- Chenille Sticks (pipe cleaners)
- Pom-poms
- Googly eyes (you could use black or white paper circles)
- Glue

Opening

State the objective

Today we will:

- Learn about Imagineering
- Use our creativity to create creatures using common art supplies

Gain prior knowledge by asking students the following questions

- What is a creature? How does it differ from an animal? (Creature is often a term that people use for a type of animal or person that is unfamiliar to them. Creatures also refer to animals or things that are not real.)
- What are some examples of “Creatures”?

Content (the “Meat”)

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

Whole Group Discussion

1. Share the following with students (review briefly if you have already discussed this at length):
 - a. Imagineering is the process of combining imagination with engineering.
 - b. The most famous Imagineering happens at Walt Disney studios. There, men and women use their imaginations and engineering to create theme parks, resorts, cruise ships and many other things.
 - c. Imagineers must be able to make something from nothing. A lot of the things that an imager dreams up are very complex, but they started with a very simple idea or inspiration.
2. Show students the materials: eyes, chenille sticks, pom-poms. Explain that using these items and glue, they will be creating a Creature. The Creature can be real or imaginary, big or small, elaborate or simple. Have fun and be creative!

***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

Consult 4 Kids Lesson Plans

<p>(“You Do”)</p> <ol style="list-style-type: none"> 1. Allow students time to make their Creatures. 2. Halfway through the creation time, inform students that when they share out they will have to give a short description of their Creature. (Where they are found, how they came to be, personality, etc) 3. Allow students to share with the whole group or in small groups. 	<p>student become the teacher.</p>
---	------------------------------------

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>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.</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • 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

Component	Theme
Grade Level:	K-5
Lesson Title:	Break It!
Focus:	Imagineering

Materials:

- Ceramic tiles (can be found at home improvement stores for approximately \$0.30 each), assorted colors and textures
- Modeling Clay- Air Dry

Opening

State the objective

Today we will:

- Learn about Imagineering
- Repurpose old tiles using our creativity

Gain prior knowledge by asking students the following questions

- What is a mosaic? (A picture or pattern produced by arranging together small colored pieces of hard material, such as stone, tile, or glass).

Content (the “Meat”)

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

Before students arrive: Place all tiles, except for one, in a pillowcase or bag. Gently smash the tiles with a hammer until you have small, irregularly shaped pieces. Store in a plastic baggie.

1. Share the following with students (review briefly if you have already discussed this at length):
 - a. Imagineering is the process of combining imagination with engineering.
 - b. The most famous Imagineering happens at Walt Disney studios. There, men and women use their imaginations and engineering to create theme parks, resorts, cruise ships and many other things.
 - c. Imagineers must be able to make old things new again by being creative.
2. Show students the whole tile.
 - a. Ask students to describe the tile.
 - b. Where are tiles like this found?
 - c. How are they used?
3. Explain that you will be using the tile to make art. However, the tile will be in a different format.

*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

4. Give students instructions for creating the mosaics, demonstrating with your own mosaic as you tell them the steps:
 - a. Sketch a simple drawing or design on a piece of scratch paper.
 - b. Form a piece of modeling clay into the shape that you want to create for your base (circle, square, etc).
 - c. Use the different pieces of tile to replicate the sketch you drew by pressing the pieces of tile down into the clay. The clay will act as glue as it dries.

("You Do")

1. Allow students to gather the needed materials.
2. Monitor students as they create their own mosaics and help as necessary.
3. Allow students to share their mosaics with the class.

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three "what" questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

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

Component	Theme
Grade Level:	K-5
Lesson Title:	Storyboards 1
Focus:	Imagineering

Materials:

- Drawing paper
- Drawing materials- crayons, markers, colored pencils, etc.

Opening

State the objective

Today we will:

- Create detailed design and descriptions of the elements that would be in our very own theme parks.

Gain prior knowledge by asking students the following questions

- What is it about theme park attractions that keep people coming back? (They are fun, they are pleasing to the eye, they are brightly colored, they have characters, etc.)

Content (the “Meat”)

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

1. Share the following with students (review briefly if you have already discussed this at length):
 - a. A theme park is a destination where people go for fun. Amusement parks and some zoos are examples of theme parks.
 - b. Some elements of a theme park may include rides, exhibits, displays, shops, places to eat, and many other things.
2. Break the large group into smaller groups of 4-5. (If you are continuing this activity, use the same groups from Day 8.)
3. Explain the instructions for creating the storyboard for the unique, imaginary theme parks.
 - a. The storyboard is basically a more detailed breakdown of the elements that you choose to put in your theme park.
 - b. Review your Planning Guide form Day 8 OR if you have not completed Day 8, create a list of elements that you might find in a theme park (rides, shops, food carts, restrooms, etc.).
 - c. Each member in your group will choose an element that they want to draw out in detail. A blueprint is a birds-eye view of the whole park and is intended to show what items you will have and where you will place them.

*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

The storyboard contains detailed pictures of each element and includes the shapes, colors, and designs that will go on each item. Storyboard views are drawn as if you were looking at the element standing in front of it, not overhead like a blueprint.

- d. Use a piece of paper to fully detail an element of your theme park.
- e. Once you have completed, choose another element, until all theme park elements have been completed.
- f. Your group's drawings will be stapled together like a book. This will be your storyboard.

("You Do")

1. Allow students to gather the needed materials.
2. Monitor students as they create their storyboards and help as necessary.
3. Allow groups to share their theme park storyboard with the class.

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three "what" questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

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 choose to do this activity as a whole class.

Consult 4 Kids Lesson Plans



Component	Theme
Grade Level:	K-5
Lesson Title:	Get Inspired! 1
Focus:	Imagineering

Materials:

- Old magazines, newspaper
- Scissors
- Crayons or markers
- Paper
- Glue

Opening

State the objective

Today we will:

- Create artwork inspired by theme parks

Gain prior knowledge by asking students the following questions

- What do you think of when you think of theme parks?

Content (the “Meat”)

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

1. Share the following with students (review briefly if you have already discussed this at length):
 - a. A theme park is a destination where people go for fun. Amusement parks and some zoos are examples of theme parks.
 - b. Some elements of a theme park may include rides, exhibits, displays, shops, places to eat, and many other things.
2. Explain the instructions for creating A Theme Park Inspired Collage.
 - a. Imagine that you were able to create and build your own theme park. What would it look like?
 - b. Look through the pages of several magazines and newspapers. Cut out pictures or words that would inspire your theme park.
 - c. Glue the items on a piece of paper, making sure that all of the paper is covered.
 - d. After completing your collage, look at it carefully. What is the theme of your collage (space, ocean, etc.)? Write the theme on the back of the collage.

*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

("You Do")

1. Allow students to gather the needed materials.
2. Monitor students as they create their collages and help as necessary.
3. Allow students to share their collages with the class.

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

Component	Theme
Grade Level:	K-5
Lesson Title:	What's In A Theme Park?
Focus:	Imagineering

Materials:

- BINGO Cards, 1 per student
- BINGO markers, beans, paper, coins, etc
- What's In A Theme Park Sample Chart

Opening

State the objective

Today we will:

- Explore the elements of a theme park

Gain prior knowledge by asking students the following questions

- What is a theme park?
- Have you ever been to a theme park? What was your experience?

Content (the "Meat")

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

1. Begin a class discussion by asking students to create a list of theme parks.
 - a. Can you put the theme parks into categories? (Zoos, aquarium, amusement parks, etc.)
 - b. What are the goals of a theme park? (Visitors have fun, to make money, etc.)
2. Thinking about these theme parks, what are some of the common elements they share? (Use the attached template to see how to create this chart on the board. You can either fill it in as a class on the board, or you can have students work in pairs or small groups to fill it out and then fill in a large class chart). Examples include: rides, exhibits, displays, shops, restaurants, landscaping, places for people to sit, restrooms, food carts, trash cans, etc.

("You Do")

BINGO Set Up

- Each player needs one Bingo Card and a handful of markers.
- Write the word list on the board. Instruct students to choose one word for each box

*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

to write on their Bingo card.

To Play

- Randomly choose a word from the word list. Read aloud to students.
- Students place a marker over the word, IF the answer is on their card.
- Continue choosing words until someone gets a BINGO. (They should shout out BINGO if this occurs).

* A BINGO consists of a player marking off 5 boxes in a straight line ACROSS, VERTICALLY or DIAGONALLY. (10 boxes for Xtreme Bingo).

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:

If you are working with younger students, you may want to write the words on the BINGO cards prior to student arrival.

B	I	N	G	O
				

B	I	N	G	O
				

Word List

Rides

Animals

Booths

Trash Cans

Pathways

Trees and Bushes

Food Carts

Restaurant

Fun

Children

Adults

Restrooms

Gift Shop

Candy Store

Benches

Ice Cream

Souvenirs

Balloons

Roller Coaster

Hot Dogs

Displays

Parades

Shows

Characters

Fireworks

Park

Trains

Carousel

Parking Lot

Sidewalk

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Storyboards 2
Focus:	Imagineering

Materials:

- Drawing paper
- Drawing materials- crayons, markers, colored pencils, etc.

Opening

State the objective

Today we will:

- Create detailed design and descriptions of the elements that would be in our very own theme parks.

Gain prior knowledge by asking students the following questions

- What is it about theme park attractions that keep people coming back? (They are fun, they are pleasing to the eye, they are brightly colored, they have characters, etc.)

Content (the “Meat”)

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

1. Share the following with students (review briefly if you have already discussed this at length):
 - a. A theme park is a destination where people go for fun. Amusement parks and some zoos are examples of theme parks.
 - b. Some elements of a theme park may include rides, exhibits, displays, shops, places to eat, and many other things.
2. Break the large group into smaller groups of 4-5. (If you are continuing this activity, use the same groups from Day 8.)
3. Explain the instructions for creating the storyboard for the unique, imaginary theme parks.
 - a. The storyboard is basically a more detailed breakdown of the elements that you choose to put in your theme park.
 - b. Review your Planning Guide form Day 8 OR if you have not completed Day 8, create a list of elements that you might find in a theme park (rides, shops, food carts, restrooms, etc.).
 - c. Each member in your group will choose an element that they want to draw out in detail. A blueprint is a birds-eye view of the whole park and is intended to show what items you will have and where you will place them.

*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

The storyboard contains detailed pictures of each element and includes the shapes, colors, and designs that will go on each item. Storyboard views are drawn as if you were looking at the element standing in front of it, not overhead like a blueprint.

- d. Use a piece of paper to fully detail an element of your theme park.
- e. Once you have completed, choose another element, until all theme park elements have been completed.
- f. Your group's drawings will be stapled together like a book. This will be your storyboard.

("You Do")

1. Allow students to gather the needed materials.
2. Monitor students as they create their storyboards and help as necessary.
3. Allow groups to share their theme park storyboard with the class.

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three "what" questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

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 choose to do this activity as a whole class.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Let's Plan 1
Focus:	Imagineering

Materials:

- 11 x 17 Paper
- Drawing materials- crayons, markers, colored pencils, etc.
- Planning Guide, 1 per group (or you can write the prompts on the board for students to write onto paper)

Opening

State the objective

Today we will:

- Design and create a blueprint of our very own theme parks.

Gain prior knowledge by asking students the following questions

- If you could design your own theme park, what would it be called? What type of activities would it have for people to do?

Content (the "Meat")

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

1. Share the following with students (review briefly if you have already discussed this at length):
 - a. A theme park is a destination where people go for fun. Amusement parks and some zoos are examples of theme parks.
 - b. Some elements of a theme park may include rides, exhibits, displays, shops, places to eat, and many other things.
2. Break the large group into smaller groups of 4-5.
3. Explain the instructions for creating a sketch or "blueprint" of a unique, imaginary theme park. Each group will work together to create one sketch per group.
 - a. The sketch will be a "birds-eye" view. You will draw the whole park as if you were looking down on it from the sky. It doesn't have to be detailed with colors and decorations. This sketch is really about deciding what items will be included in your park and where you would put them in the park.
 - b. As a group, you first need to decide what the theme of your theme park will be. Who will be your audience? What would they want to have at your theme park? You will then determine what elements you want to include

*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

(rides, shops, pathways, etc). Use the Planning Guide to help you answer these questions before you begin your drawing.

- c. Next, your group will work together to create the “birds-eye” view sketch of the park. Label each item after you draw it on the paper.

(“You Do”)

1. Allow students to gather the needed materials.
2. Monitor students as they create their sketches and help as necessary.
3. Allow groups to share their theme park sketches with the class.

Closing

Review

Say:

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

Debrief

WHI?

Ask the following three questions:

1. What were some of the questions that came up in your group?
2. How did you go about including everyone?
3. If you were to try this again, what might you do differently?

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 choose to do this activity as a whole class.

Planning Guide

What is your theme? _____

Who is audience (who do you want to come to your park)? _____

What elements will be included in your theme park?

What is the name of your theme park? _____

Group members: _____

Planning Guide

What is your theme? _____

Who is audience (who do you want to come to your park)? _____

What elements will be included in your theme park?

What is the name of your theme park? _____

Group members: _____

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Creating Theme Park Models 1
Focus:	Imagineering

Materials:

- 1 piece of poster board for each group of 4-5 students
- Various types of paper (copy and construction) in a variety of colors
- Drawing materials- crayons, markers, colored pencils, etc.
- Staplers
- Glue
- Other art materials that you may have on hand- pipe cleaners, cotton balls, etc

Opening

State the objective

Today we will:

- Create a model of unique, imaginary theme parks

Gain prior knowledge by asking students the following questions

- What is a building model?
- Have you ever created a model out of paper before?
- What are some techniques you could use to create buildings, rides, or landscape from paper and art materials?

Content (the “Meat”)

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

1. Share the following with students (review briefly if you have already discussed this at length):
 - a. A theme park is a destination where people go for fun. Amusement parks and some zoos are examples of theme parks.
 - b. Some elements of a theme park may include rides, exhibits, displays, shops, places to eat, and many other things.
2. Break the large group into smaller groups of 4-5. (If you are continuing this activity, use the same groups from Day 8, 9 & 10.)
3. Explain the instructions for creating the models for the unique, imaginary theme parks.
 - a. A theme park model is a 3-D version of theme parks elements on a much smaller scale.
 - b. Review your Planning Guide form Day 8 and your storyboard from Day 9

*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.

Consult 4 Kids Lesson Plans

<p>and 10</p> <p>OR if you have not completed Day 8, 9 or 10, create a list of elements that you might find in a theme park (rides, shops, food carts, restrooms, etc.).</p> <p>c. The poster board will act as the base or the ground upon which your model sits.</p> <p>d. Your group members will work together to build models of the elements you have chosen for your theme park out of paper and other art materials.</p> <p style="text-align: center;">(“You Do”)</p> <ol style="list-style-type: none"> 1. Allow students to gather the needed materials. 2. Monitor students as they create their theme park models and help as necessary. 	<p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
---	--

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>WHI?</p> <p>Ask the following three questions:</p> <ol style="list-style-type: none"> 1. What were some of the questions that came up in your group? 2. How did you go about including everyone? 3. If you were to try this again, what might you do differently?

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • 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!)
--

<p>Modification:</p> <p>For younger students, you may choose to do this activity as a whole class.</p>

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Creating Theme Park Models 2
Focus:	Imagineering

Materials:

- 1 piece of poster board for each group of 4-5 students
- Various types of paper (copy and construction) in a variety of colors
- Drawing materials- crayons, markers, colored pencils, etc.
- Staplers
- Glue
- Other art materials that you may have on hand- pipe cleaners, cotton balls, etc

Opening

State the objective

Today we will:

- Create a model of unique, imaginary theme parks

Gain prior knowledge by asking students the following questions

- What is a building model?
- Have you ever created a model out of paper before?
- What are some techniques you could use to create buildings, rides, or landscape from paper and art materials?

Content (the “Meat”)

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

1. Share the following with students (review briefly if you have already discussed this at length):
 - a. A theme park is a destination where people go for fun. Amusement parks and some zoos are examples of theme parks.
 - b. Some elements of a theme park may include rides, exhibits, displays, shops, places to eat, and many other things.
2. Break the large group into smaller groups of 4-5. (If you are continuing this activity, use the same groups from Day 8, 9, 10 & 11.)
3. Explain the instructions for creating the models for the unique, imaginary theme parks.
 - a. A theme park model is a 3-D version of theme parks elements on a much smaller scale.
 - b. Review your Planning Guide form Day 8 and your storyboard from Day 9

*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.

Consult 4 Kids Lesson Plans

<p>and 10</p> <p>OR if you have not completed Day 8, 9 or 10, create a list of elements that you might find in a theme park (rides, shops, food carts, restrooms, etc.).</p> <ol style="list-style-type: none"> c. The poster board will act as the base or the ground upon which your model sits. d. Your group members will work together to build models of the elements you have chosen for your theme park out of paper and other art materials. <p style="text-align: center;">(“You Do”)</p> <ol style="list-style-type: none"> 1. Allow students to gather the needed materials. 2. Monitor students as they create their theme park models and help as necessary. 	<p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
--	--

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
<p>Three Whats</p> <p>Ask the following three “what” questions:</p> <ol style="list-style-type: none"> 1. What did you enjoy most about this activity? 2. What was the biggest challenge with this activity? 3. What did you learn from the group?

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • 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!)
--

<p>Modification:</p> <p>For younger students, you may choose to do this activity as a whole class.</p>

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Delivering the Pitch 1
Focus:	Imagineering

Materials:

If you have completed Days 11 or 12:

- Completed theme park models

If you have not done Days 11 or 12:

- No materials are needed for this lesson

Opening

State the objective

Today we will:

- Present your concept for a unique theme park to your peers
- Convince your peers why they should attend your theme park

Gain prior knowledge by asking students the following questions

- How do existing theme parks entice people to attend and enjoy them?
- What are some words that advertisements for them parks use to make their park sound wonderful and better than others?

Content (the “Meat”)

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

1. Share the following with students (review briefly if you have already discussed this at length):
 - a. A theme park is a destination where people go for fun. Amusement parks and some zoos are examples of theme parks.
 - b. Some elements of a theme park may include rides, exhibits, displays, shops, places to eat, and many other things.
2. Break the large group into smaller groups of 4-5. (If you are continuing this activity, use the same groups from Day 11 or 12.)
3. Explain the instructions for creating the theme park presentations an pitches.
 - a. During your presentation you will present your idea for a theme park, explaining it in detail. As part of your presentation, you will want to deliver a pitch- Why should your peers come to your theme park? Be persuasive.
 - b. You will have 15 minutes to plan your presentation as a group. (If you **have**

***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

Consult 4 Kids Lesson Plans

<p>completed Day 11 or 12, allow students to use their models to create their presentations. If you have not completed Day 11 or 12, allow students to brainstorm what type of theme park they would like to have, what type of activities it would have, etc.)</p> <p style="text-align: center;">(“You Do”)</p> <ol style="list-style-type: none"> 1. Allow each group to give their presentation. 2. If you choose, you can allow the audience to give their feedback; including determining whether or not they would like to attend the theme parks presented. 	<p>students in a “teach to learn” opportunity and have the student become the teacher.</p>
---	--

Closing

Review

Say:

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

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!)

Modification:

For younger students, you may choose to do this activity as a whole class.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Storyboards 3
Focus:	Imagineering

Materials:

- Drawing paper
- Drawing materials- crayons, markers, colored pencils, etc.

Opening

State the objective

Today we will:

- Create detailed design and descriptions of the elements that would be in our very cities on the moon.

Gain prior knowledge by asking students the following questions

- What would your city have to have or look like to entice people to move from Earth to your city on the moon? (It would have to be unique, exciting, fun, etc..)

Content (the “Meat”)

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

1. Break the large group into smaller groups of 4-5. (If you are continuing this activity, use the same groups from Day 17.)
2. Explain the instructions for creating the storyboard for the unique, imaginary theme parks.
 - a. The storyboard is basically a more detailed breakdown of the elements that you choose to put in your city on the moon.
 - b. Review your Planning Guide form Day 17 OR if you have not completed Day 17, create a list of things you might find in a city on the moon.
 - c. Each member in your group will choose an element that they want to draw out in detail. A blueprint is a birds-eye view of the whole city and is intended to show what items you will have and where you will place them. The storyboard contains detailed pictures of each element and includes the shapes, colors, and designs that will go on each item. Storyboard views are drawn as if you were looking at the element standing in front of it, not overhead like a blueprint.
 - d. Use a piece of paper to fully detail an element of your city.
 - e. Once you have completed, choose another element, until all of your City on the Moon elements have been 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.

Consult 4 Kids Lesson Plans

f. Your group's drawings will be stapled together like a book. This will be your storyboard.

("You Do")

1. Allow students to gather the needed materials.
2. Monitor students as they create their storyboards and help as necessary.
3. Allow groups to share their City on the Moon storyboard with the class.

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three "what" questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

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 choose to do this activity as a whole class.

Consult 4 Kids Lesson Plans



Component	Theme
Grade Level:	K-5
Lesson Title:	Get Inspired! 2
Focus:	Imagineering

Materials:

- Old magazines, newspaper
- Scissors
- Crayons or markers
- Paper
- Glue

Opening

State the objective

Today we will:

- Create artwork inspired by the moon

Gain prior knowledge by asking students the following questions

- What do you think of when you think of the moon?

Content (the “Meat”)

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

1. Explain the instructions for creating a Moon Inspired Collage.
 - a. Imagine that you were able to create and build your own city on the moon. What would it look like?
 - b. Look through the pages of several magazines and newspapers. Cut out pictures or words that would inspire your city on the moon.
 - c. Glue the items on a piece of paper, making sure that all of the paper is covered.
 - d. After completing your collage, look at it carefully.

(“You Do”)

1. Allow students to gather the needed materials.
2. Monitor students as they create their collages and help as necessary.
3. Allow students to share their collages with the class.

***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.

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



Component	Theme
Grade Level:	K-5
Lesson Title:	City On the Moon
Focus:	Imagineering

Materials:

- BINGO Cards, 1 per student
- BINGO markers, beans, paper, coins, etc
- City On The Moon Sample Chart

Opening

State the objective

Today we will:

- Explore the idea of a city on the moon?

Gain prior knowledge by asking students the following questions

- What do you know about the moon?
- Is there life on the moon?
- Imagine that scientists invented a way for humans to live on the moon, would you like to live there? Why or why not?

Content (the “Meat”)

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

1. Begin a class discussion by asking students: Imagine that scientists invented a way for humans to live on the moon, would you like to live there? Why or why not?
2. Ask students to think about a city on the moon. What would they like to see in the city if they lived on the moon? Use the Sample Chart to help guide student thinking. Recreate the chart on the board.
3. Ask students to work in pairs to fill it out.

(“You Do”)

BINGO Set Up

- Each player needs one Bingo Card and a handful of markers.
- Write the word list on the board. Instruct students to choose one word for each box to write on their Bingo card.

To Play

***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


Consult 4 Kids Lesson Plans


<ul style="list-style-type: none"> Randomly choose a word from the word list. Read aloud to students. Students place a marker over the word, IF the answer is on their card. Continue choosing words until someone gets a BINGO. (They should shout out BINGO if this occurs). <p>* A BINGO consists of a player marking off 5 boxes in a straight line ACROSS, VERTICALLY or DIAGONALLY. (10 boxes for Xtreme Bingo).</p>	<p>student become the teacher.</p>
---	------------------------------------

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> Please recap what we did today. Did we achieve our objectives?
Debrief
<p>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.</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> 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!)
--

<p>Modification: If you are working with younger students, you may want to write the words on the BINGO cards prior to student arrival.</p>
--

B	I	N	G	O
				

B	I	N	G	O
				

Word List

Moon

Cheese

Man on the Moon

Spaceship

Night

Sleep

Glow

Full Moon

Lunar

Moonlight

Crescent Moon

Ocean Tides

New moon

Once in a blue moon

Wish for the moon

Many moons ago

Lunar Scientist

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Storyboards 4
Focus:	Imagineering

Materials:

- Drawing paper
- Drawing materials- crayons, markers, colored pencils, etc.

Opening

State the objective

Today we will:

- Create detailed design and descriptions of the elements that would be in our very cities on the moon.

Gain prior knowledge by asking students the following questions

- What would your city have to have or look like to entice people to move from Earth to your city on the moon? (It would have to be unique, exciting, fun, etc..)

Content (the “Meat”)

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

1. Break the large group into smaller groups of 4-5. (If you are continuing this activity, use the same groups from Day 17.)
2. Explain the instructions for creating the storyboard for the unique, imaginary theme parks.
 - a. The storyboard is basically a more detailed breakdown of the elements that you choose to put in your city on the moon.
 - b. Review your Planning Guide form Day 17 OR if you have not completed Day 17, create a list of things you might find in a city on the moon.
 - c. Each member in your group will choose an element that they want to draw out in detail. A blueprint is a birds-eye view of the whole city and is intended to show what items you will have and where you will place them. The storyboard contains detailed pictures of each element and includes the shapes, colors, and designs that will go on each item. Storyboard views are drawn as if you were looking at the element standing in front of it, not overhead like a blueprint.
 - d. Use a piece of paper to fully detail an element of your city.
 - e. Once you have completed, choose another element, until all of your City on the Moon elements have been 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.

Consult 4 Kids Lesson Plans

f. Your group's drawings will be stapled together like a book. This will be your storyboard.

("You Do")

1. Allow students to gather the needed materials.
2. Monitor students as they create their storyboards and help as necessary.
3. Allow groups to share their City on the Moon storyboard with the class.

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three "what" questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

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 choose to do this activity as a whole class.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Let's Plan 2
Focus:	Imagineering

Materials:

- 11 x 17 Paper
- Drawing materials- crayons, markers, colored pencils, etc.
- Planning Guide, 1 per group (or you can write the prompts on the board for students to write onto paper)

Opening

State the objective

Today we will:

- Design and create a blueprint of our very own cities on the moon.

Gain prior knowledge by asking students the following questions

- If you could build your own city on the moon, what would it be called? What type of activities would it have for people to do?

Content (the "Meat")

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

1. Break the large group into smaller groups of 4-5.
2. Explain the instructions for creating a sketch or "blueprint" of a unique, imaginary city on the moon. Each group will work together to create one sketch per group.
 - a. The sketch will be a "birds-eye" view. You will draw the whole city as if you were looking down on it from the sky. It doesn't have to be detailed with colors and decorations. This sketch is really about deciding what items will be included in your city and where you would put them in the city.
 - b. As a group, you first need to decide what the name of your city will be. Who do you want to live there? What would they want to have in your city?
 - c. Think about the city you live in. What is in the city that the residents need? That they do for enjoyment? You will then determine what you want to include in your city. Use the Planning Guide to help you answer these questions before you begin your drawing.
 - d. Next, your group will work together to create the "birds-eye" view sketch of the city. Label each item after you draw it on the paper.

("You Do")

1. Allow students to gather the needed materials.
2. Monitor students as they create their sketches and help as necessary.

*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

3. Allow groups to share their city on the moon sketches with the class.	
--	--

Closing
<p style="text-align: center;">Review</p> <p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
<p style="text-align: center;">Debrief</p> <p>WHI? Ask the following three questions:</p> <ol style="list-style-type: none"> 1. What were some of the questions that came up in your group? 2. How did you go about including everyone? 3. If you were to try this again, what might you do differently?

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • 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!)
--

<p>Modification: For younger students, you may choose to do this activity as a whole class.</p>
--



Planning Guide

What is the name of your city? _____

Who do you want to live in your city? _____

What will you include in your city?

Group members: _____

Planning Guide

What is the name of your city? _____

Who do you want to live in your city? _____

What will you include in your city?

Group members: _____

Component	Theme
Grade Level:	K-5
Lesson Title:	Creating City on the Moon Models 1
Focus:	Imagineering

Materials:

- 1 piece of poster board for each group of 4-5 students
- Various types of paper (copy and construction) in a variety of colors
- Drawing materials- crayons, markers, colored pencils, etc.
- Staplers
- Glue
- Other art materials that you may have on hand- pipe cleaners, cotton balls, etc

Opening

State the objective

Today we will:

- Create models of unique, imaginary Cities on the Moon

Gain prior knowledge by asking students the following questions

- What is a building model?
- Have you ever created a model out of paper before?
- What are some techniques you could use to create buildings or landscape from paper and art materials?

Content (the “Meat”)

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

1. Break the large group into smaller groups of 4-5. (If you are continuing this activity, use the same groups from Day 18 & 19.)
2. Explain the instructions for creating the models for the unique, imaginary Cities on the Moon.
 - a. A city model is a 3-D version of Your City on the Moon elements on a much smaller scale.
 - b. Review your Planning Guide form Day 17 and your storyboard from Day 18 and 19
OR if you have not completed Day 17,18,19, create a list of things that you may need to build to create a City on the Moon
 - c. The poster board will act as the base or the ground upon which your model sits.
 - d. Your group members will work together to build models of the elements

***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

<p>you have chosen for your City on the Moon out of paper and other art materials.</p> <p style="text-align: center;">(“You Do”)</p> <ol style="list-style-type: none"> 1. Allow students to gather the needed materials. 2. Monitor students as they create their City on the Moon models and help as necessary. 	<p>students in a “teach to learn” opportunity and have the student become the teacher.</p>
--	--

Closing

Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?

Debrief
<p>WHI?</p> <p>Ask the following three questions:</p> <ol style="list-style-type: none"> 1. What were some of the questions that came up in your group? 2. How did you go about including everyone? 3. If you were to try this again, what might you do differently?

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • 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!)
--

<p>Modification:</p> <p>For younger students, you may choose to do this activity as a whole class.</p>

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Creating City on the Moon Model 2
Focus:	Imagineering

Materials:

- 1 piece of poster board for each group of 4-5 students
- Various types of paper (copy and construction) in a variety of colors
- Drawing materials- crayons, markers, colored pencils, etc.
- Staplers
- Glue
- Other art materials that you may have on hand- pipe cleaners, cotton balls, etc

Opening

State the objective

Today we will:

- Create models of unique, imaginary Cities on the Moon

Gain prior knowledge by asking students the following questions

- What is a building model?
- Have you ever created a model out of paper before?
- What are some techniques you could use to create buildings or landscape from paper and art materials?

Content (the "Meat")

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

1. Break the large group into smaller groups of 4-5. (If you are continuing this activity, use the same groups from Day 18 & 19.)
2. Explain the instructions for creating the models for the unique, imaginary Cities on the Moon.
 - a. A city model is a 3-D version of Your City on the Moon elements on a much smaller scale.
 - b. Review your Planning Guide form Day 17 and your storyboard from Day 18 and 19
OR if you have not completed Day 17,18,19, create a list of things that you may need to build to create a City on the Moon
 - c. The poster board will act as the base or the ground upon which your model sits.
 - d. Your group members will work together to build models of the elements

*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.

Consult 4 Kids Lesson Plans

<p>you have chosen for your City on the Moon out of paper and other art materials.</p> <p style="text-align: center;">(“You Do”)</p> <ol style="list-style-type: none"> 1. Allow students to gather the needed materials. 2. Monitor students as they create their City on the Moon models and help as necessary. 	<p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
--	--

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Three Whats</p> <p>Ask the following three “what” questions:</p> <ol style="list-style-type: none"> 1. What did you enjoy most about this activity? 2. What was the biggest challenge with this activity? 3. What did you learn from the group?

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • 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!)
--

<p>Modification:</p> <p>For younger students, you may choose to do this activity as a whole class.</p>

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Delivering the Pitch 2
Focus:	Imagineering

Materials:

If you have completed Days 20 or 21:

- Completed City on the Moon models

If you have not done Days 20 or 21:

- No materials are needed for this lesson

Opening

State the objective

Today we will:

- Present your concept for a unique City on the Moon to your peers
- Convince your peers why they should live in your City on the Moon

Gain prior knowledge by asking students the following questions

- How do advertisers and commercials make you want to buy their products?
- What techniques do people who sell homes use to attract buyers?

Content (the “Meat”)

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

1. Break the large group into smaller groups of 4-5. (If you are continuing this activity, use the same groups from Day 20 or 21.)
2. Explain the instructions for creating the theme park presentations and pitches.
 - a. During your presentation you will present your idea for a City on the Moon, explaining it in detail. As part of your presentation, you will want to deliver a pitch- Why should your peers come to your City on the Moon? Be persuasive.
 - b. You will have 15 minutes to plan your presentation as a group. (If you **have** completed Day 20 or 21, allow students to use their models to create their presentations. If you **have not** completed Day 20 or 21, allow students to brainstorm what type of City on the Moon they would like to create- what would be in the city, who would live there, etc.

(“You Do”)

*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”

Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> 1. Allow each group to give their presentation. 2. If you choose, you can allow the audience to give their feedback; including determining whether or not they would like to live in the City on the Moon's presented. 	<p>opportunity and have the student become the teacher.</p>
---	---

Closing

Review

Say:

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

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!)

Modification:

For younger students, you may choose to do this activity as a whole class.