

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	A Welcome Book
Focus:	Getting To Know You, Me and We

Materials:

- variety of colors of construction paper (12 x 18)
- pencils, crayons, markers, or colored pencils

Opening

State the objective

Today we will:

- create a “welcome book” to help new students feel at ease and to express personal views of their school and themselves.

Gain prior knowledge by asking students,

- What does the word welcome mean? (feeling like you belong and you know what to do).
- If you were going to be in a new place, what would you like for someone to share with you that would make you feel more comfortable (schedules, lunch, bathrooms, names of people, ...) Make a list.
- What might a Welcome Book look like?

Content (the “Meat”)

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

Discuss:

- What information you want to include in the class Welcome Book.
- Make a list on the board and assign a pair of students to complete the page (be sure that you have at least 10 pages in your book).
- Discuss the page layout—title, picture, content in words, other, draw that format on the white board or chart paper.
- Ask how the authors of this Welcome Book should be highlighted (list of names, group picture...).
- Ask how the book will be assembled (laminated? single ring? staple? other binding?).

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

When you are intentionally teaching youth something, take the time to point how the information is used during the day-to-day of life.

Take time to stop the class and ask them to share an insight with the class or a partner for a partner.

Check in often to see if they have ideas for making the lesson more fun and enjoyable. Listen for “how” and “what” questions.

Have students tell you what

Students practice (“You do”)

1. Explain to students that they are now ready to begin work on the book.
2. Ask them to pair up with the person on the chart that they will be working with.
3. Ask students to collect necessary supplies and work to complete the assigned

Consult 4 Kids Lesson Plans

page. 4. When complete, assemble the entire Welcome Book.	they are doing/thinking.
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Closing
Review
Say: <ul style="list-style-type: none"> Please recap what we did today. Did we achieve our objectives?
Debrief
Three Whats Ask the following three “what” questions: <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?

Reflection (Confirm, Tweak, Aha!) <ul style="list-style-type: none"> Ask students to think about what they did today in Theme 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!)
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Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	All About Me!
Focus:	Getting To Know You, Me and We

Materials:

- White construction paper (1 per student)
- Markers or crayons

Opening

State the objective

Today we will:

- Identify our likes and dislikes
- Share our favorite things with the group
- Learn about things we have in common with our peers

Gain prior knowledge by asking students, “What do you know about _____?”

- Celebrating your uniqueness? Have you ever had an opportunity to celebrate how wonderfully different and unique you are? Tell me about some of your experiences.

Content (the “Meat”)

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

- Introduce the All About Me posters to students.
- Tell students that they will each get to make a poster that represents both their likes and dislikes and shows how unique they are as an individual.
- Brainstorm with students the items that they can illustrate on their posters. Examples could include a self-portrait, first and last name, favorite foods, favorite hobbies, family members, favorite books, places they would like to travel, and foods and hobbies that they dislike.
- Record all brainstorming ideas on a white board or chart paper.

Activity → Teachable Moment(s) *throughout

When you are intentionally teaching youth something, take the time to point how the information is used during the day-to-day of life.

Take time to stop the class and ask them to share an insight with the class or a partner for a partner.

Check in often to see if they have ideas for making the lesson more fun and enjoyable.

Listen for “how” and “what” questions.

Students practice (“You do”)

- Give each student a piece of white construction paper.
- Allow students time to record or draw items from the brainstorm onto their All About Me posters. Posters should include at least a first name.
- Once students have completed their All About Me posters, allow students to come

Consult 4 Kids Lesson Plans

<p>to the front of the class to introduce their posters and explain the items they chose to draw.</p>	<p>Have students tell you what they are doing/thinking.</p>
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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. LBNT allows students to express an opinion about the activity.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in Theme 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:	A Box of Me
Focus:	Getting To Know You, Me and We

Materials:

- One shoe box or other small box per student (You may want to ask them to bring this in ahead of time. Instructions for how to make origami paper boxes can be found at <http://www.wikihow.com/Fold-a-Paper-Box>, but this method is only recommended for older youth. You will need the materials listed on this how-to.)
- Paper
- Various magazines
- Scissors
- Drawing materials (crayons, markers, etc)

Opening

State the objective

Today we will:

- Create a box that holds information that describes you
- Learn about other personalities, likes and interests

Gain prior knowledge by asking students, “What do you know about _____?”

- Building relationships?
- One of the ways you can build relationships with your peers is by getting to know about them.

Content (the “Meat”)

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

- Each person will create/fill a box with items that define them. If you can, send the boxes home with students the night before. Students can fill the boxes with items that are important to them (family photos, mementos, certificates, small toys, etc).
- If students are creating their boxes, use this time to walk them step-by-step through the process.

Students practice (“You do”)

- Option #1: If students did not bring items from home, allow them time to use magazine cut outs or small pieces of paper to draw items that represent them. For example, one may cut a soccer ball from a magazine and draw a picture of their

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

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Take time to stop the class and ask them to share an insight with the class or a partner for a partner. Check in often to see if they

Consult 4 Kids Lesson Plans

<p>family to add to their box. Move on to Option #2.</p> <ul style="list-style-type: none"> • Option #2: Students should write their names largely on the side of their Box of Me. Add all collected, drawn, or cut out items to the box. As time allows, students will partner up to share their boxes with one another. 	<p>have ideas for making the lesson more fun and enjoyable.</p> <p>Listen for “how” and “what” questions.</p> <p>Have students tell you what they are doing/thinking.</p>
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>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.</p> <p>Step 1: Describe: Student(s) describe what they did during the activity.</p> <p>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?</p> <p>Step 3: Generalize: How can you use the skills or your key learnings in your life?</p> <p>Step 4: Apply: How can you use the skills or your key learnings at school?</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today in Theme 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 of lesson:</p> <p>If all boxes did not get shared during this time period, students can continue sharing when another lesson runs short or during some transitions.</p>
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Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Me Shirt
Focus:	Getting To Know You, Me and We

Materials:

- large piece of butcher paper for each child
- pencils, crayons, markers, or colored pencils
- scissors

Opening

State the objective

Today we will:

- Create Me-Shirts that express something important about themselves.
- learn more about each other as we share our “Me Shirts”.

Gain prior knowledge by asking students,

- If you were not at school today, what would you be doing?
- If you could choose something special to do today, what would that be?
- If you could wave a magic wand, what would you like to learn?

Content (the “Meat”)

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

Discuss:

- Each of us is special in our own way. What are some of the ways that you are special? Have students share information with a partner.
- If you were to see a poster about you, what would you want it to show about you?
- What are you interested in doing? Learning?
- Share that today each student is going to make a Me-Shirt that will share with others what is important to them.
- Ask for 2 volunteers to come up to the front.
- Explain that one child will lay down on the butcher paper and that the other student will trace around the torso—the space that a T-Shirt would cover.
- Demonstrate how this outline can be “straightened” into a T-Shirt putting in the sleeves and the neckline, and straightening the sides.
- Thank the volunteers and let them return to their seat.
- Ask students to share something they are interested in—as they name something, either create a quick drawing that represents the words or write the

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

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Consult 4 Kids Lesson Plans

<p>words in a decorative way—do this with 3-5 student comments.</p> <ul style="list-style-type: none"> • Ask students if there are any questions about the task. 	<p>Have students tell you what they are doing/thinking.</p>
<p>Students practice (“You do”)</p>	
<ol style="list-style-type: none"> 1. Divide students into pairs—distribute butcher paper to each student. 2. Proceed with the process modeled and demonstrated above. 3. Have students complete the shirts and then cut them out. 4. Have students share the Me-Shirt with the class (remember that students should speak in complete sentences when sharing with the class. 	

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 in Theme 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 of lesson:</p> <p>If you do not have butcher paper, create a T-Shirt outline on paper (the larger the better) and have students create the shirt on the smaller T-Shirt.</p>

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Personal Trading Cards
Focus:	Getting To Know You, Me and We

Materials:

- 3 x 5 cards (3 for each student)
- pencils, crayons, markers, or colored pencils

Opening

State the objective

Today we will:

- create individual trading cards (similar to baseball trading cards).
- learn more about each other as we trade cards.

Gain prior knowledge by asking students,

- What do you know about trading cards? (about people or characters, tell personal information, share about the person's successes).
- Have you ever collected a trading card? If yes, explain whose card you had. If no, share whose card you would like to collect?
- What specific information do you find on trading cards? (name, age, birthday, particular stats about the person—maybe hobby, interests or list of favorites).

Content (the "Meat")

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

Discuss:

- The importance of sharing information on the trading card.
- What do you find on one side of the card (picture of the person with his/her name). Demonstrate how that would be done on the 3 x 5 cards.
- Ask students what information they think should be included on the back of the card. Demonstrate how you are dividing the back of the card into three sections—the first for personal data—name, age, and birthday; section 2 will hold your special interests, section 3 will be personalized by the students in any way desired as long as it remains respectful.
- Share that students can replicate the card 2 times, or they can create 3 different cards, changing the back sections 2 and 3.

Activity → Teachable Moment(s) *throughout

When you are intentionally teaching youth something, take the time to point how the information is used during the day-to-day of life. Take time to stop the class and ask them to share an insight with the class or a partner for a partner. Check in often to see if they have ideas for making the lesson more fun and enjoyable. Listen for "how" and "what"

Students practice ("You do")

Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> 1. Student work alone on his/her card. 2. When students are all finished with the trading cards, they are to mingle and trade cards with someone who interests them. 	<p>questions.</p> <p>Have students tell you what they are doing/thinking.</p>
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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 in Theme 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:	Personalized License Plates
Focus:	Getting To Know You, Me and We

Materials:

- Paper cut into the size of a license plate (1 per student)
- Crayons or markers

Opening

State the objective

Today we will:

- Create personalized license plates
- Learn more about our classmates

Gain prior knowledge by asking students, “What do you know about _____?”

- License plates on cars? How many letters do they have? (usually 7). What other things do you see on license plates? What are license plates used for?

Content (the “Meat”)

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

License plates generally have seven letters or numbers. License plates are put on the front and the back of the car and are used to identify the car.

- Explain to students that in this activity they will be creating personalized license plates that identify them.
- Students should write their names on their license plate paper just like a car’s plate. You may want to draw a sample license plate on a white board or chart paper so students have a visual idea of what they look like.
- If a student’s name is larger than seven letters, they will need to take out some of the letters, generally vowels, to narrow it down to seven letters.
- Talk to students about the decorations that can be found on a license plate. Each state has a different license plate. The decoration on the license plate is representative of the features of that state. The license plate that they will create will have decorations that are representative of them.
- Give each student a piece of license plate paper. Students should use a black crayon or marker to create the letters representing their name on their license plate. Allow each student to decorate around their name on the rim of the license plates items that represent them. Once students have completed their license plates, allow each student to come to the front of the class and share their license

***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>plate with the rest of the group. If possible, hang up students license plates in an area that can be seen by everyone.</p>	
<p style="text-align: center;">Students practice (“You do”)</p> <ul style="list-style-type: none"> • Allow each student to decorate around their name, on the rim of the license plates, items that represent them. • Once students have completed their license plates, allow each student to come to the front of the class and share their license plate with the rest of the group. • If possible, hang up students license plates in an area that can be seen by everyone. 	

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>Three Whats 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> <p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today in Theme 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 of lesson:</p> <p>With younger students, you may choose to have the license plates created with their name on it already and allow students to decorate around it.</p>

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Uniquely Me
Focus:	Getting To Know You, Me and We

Materials:

- 8.5” x 11 “ white paper
- pencils

Opening

State the objective

Today we will:

- Discuss the things about us that help us be alike and those that help us to be totally unique to us
- Explore our own unique fingerprints

Gain prior knowledge by asking students, “What do you know about _____?”

- Attributes you share with others?
- Attributes unique to you? (hair color, eye color, height, weight, birthday, fingerprints, talents)
- Your fingerprints?

Content (the “Meat”)

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

Discuss:

- Individual physical likenesses and differences, such as hair and eye color, height, and right- and left-handedness.
- Explain that while some people may have certain characteristics in common, everyone has a unique set of fingerprints.
- Make fingerprints of some or all of your students, using a pencil and paper.
 - Have students shade in a large area on the white paper (2” square).
 - Have student press his/her finger into the pencil lead colored square.
 - Make a set of prints on the clean part of the white paper.
- Have the students examine the fingerprints closely to see how they are different.
- Provide magnifying glasses if possible.

*Activity → Teachable Moment(s) *throughout*

When you are intentionally teaching youth something, take the time to point how the information is used during the day-to-day of life. Take time to stop the class and ask them to share an insight with the class or a partner for a partner. Check in often to see if they have ideas for making the lesson more fun and enjoyable. Listen for “how” and “what” questions. Have students tell you what

Students practice (“You do”)

1. Now that the students know how to make their own fingerprints, explain that they

Consult 4 Kids Lesson Plans

<p>will need to make three fingerprint images on the paper</p> <ol style="list-style-type: none"> 2. Ask students to use the fingerprint as a basic shape and then create an animal of some sort out of the fingerprint. 3. Repeat for all three prints, creating a different animal each time. 4. Have students share their work with others. 	<p>they are doing/thinking.</p>
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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 in Theme 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:	Pleased to Meet You
Focus:	Getting To Know You, Me and We

Materials:

- 12" x 18" white drawing paper (1 sheet for each student).
- pencils, crayons, markers, or colored pencils.

Opening

State the objective

Today we will:

- Get to know our classmates and then write acrostic poems about their new friends.

Gain prior knowledge by asking students,

- What questions do you ask someone you don't know very well? (name, favorites, things they like to do, where they live, etc.)
- What do you know about acrostic poems (take each letter of the word and create a descriptive phrase or write a word that captures who the person is) Example: Ginny G = Good friend, I = independent, N = nice to everyone, N = neat and well-organized, Y = yodels to the polka parade music.
- How would you collect the information about a person? (interview)

Content (the "Meat")

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

Discuss:

- What interview questions might you ask someone to get to know them better? Create a list of questions.
- Discuss how you might respond to those interview questions (use full sentences, keep a smile on your face, telling the truth, etc.)
- Ask for two volunteers to come up to demonstrate the interview—take demonstration team through the process of interviewing another person.
- Ask students what important information they found out during the interview (be sure to get the person's full name and correct spelling).
- Thank the volunteers.
- Demonstrate crating an Acrostic Poem.
 - Write letters of the person's name vertically on the paper.
 - Select interesting information from the interview.

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

When you are intentionally teaching youth something, take the time to point how the information is used during the day-to-day of life. Take time to stop the class and ask them to share an insight with the class or a partner for a partner. Check in often to see if they have ideas for making the

Consult 4 Kids Lesson Plans

<ul style="list-style-type: none"> ○ Write one characteristic or describer by each letter. ● Explain to students that this is what they are going to do with a partner. 	<p>lesson more fun and enjoyable. Listen for “how” and “what” questions.</p> <p>Have students tell you what they are doing/thinking.</p>
<p style="text-align: center;">Students practice (“You do”)</p> <ol style="list-style-type: none"> 1. Divide students into partners. 2. Ask students to interview the other person taking notes about what has been said. 3. Ask students to create an acrostic poem about that person. 4. Prepare to share information about your partner with the remainder of the group. 5. Share by introducing your new friend and sharing your acrostic poem. 	

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 in Theme 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:	Game On! The Getting To Know You Challenge
Focus:	Getting To Know You, Me and We

Materials:

- One shoe box or other small box per student (You may want to ask them to bring this in ahead of time. Instructions for how to make origami paper boxes can be found at <http://www.wikihow.com/Fold-a-Paper-Box>, but this method is only recommended for older youth. You will need the materials listed on this how-to.)
- Paper
- Various magazine
- Scissors
- Drawing materials (crayons, markers, etc)

Opening

State the objective

Today we will:

- Continue to build relationships by getting to know one another through friendly competition
- Practice our listening and memory skills

Gain prior knowledge by asking students, “What do you know about _____?”

- Remembering facts about people? Do you have any memory tricks you use?

Content (the “Meat”)

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

- Challenge the students to a “Getting To Know You” Battle! Them against you!
- Ask each student to stand up in front of the class and tell 5 facts about themselves.
- Now, tell them 25-30 facts about yourself.
- After you’ve introduced yourself, ask students if they can remember any of the facts about you. Students score 1 point for each correct fact they remember.

Students practice (“You do”)

- Now it’s your turn! Go around the room and name all the facts about each student that you can. You receive 1 point for each correct fact you remember!
- Tally up and see who won! Them or you!

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

When you are intentionally teaching youth something, take the time to point how the information is used during the day-to-day of life. Take time to stop the class and ask them to share an insight with the class or a partner for a partner. Check in often to see if they have ideas for making the lesson more fun and

Consult 4 Kids Lesson Plans

	enjoyable. Listen for “how” and “what” questions. Have students tell you what they are doing/thinking.
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Closing
Review
Say: <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>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 because (fill in with the last thing that the student said.)</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today in Theme 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:	Role Venn Diagrams
Focus:	Getting To Know You, Me and We

Materials:

- 8.5" x 11 " white paper
- pencils

Opening

State the objective

Today we will:

- Develop a better appreciation of the roles they fill in their families and community by showing some of the different aspects of their lives.
- Have the students draw a Venn Diagram to share with classmates.

Gain prior knowledge by asking students,

- What is meant by a role you play? (part you play in your life—similar to the role an actor plays, only real life)
- What are some of the different roles you play in your family? (Sister/brother, daughter/son, table setter, translator, etc.)
- What are some of the roles that your mother plays? Your father? Your siblings?

Content (the "Meat")

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

Discuss:

- The individual jobs that each student plays in his/her family—make a list.
- Ask two volunteers to come to the front of the room.
- Explain that you understand that all of the roles listed will not be roles that they play in their families, but that you are beginning with that list.
- Explain that you are going to help them create a Venn Diagram (check to be sure that the students understand that a Venn is made of overlapping circles—and where the circles overlap is the place you write the things that BOTH people do. The sections where they do not overlap, but are within the circle is the place to list characteristics that are individual. Outside of the Venn you list things that DO NOT pertain to you.
- Go through the list with the volunteers. If both share a characteristic, put a "B" by the item, if one student or the other, put the initial of the student; and if neither plays a role put "N" for neither.
- Transfer the items to the Venn Diagram.
- Ask students if they have questions.

Activity → Teachable Moment(s) *throughout

When you are intentionally teaching youth something, take the time to point how the information is used during the day-to-day of life.

Take time to stop the class and ask them to share an insight with the class or a partner for a partner.

Check in often to see if they have ideas for making the lesson more fun and enjoyable.

Listen for "how" and "what" questions.

Have students tell you what they are doing/thinking.

Students practice ("You do")

Consult 4 Kids Lesson Plans

1. Now that the students know how to make a Venn Diagram with another student, pair students in the class.
2. Ask students to follow the process outlined above.
3. When students are finished, have the pairs share with others.

Note: For Kindergarten and 1st graders you will want to help them create the Venn Diagrams together by pairing additional students and complete as a whole class. If you have a volunteer or an older student who can help, then you can complete the activity as outlined above. Or you could ask students to draw pictures of the roles they play.

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 in Theme 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:	Similar and Different
Focus:	Getting To Know You, Me and We

Materials:

- variety of colors of construction paper (12 x 18)
- pencils, crayons, markers, or colored pencils

Opening

State the objective

Today we will:

- create a poster with a peer sharing how we are alike and how we are different.
- learn more about each other.

Gain prior knowledge by asking students,

- What does the word similar mean? In what ways are you similar to the person closest to you? If you are not sure, ask them about themselves.
- What does the word different mean? In what ways are you different from the person closest to you? If you are not sure, keep asking questions until you understand how you are different.
- Ask students how similarities and differences is similar to shared and unshared; alike and unique, compatible and incompatibl.

Content (the "Meat")

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

Discuss:

- In the poster you are going to create with a friend today, you are going to show likenesses and differences.
- Consider ways that you might do that, have a heads together with a partner and discuss that and then share with the group (poster with two colors, Venn Diagram, arrows, other).
- Ask for a pair of volunteers who talked about how they might create a poster.
- Ask students to share with the group the idea that they have.
- Have them sketch the idea on a piece of chart paper.
- Ask students if they have questions.
- Ask students to select a partner.

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

When you are intentionally teaching youth something, take the time to point how the information is used during the day-to-day of life. Take time to stop the class and ask them to share an insight with the class or a partner for a partner. Check in often to see if they have ideas for making the lesson more fun and enjoyable. Listen for "how" and "what"

Students practice ("You do")

1. Students work with a partner to create a Similarities and Differences poster.

Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> 2. Ask students to collect the supplies that they need. 3. When students have create the poster. 4. Invite students to share the poster with the rest of the class. 	<p>questions.</p> <p>Have students tell you what they are doing/thinking.</p>
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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 in Theme 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:	Candy Confessions
Focus:	Getting To Know You, Me and We

Materials:

- 1 bag Skittles or M&Ms

Opening

State the objective

Today we will:

- Test our knowledge of what we have learned about each other
- Work together

Gain prior knowledge by asking students, “What do you know about _____?”

- Being a good friend? What are qualities of a good friend?

Content (the “Meat”)

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

- Pour the candy into a bowl.
- Allow students to choose between 3-6 candies each, depending on the time.
- Each candy color is assigned a question. Below are some example questions:
 1. How many bothers do I have?
 2. What is my favorite color?
 3. What is my favorite sport?
 4. I do not like this food.
 5. What is my last name?
- Write the color of candy that corresponds to each question you chose on the board or on chart paper.

Students practice (“You do”)

- Allow students to come to the front of the room one at a time.
- For each candy they chose, they will ask the class the corresponding question.
- Continue until all students have gone.
- (If a student has more than one color of the candy, they only ask the question once!)

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

When you are intentionally teaching youth something, take the time to point how the information is used during the day-to-day of life.

Take time to stop the class and ask them to share an insight with the class or a partner for a partner.

Check in often to see if they have ideas for making the lesson more fun and enjoyable.

Listen for “how” and “what” questions.

Have students tell you what they are doing/thinking.

Consult 4 Kids Lesson Plans

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 in Theme 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 of lesson:

You could play this a competitive game. Split the class into teams. When a student is in front the class asking questions, their team gets the first chance to answer. If they answer correctly the others teams can try to answer. Each correct answer is worth a point for the answering team.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Creating Classroom Agreements and Name Games
Focus:	Getting To Know You, Me and We

Materials:

- Chart paper or white board with four columns labeled Respectful, Responsible, Safe and Fun
- Post-its (3-5 only)
- “Creating Classroom Agreements & Learning Names Supplement: Name Game Nursery Rhymes” handout – 1 per leader (K-1 only)
- Soft ball (if playing Ball Toss)

Opening

State the objective

Today we will:

- Create classroom agreements
- Introduce ourselves to each other
- Learn each other’s names

Gain prior knowledge by asking students, “What do you know about _____?”

- Meeting new people?
- Creating classroom rules?

Content (the “Meat”)

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

Ask:

- What is the difference between “Rules” and “Agreements?”
(Rules are TOLD to you; agreements are developed and agreed upon by the group. For more information, see the “Ownership and Agreements” Module in the Consult 4 Kids Online Instruction videos; <http://consultfourkids.com/>)
- Why is it important to have agreements in our classroom?
(Answers will vary)

Do:

- Divide the group into smaller groups with 5-6 participants (For K-2 students, see modifications). Distribute Post-its to each group, instruct them to write one answer per Post-it and then pose the following questions:
 - How can you be successful in this environment?
 - How can you be responsible for your own learning?
 - How can you feel safe in this environment?

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

When you are intentionally teaching youth something, take the time to point how the information is used during the day-to-day of life.

Take time to stop the class and ask them to share an insight with the class or a partner for a partner.

Check in often to see if they have ideas for making the

Consult 4 Kids Lesson Plans

<ul style="list-style-type: none"> ○ How will we have fun in this environment? ● Introduce the THINK Agreements (Be Safe, Be Responsible, Be Respectful, Have Fun) ● Ask groups, one at a time, to read one of their answers to the whole group and decide with Agreement their answer would fit under. (It is okay if a statement fits into multiple categories) ● Continue to categorize the brainstorm until all answers are placed. <p>Note: All possible actions fit into one of these four categories, even if students didn't say "walk in the classroom" in response to "How can we be safe?", it still fits under the umbrella of Be Safe. Rather than having 142 individual rules or agreements, they can all be nicely packaged in 4 all-consuming categories.</p>	<p>lesson more fun and enjoyable.</p> <p>Listen for "how" and "what" questions.</p> <p>Have students tell you what they are doing/thinking.</p>
<p style="text-align: center;">Students practice ("You do")</p> <p>Choose one game to play with students</p> <p>K-1</p> <p>Name Game Nursery Rhymes: If possible, have students sit in a group on the floor. Choose one student to volunteer to come to the front of the group. Introduce the student to the group and allow students to choose a nursery rhyme (see Lesson Plan Supplement: Nursery Rhymes for examples). Lead students in singing the nursery rhyme using the student's name. Repeat as time allows.</p> <p>Ball Toss: For this name game you will need some sort of ball, preferably a small beach volleyball that students can throw to each other. When a student catches the ball, she needs to say her name. After that, she needs to throw the ball to another student. If that student knows the name of the person he is throwing the ball to then he should call out the person's name before the toss. If he does not know the person's name that he is throwing the ball to, he will learn it when that person catches the ball and says her name. (Found on Ehow.com)</p> <p>2-5</p> <p>Name Pantomime Instruct your students to introduce themselves by pairing up their name with a verb that starts with the same letter that could be used to describe them. For example, they could say Jogging Jenny or Giggling Ginger. Then have them introduce themselves to the class by not only telling the class this combination, but by also acting out the verb the best they can. The combination of the visual and the verbal introduction should help the students remember each others' names. (Found on Ehow.com)</p> <p>Introductions Split the classroom up into pairs. Each pair is to interview and then introduce each other to the rest of the class. At the end of all of the introductions you can challenge the students to recite all of the students' names and at least one fact about them. After all of the students take a shot at reciting all the names and facts, they should all have most of the names memorized and maybe even some extra information about each student. (Found on Ehow.com)</p>	

Consult 4 Kids Lesson Plans

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 in Theme 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 of lesson:

For K-2 students, do this activity as a whole class without the Post-its. Leader will ask the questions and directly write the answers on the chart paper or board in the correct column.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Safety Collages and Murals
Focus:	Getting To Know You, Me and We

Materials:

- Construction paper
- Markers or crayons
- Scissors (collage only)
- Magazines, newspapers, or other publications (collage only)
- Glue (collage only)

Opening

State the objective

Today we will:

- Create environmental agreements about safety
- Create a collage or mural showing safety in action

Gain prior knowledge by asking students, “What do you know about _____?”

- Ask students to give you examples of being safe in the classroom. Some examples may include walking in the classroom, putting backpacks on chairs or underneath desks, or keeping a tight hold on pencils, scissors or other objects.

Content (the “Meat”)

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

- Ask: What does safety look like in other areas of the after school program?
- Create a chart with several columns. At the top of each column, write the name of a place that students would find themselves while in the after school program. Examples might include the cafeteria, the library, bathrooms, or hallways.
- Ask students what being safe looks like, sounds like, and feels like in each of these areas.
- Record student answers under the appropriate column.
- Give students instructions for creating a safety collage or mural. For a safety collage, students can cut out pictures from magazines, newspapers, for other articles that show example of people being safe. These pictures can then be glued on a piece of construction paper to create a safety collage. For a safety mural, ask students to draw pictures or scenes in which people are being safe in a classroom

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

When you are intentionally teaching youth something, take the time to point how the information is used during the day-to-day of life. Take time to stop the class and ask them to share an insight with the class or a partner for a partner. Check in often to see if they have ideas for making the

Consult 4 Kids Lesson Plans

<p>or school environment.</p>	<p>lesson more fun and enjoyable.</p>
<p style="text-align: center;">Students practice (“You do”)</p> <ul style="list-style-type: none"> • Give each student the materials needed to create their collage or mural. • Students should work independently, in pairs, or in small groups to create their collages or murals. • Allow time for students to share their work with a partner, a small group, or the large group. • Display the Environmental Safety Agreements and student collages or murals, if possible. 	<p>Listen for “how” and “what” questions.</p> <p>Have students tell you what they are doing/thinking.</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 in Theme 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:	Respect Songs and Raps
Focus:	Getting To Know You, Me and We

Materials:
None

Opening
State the objective
<p>Today we will:</p> <ul style="list-style-type: none"> • Create environmental agreements about being respectful • Create songs or raps about being respectful.
Gain prior knowledge by asking students, “What do you know about _____?”
<ul style="list-style-type: none"> • Ask students to give you examples of being respectful in the classroom. Some examples may include not talking while other people are talking, using appropriate language, and following the agreements.

Content (the “Meat”)	
Instruction / Demonstration (“I do” – “We do”)	<p>*Activity → Teachable Moment(s) <i>throughout</i></p> <p>When you are intentionally teaching youth something, take the time to point how the information is used during the day-to-day of life. Take time to stop the class and ask them to share an insight with the class or a partner for a partner. Check in often to see if they have ideas for making the lesson more fun and enjoyable. Listen for “how” and “what” questions. Have students tell you what</p>
Students practice (“You do”)	
<ul style="list-style-type: none"> • Ask: What does being respectful look like in other areas of the after school program? • Create a chart with several columns. At the top of each column, write the name of a place that students would find themselves while in the after school program. Examples might include the cafeteria, the library, bathrooms, or hallways. • Ask students what being respectful looks like, sounds like, and feels like in each of these areas. • Record student answers under the appropriate column. • Give students instructions for creating a song or rap about being respectful. 	
<ul style="list-style-type: none"> • Create small groups of 4 to 5 students. Each group should create a short song or rap about being respectful. • Allow time for friends to create and practice their song or rap. • Once they have had time to practice, each group should come to the front of the 	

Consult 4 Kids Lesson Plans

<p>class to perform their song for the group.</p> <ul style="list-style-type: none"> • If possible, post environmental agreements and allow students to perform their songs in front of another group. 	<p>they are doing/thinking.</p>
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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 in Theme 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 of lesson:</p> <p>Younger students may benefit from having a song about respect taught to them, rather than creating it themselves. Teach the students the song and let them practice all together and in small groups.</p>
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Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Creating Agreement Contracts and Name Games
Focus:	Getting To Know You, Me and We

Materials:

- Washable paint
- Plastic or paper plates for paint holders
- Agreements Chart created Day 1 (copy chart onto chart paper if created on white board)
- After School Discipline/Behavior Guidance Plan
- “Creating Classroom Agreements & Learning Names Supplement: Name Game Nursery Rhymes” handout – 1 per leader (Grades K-1 only)
- Soft ball (if playing Ball Toss)

Opening

State the objective

Today we will:

- Make commitments to our classroom agreements
- Introduce ourselves to each other
- Learn each other’s names

Gain prior knowledge by asking students, “What do you know about _____?”

- Making commitments?
- Learning and remembering people’s names? Do you have any tricks you use to help you remember names?

Content (the “Meat”)

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

- With the group, review the classroom agreements created Day 1.
- Ask students to turn to a partner and talk about the things that they can do to help themselves and others follow the agreements.
- Introduce your after school program’s Discipline or behavior Guidance system to youth.
- Allow for any questions.
- Put out several different colors of paint on plates.
- Ask students to come up 2 at a time and choose a paint color.
- Students will smear hand with paint and place handprint on Agreements chart. Right before each student makes their handprint, the leader should ask: “Do you commit to following our agreements?” Leader will write the students name in marker underneath their handprint.
- Allow for students to wash hand immediately after imprinting.

Activity → Teachable Moment(s) *throughout

When you are intentionally teaching youth something, take the time to point how the information is used during the day-to-day of life. Take time to stop the class and ask them to share an insight with the class or a partner for a partner. Check in often to see if they

Consult 4 Kids Lesson Plans

Students practice (“You do”)

Choose one game to play with students.

K-1

Name Game Nursery Rhymes: If possible, have students sit in a group on the floor. Choose one student to volunteer to come to the front of the group. Introduce the student to the group and allow students to choose a nursery rhyme (see Lesson Plan Supplement: Nursery Rhymes for examples). Lead students in singing the nursery rhyme using the student’s name. Repeat as time allows.

Ball Toss: For this name game you will need some sort of ball, preferably a small beach volleyball that students can throw to each other. When a student catches the ball, she needs to say her name. After that, she needs to throw the ball to another student. If that student knows the name of the person he is throwing the ball to then he should call out the person's name before the toss. If he does not know the person's name that he is throwing the ball to, he will learn it when that person catches the ball and says her name. (Found on Ehow.com)

2-5

Name Pantomime Instruct your students to introduce themselves by pairing up their name with a verb that starts with the same letter that could be used to describe them. For example, they could say Jogging Jenny or Giggling Ginger. Then have them introduce themselves to the class by not only telling the class this combination, but by also acting out the verb the best they can. The combination of the visual and the verbal introduction should help the students remember each others' names. (Found on Ehow.com)

Introductions Split the classroom up into pairs. Each pair is to interview and then introduce each other to the rest of the class. At the end of all of the introductions you can challenge the students to recite all of the students' names and at least one fact about them. After all of the students take a shot at reciting all the names and facts, they should all have most of the names memorized and maybe even some extra information about each student. (Found on Ehow.com)

have ideas for making the lesson more fun and enjoyable.

Listen for “how” and “what” questions.

Have students tell you what they are doing/thinking.

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!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. 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)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)

Modification of lesson:

If using paint in your space is not an option, you might consider the following modification:

- Allow students to come forward 1-2 at a time to sign the agreements chart. They may choose to include a small, appropriate symbol that describes them, as well.
- Right before each student signs, the leader should ask: "Do you commit to following our agreements?"

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Team Builder: Cooperative Clay Creatures 1
Focus:	Getting To Know You, Me and We

Materials:

- Air-Dry modeling clay (enough for each student to have a fist sized lump)
- Scratch paper (1 per student)
- Sentence strips (1 per student)
- Markers or crayons

Opening

State the objective

Today we will:

- Work together to build clay creatures
- Use our teamwork and creativity skills

Gain prior knowledge by asking students, “What do you know about _____?”

- Working cooperatively? What are some ways that you behaved to that that experience successful?
- Working with clay? What are some techniques that you used to make that experience successful and clean?

Content (the “Meat”)

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

- Create a group of 5-6 students.
- Each group should be placed around a table or group of desks so that they are able to rotate within their small group.
- Place a sheet of scratch paper in front of each student, along with a lump of clay.
- Give instructions:
 1. This is a silent activity; there is no talking or discussion is allowed!

Students practice (“You do”)

- When you say “go”, students will begin sculpting their clay lumps into whatever shapes or creatures they choose. They will have 45 seconds for the 1st rotation only.
- At 45 seconds, cal “time”. Students will rotate to the next sculpture in their group. This time they will only have 30 seconds to continue the work that the previous person did. Remember, there is no talking, so if they don’t know what it is, they will have to create their own vision.

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

When you are intentionally teaching youth something, take the time to point how the information is used during the day-to-day of life. Take time to stop the class and ask them to share an insight with the class or a partner for a partner. Check in often to see if they have ideas for making the lesson more fun and enjoyable. Listen for “how” and “what” questions.

Consult 4 Kids Lesson Plans

<ul style="list-style-type: none"> • Continue with 30 second rotations, until the original sculptor returns to their now completed sculpture! • Lift the No Talking rule and give students several minutes to discuss the outcomes of their clay creatures with their small groups. • Hand out 1 sentence strip to each student. Instruct students to place it in front of their sculpture. • Students will rotate just like they did with the clay sculptures, except this time they are armed with a marker or crayon. Instead of sculpting clay, they will add one word to each sentence strip to create a title for the sculpture in front of them. Once the rotations are completed, and the sculptor returns to their original position, they should have a title created one word at a time, with each member of the group contributing one word. (Example: Big Old Scary Lion Boy) • Allow clay creatures to dry overnight. 	<p>Have students tell you what they are doing/thinking.</p>
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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 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 in Theme 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 of lesson: Younger students will have difficulty with the title creation portion for this lesson. Once collaborative sculptures are completed, go to each child and have them dictate the title of their sculpture to you to write on the sentence strips.</p>

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Team Cheers
Focus:	Getting To Know You, Me and We

Materials:
None

Opening
State the objective
<p>Today we will:</p> <ul style="list-style-type: none"> • Create a team cheer
Gain prior knowledge by asking students, “What do you know about _____?”
<ul style="list-style-type: none"> • Team cheers? Have you been on a team that has a special cheer? What was the team? What was the cheer?

Content (the “Meat”)	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>In this activity, students will be creating a team cheer.</p> <ul style="list-style-type: none"> • Ask students to get in groups of five or six. • Each group will have an opportunity to create a team cheer or chant. • If at all possible, the cheer or chant should include the team name, as voted on yesterday. 	<p style="text-align: center;">*Activity → Teachable Moment(s) throughout</p> <p>When you are intentionally teaching youth something, take the time to point how the information is used during the day-to-day of life.</p> <p>Take time to stop the class and ask them to share an insight with the class or a partner for a partner. Check in often to see if they have ideas for making the lesson more fun and enjoyable.</p> <p>Listen for “how” and “what” questions.</p> <p>Have students tell you what they are doing/thinking.</p>
<p style="text-align: center;">Students practice (“You do”)</p> <ul style="list-style-type: none"> • Allow time for each group to create and practice their cheer or chant. • Each group should perform the cheer or chant for the large group. • After all groups have completed their cheers or chants, they should perform them in front of the large group. • The entire class will vote on which team cheer or chant they would like to adopt. • Allow the entire large group to practice the cheer or chant they chose. • If possible, find another class or group of students that you can perform your cheer or chant for. 	

Consult 4 Kids Lesson Plans

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 in Theme 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 of lesson:

With younger students, you may choose to have a cheer or chant already created. Introduce the cheer to students by writing it on a white board or chart paper and practice until they can complete it without reading it!

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Team Names/Team Crests
Focus:	Getting To Know You, Me and We

Materials:

- Construction paper
- Markers or crayons

Opening

State the objective

Today we will:

- Create a team name
- Create and choose a team crest

Gain prior knowledge by asking students, “What do you know about _____?”

- Team crests?
- Team names? Have they ever been in a group with a name? What was it? How was it chosen?

Content (the “Meat”)

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

In this activity, students will be creating a classroom name or a team name. They will also be creating a team crest.

- Lead students in a brainstorm for possible team names.
- Record each name on a white board or chart paper.
- Ask students to do a silent vote, by show of hands, for the team named they would like to represent them.
- Once a team name has been chosen, explain to students about the team crest.
- A team crest will be a picture or a symbol or a coat of arms, of sorts, that will describe the team name.

Students practice (“You do”)

- Allow students to work in groups of five or six.
- Each team of five or six should create a team crest.
- When all team crests have been completed, hold a silent vote to see which team crest will represent the group.

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

When you are intentionally teaching youth something, take the time to point how the information is used during the day-to-day of life.

Take time to stop the class and ask them to share an insight with the class or a partner for a partner.

Check in often to see if they have ideas for making the lesson more fun and enjoyable.

Listen for “how” and “what” questions.

Have students tell you what they are doing/thinking.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Likes and Dislikes

Create a chart and list what students liked and what students didn't like about the activity. You might probe by asking, "What about this activity ...?"

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in Theme 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 of lesson:

With younger students, you may choose to have examples of a team crest that they can vote on. Once a crest has been chosen, allow younger students to color the crest individually (if copies are available) or as a group.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Our Quilt
Focus:	Getting To Know You, Me and We

Materials:

- 6" x 6" squares on light-colored construction paper (enough for 2-3 squares per student)
- pencils, crayons, markers, or colored pencils
- butcher paper quilt backing
- glue sticks

Opening

State the objective

Today we will:

- create a class quilt that will share things about each of us
- learn more about each other as we create this Quilt

Gain prior knowledge by asking students,

- What do you know about quilts? (They are patchworks of small pieces of fabric that are sown together to create wall hanging or a blanket)
- In what ways could a quilt tell a story? (Share with them that there are many quilts to celebrate people who are considered heroes, or people who have suffered a great deal, or the various parts of a person's life)
- If you could contribute to a quilt, what would you want your squares to share?

Content (the "Meat")

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

Discuss:

- The importance of capturing the things about each person in the class to celebrate how we are different and to also see how much we are alike.
- Ask 6 students to volunteer to come forward and demonstrate the process of making quilt squares.
- Ask each student to write his/her name on the square and then turn the square over.
- Ask students to share something special about themselves that they want to capture on the quilt square.
- Ask students to quickly illustrate what they just shared.
- Give students a chance to create the square as you distribute the colored squares to the other students.

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

When you are intentionally teaching youth something, take the time to point how the information is used during the day-to-day of life. Take time to stop the class and ask them to share an insight with the class or a partner for a partner. Check in often to see if they have ideas for making the

Consult 4 Kids Lesson Plans

<ul style="list-style-type: none"> Have each student quickly share his/her square with the class. Tape the square on a piece of chart paper. Continue until you have all squares on the chart paper and show the quilt to the class. Ask students if they have questions about the process. 	<p>lesson more fun and enjoyable. Listen for “how” and “what” questions. Have students tell you what they are doing/thinking.</p>
<p>Students practice (“You do”)</p> <ol style="list-style-type: none"> 1. Students may work alone or with others as they create the 3 squares that they will contribute to the quilt. 2. Lay out the butcher paper quilt backing. 3. Ask students to place the squares that they complete on the quilt backing. 4. Ask students if they would like to arrange the squares into any sort of pattern—arrange the squares. 5. Once you have the quilt laid out, ask student to glue stick the squares into place (start at one corner and work in linear lows or columns). 6. Share the quilt with other classes. 	

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 in Theme 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:	Hero vs. Role Model
Focus:	Heroes and Role Models

Materials:

- Chart paper or white board
- Charting marker

Opening

State the objective

Today we will:

- Be introduced to the theme of the month.
- Talk about the differences between heroes and role models.

Gain prior knowledge by asking students the following questions

- Heroes? When you hear that word, what/who do you think of?
- Role models? When you hear this word, what/who do you think of?

Content (the “Meat”)

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

- Draw a large Venn diagram on a white board or chart paper. (A Venn Diagram a diagram that uses circles to represent set theory; the position and overlap of the circles indicate the relations among the sets). Draw a large circle. Draw another large circle that overlaps the first so that there is a shared space in the middle of the two circles.
- Label one circle Heroes and the other Role Models.
- Ask students to use their own words to explain what the similarities and differences are between heroes and role models. They can use characteristics, descriptions, or definitions. Write the similarities in the shared circle space on the Venn Diagram. The differences will go into the respective circle space for either hero or role model. Some examples are written below.

Similarities:

- Both are inspirational
- Both are contributors to society
- Both are HELPERS (of people, animals, the environment, etc)

*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

<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 50%; padding: 5px;">Heroes</th> <th style="width: 50%; padding: 5px;">Role Models</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Are sometimes passed down through culture</td> <td style="padding: 5px;">Have a personal impact on one's life</td> </tr> <tr> <td style="padding: 5px;">Show up for times of crisis</td> <td style="padding: 5px;">Are chosen by an individual</td> </tr> <tr> <td style="padding: 5px;">Overcome human frailties to do what needs to be done in a moment in time- Spiderman, Hercules, Shaq</td> <td style="padding: 5px;">Make positive change through day to day work and efforts- MLK Jr, Ghandi, a father figure</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Fill in the diagram as students are answering and giving ideas. • As students are commenting, ask them to give examples of people who would fit these descriptions. 	Heroes	Role Models	Are sometimes passed down through culture	Have a personal impact on one's life	Show up for times of crisis	Are chosen by an individual	Overcome human frailties to do what needs to be done in a moment in time- Spiderman, Hercules, Shaq	Make positive change through day to day work and efforts- MLK Jr, Ghandi, a father figure	
Heroes	Role Models								
Are sometimes passed down through culture	Have a personal impact on one's life								
Show up for times of crisis	Are chosen by an individual								
Overcome human frailties to do what needs to be done in a moment in time- Spiderman, Hercules, Shaq	Make positive change through day to day work and efforts- MLK Jr, Ghandi, a father figure								
<p style="text-align: center;">Students Practice ("You do")</p> <ul style="list-style-type: none"> • When diagram is completed, allow students to work in partners or individually to choose both a personal hero and a role model based on the criteria established. • Allow time for students to share with partners, a small group or the whole class. 									

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> <ul style="list-style-type: none"> ⤴ What did you enjoy most about this activity? ⤴ What was the biggest challenge with this activity? ⤴ 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 in math. • 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

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 in your work?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- 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:

- ✦ K-1: Have students work in pairs or groups to create their super hero.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Role Model Web Brain Storm
Focus:	Heroes and Role Models

Materials:

- White construction paper (1 per student)
- Markers or crayons
- White board/chart paper

Opening

State the objective

Today we will:

- Learn what a role model is.
- Learn who is a role model to our classmates and why.

Gain prior knowledge by asking students, “What do you know about _____?”

- Role Models?
- Have you ever seen someone on T.V., in a magazine, or on the internet that you would call a role model?

Content (the “Meat”)

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

- Introduce what a role model is to the class by reading the definition and writing it on a piece of chart paper or white board.
- Definition of a Role Model: someone who another person admires and tries to be like.*
- Ask students if they have a well known role model and who their role models are?
 - Record all brainstorming ideas on a white board or chart paper.
 - Ask the students why these people are their role models.
 - Record all brainstorming ideas on a white board or chart paper.
 - Ask students which reasons for being a role models have in common. They try to make good choices and help people. Allow time for a short discussion.
 - Explain to students that you are going to do a “Role Model Web”
 - Model a “Role Model Web” by drawing a large square on the board/chart paper

*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>with a circle in the center. Draw four or five lines coming out from the circle.</p> <ul style="list-style-type: none"> • Choose a role model from the class brainstorm list and write that name in the circle as the topic. • Ask the class to give you reasons why that person is a role model. Write those reasons at the ends of the lines coming from the circle. 	
<p style="text-align: center;">Students practice (“You do”)</p> <ul style="list-style-type: none"> • Give each student a piece of white construction paper, markers/crayons, and ruler. • Allow students time to draw their own word web and complete using their role model and adding the reasons why that person is a role model. • Once students have completed their webs, allow students to come to the front of the class to introduce their “Role Model Web” and explain the items they chose to draw. 	

Closing
Review
<ul style="list-style-type: none"> • Please recap what we did today. • Did we accomplish our objectives?
Debrief
<p>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.</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:	Who Is Your Hero Peer Interviews
Focus:	Heroes and Role Models

Materials:	<ul style="list-style-type: none"> • Paper for note-taking • Writing utensils
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Opening
State the objective
<p>Today we will:</p> <ul style="list-style-type: none"> • Practice our interviewing skills. • Interview our peers in the after school program to see who their community heroes or role model are.
Gain prior knowledge by asking students, “What do you know about _____?”
<p>Interviewing people? What jobs are you aware of that interview people regularly? (<i>newspaper and TV reporters, authors, etc</i>)</p>

Content (the “Meat”)	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <ul style="list-style-type: none"> • Introduce today’s activity by explaining that students will be interviewing other students or adults in the after school program to learn about who their community heroes and role models are. • Brainstorm a list of questions that students can ask while doing their interview. Write the questions on a board or chart paper. • Allow students to practice as a whole class by interviewing you, using the questions created from the brainstorm. Students should practice recording the answers you give on their note paper. • Allow time for students to rewrite the interview questions on a blank sheet of note paper. • Ask students to choose, or assign, the person that they will interview. 	<p style="text-align: center;">*Activity → Teachable Moment(s) throughout</p> <p>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.</p>
<p style="text-align: center;">Students practice (“You do”)</p> <ul style="list-style-type: none"> • Allow students to meet with their peer or adult interviewee. 	

Consult 4 Kids Lesson Plans

<ul style="list-style-type: none"> Students will ask their questions and record the answers. When all students have completed their interviews and return back to the classroom, allow time for students to share their findings with the class. 	
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Closing

Review
<ul style="list-style-type: none"> Please recap what we did today. Did we accomplish 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!)
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<p>Modification of lesson:</p> <p>K-2: Choose a volunteer, older student or other adult to come into the classroom. Allow students to ask questions and record the answers for the group n the bard or chart paper. Students should copy answers as they are written on their note paper.</p>
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Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Heroes and Role Models in Our Community
Focus:	Heroes and Role Models

Materials:

- Blank paper (1 per student)
- Markers, crayons

Opening

State the objective

Today we will:

- Discover what a community hero or role model is
- Brainstorm people in our communities who are heroes or role models
- Choose a community hero or role model to share with our classmates

Gain prior knowledge by asking students the following questions

- Community? What does this mean? (*Your community is made up of the people and places directly around you. Sometimes your cit, or sometimes you neighborhood.*)
- The people in our community? What are some examples of people in our community?

Content (the “Meat”)

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

- Explain to students that community heroes often give and share their time or talent for the common good of the community and the people in it.
- Ask students to decide why people who act this way are considered heroes or role models. (*They do things to help them people near them, in their community.*)
- Ask the students to name some community heroes.

Firefighters, police people, musicians, doctors, religious leaders, volunteer parents, people you help the elderly, the mayor, first responders, teachers and club leaders, kids who help other kids, people who help their neighbors, coaches, etc

- Ask students to think of a person whom they know and consider to be a hero or role model.
- Draw a sample Profile on a white board or chart paper.

*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

<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="text-align: center; padding: 5px;">Name of Community Hero or Role Model</td> </tr> <tr> <td style="text-align: center; padding: 5px;">Background Information (Job, Hobbies, Family, etc)</td> </tr> <tr> <td style="text-align: center; padding: 5px;">Why This Person Is a Community Hero or Role Model</td> </tr> <tr> <td style="text-align: center; padding: 5px;">Why I Admire This Person...</td> </tr> <tr> <td style="text-align: center; padding: 5px;">My Community Hero/Role Model Picture</td> </tr> </table>	Name of Community Hero or Role Model	Background Information (Job, Hobbies, Family, etc)	Why This Person Is a Community Hero or Role Model	Why I Admire This Person...	My Community Hero/Role Model Picture	
Name of Community Hero or Role Model						
Background Information (Job, Hobbies, Family, etc)						
Why This Person Is a Community Hero or Role Model						
Why I Admire This Person...						
My Community Hero/Role Model Picture						
<p style="text-align: center;">Students Practice (“You do”)</p> <ul style="list-style-type: none"> Ask students to divide their papers into five rows and label each row as show above. Allow students time to complete their individual tables. Allow time for students to share with partners, small groups or the whole class. 						

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> Please recap what we did today. Did we achieve our objectives?
Debrief
<p>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.</p> <p>Step 1: Describe: Student(s) describe what they did during the activity.</p> <p>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?</p> <p>Step 3: Generalize: How can you use the skills or your key learnings in your life?</p> <p>Step 4: Apply: How can you use the skills or your key learnings in your school work?</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> Ask students to think about what they did today in math. 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!)
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Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Community Hero Fact Cards
Focus:	Heroes and Role Models

Materials:

- Index cards (1 per student)
- Markers, crayons, or pencils

Opening

State the objective

- Create Community Heroes Fact Cards using the information we have collected
- Learn about who other people consider Community Heroes

Gain prior knowledge by asking students the following questions

Trading cards? (baseball cards, Yugioh, etc) Why do people or characters get placed on trading cards? What are they used for?

Content (the “Meat”)

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

If you have done the previous activities “Heroes in Our Community” and/or “Who Is Your Hero? Peer Interviews”, begin by asking students to review who people choose as community heroes and why.

If you have not completed these lesson plans, begin by brainstorming with students the people in your community that can be called heroes or role models.

1. Using your review or brainstorm, choose one community hero, as a class; to create:
 - a sample Community Hero Fact Card.
 - Draw 2 large rectangles on the board or chart paper, representing the front and back of an index card.
2. Ask a volunteer to come forward and draw a picture of the Community Hero on the front of the card. Ask several volunteers to come forward, one at a time, to write facts about the Community Hero (name, job, why is this person a Community Hero, why they are inspiring, etc).

***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”)

- Once the sample is completed, give students an index card each.
- Students should choose a Community Hero from the brainstorm or review to create

Consult 4 Kids Lesson Plans

their own Community Hero Fact Card.

- If time allows, gather all Fact Cards and play a quick quiz game. Read the facts from the card and allow students to guess who the Community Hero is.

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. LBNT allows students to express an opinion about the day.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- 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:

K-2: Create a class set of Community Hero Fact Posters using construction paper instead of index cards. Instead of students completing individual cards, allow students to volunteer to come to the front to add information or drawing to the cards, or you can write the facts for them.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Honoring Our Heroes and Role Models
Focus:	Heroes and Role Models

Materials: <ul style="list-style-type: none"> • Drawing paper • Crayons, markers, or other drawing utensils
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Opening
<p>State the objective</p> <p>Today we will:</p> <ul style="list-style-type: none"> • Discover the honors that our community heroes receive. • Create an imaginary honor for your own community hero.
<p>Gain prior knowledge by asking students, “What do you know about _____?”</p> <ul style="list-style-type: none"> • Landmarks? What are they? How do they get their names? • How buildings are named? Why some streets are named the way they are? • Being a role model? What are some characteristics?

Content (the “Meat”)	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <ul style="list-style-type: none"> • Explain to students that communities, states, and nations often honor their heroes and role models by naming things after them. People are honored by naming buildings, streets, towns, schools, libraries and other public building, and special days after them. • Give students the following examples: <ul style="list-style-type: none"> - <i>Martin Luther King Jr Day- this is a federal holiday honoring Dr. King’s birthday. MLK Jr, was key in the nonviolent activism for racial discrimination. There are many buildings and streets named after him, as well.</i> -<i>The capitol of North Carolina is named after Sir Walter Raleigh. He was a hero because he was an explorer when the United States was still being developed.</i> -<i>Every year Major League Baseball honors Jackie Robinson, who is a role model because he broke the color barrier in the league. He was the first African-American man to play in the major leagues. He is honored each year when every player in the MLB wears number #42- Jackie’s number.</i> -<i>The Washington Monument is named after George Washington, the first president</i> 	<p>*Activity → Teachable Moment(s) throughout</p> <p>*Activity → Teachable Moment(s) throughout</p> <p>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.</p>

Consult 4 Kids Lesson Plans

<p><i>of the United States.</i></p> <ul style="list-style-type: none"> • IF YOU HAVE ACCESS TO THE INTERNET OR YOUR LOCAL CITY HALL, FIND BUILDINGS OR STREETS IN YOUR TOWN THAT ARE NAMED AFTER LOCAL HEROES OR ROLE MODELS. Share with students. • Lead a discussion with students about what attributes or characteristics would lead to people choosing to name places, days or items after a hero or role model. • Allow time for students to share with a partner, small group or the whole class. 	<p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
<p style="text-align: center;">Students practice (“You do”)</p> <ul style="list-style-type: none"> • Ask students to talk with a partner about the community heroes or role models they know. What would they name after them? Why? • Give students paper, and crayons or markers. • Ask students to draw building, street, day, etc, that they would choose for their community hero or role model. 	

Closing
Review
<ul style="list-style-type: none"> • Please recap what we did today. • Did we accomplish our objectives? <p style="text-align: center;">Debrief</p> <p>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.</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!)
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Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Hero Dedication Ceremony
Focus:	Heroes and Role Models

Materials:	<ul style="list-style-type: none"> • 1 piece of poster board • Markers, crayons, paint
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Opening

State the objective
<p>Today we will:</p> <ul style="list-style-type: none"> • Learn about an honor that some heroes/role models receive. • Hold a dedication ceremony for our chosen class hero/role model.

Gain prior knowledge by asking students, “What do you know about _____?”
<ul style="list-style-type: none"> • Dedication ceremonies? What are they? Who gets to have one? • Honoring important people in our lives? What are some of the ways you honor people that are important to you?

Content (the “Meat”)

<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <ul style="list-style-type: none"> • Explain to students that often times a community hero/role model will receive a place or item such as a building, street, statue, special place, libraries, etc named after them in honor of what they mean to the community. These places generally have a plaque or other marker that tells about the person honored. These places often receive their names in a DEDICATION CEREMONY that celebrates the person’s life and achievements. • Today students will have the opportunity to nominate a community hero or role model for dedication. • Choose an area of your classroom or other common after school space. (You could dedicate a bulletin board, white board, reading area, special chair, etc). <p>Students will work individually, in partners, or small groups to create their nominations. Nominations should include the person’s name and why they deserve the honor of having something dedicated to them.</p>	<p style="text-align: center;">*Activity → Teachable Moment(s) throughout</p> <p>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.</p>
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<p style="text-align: center;">Students practice (“You do”)</p> <ul style="list-style-type: none"> • Once nominations have been completed, invite students to the front of the room to 	
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Consult 4 Kids Lesson Plans

<p>officially read their nomination. Write each nominee's name on the board.</p> <ul style="list-style-type: none"> • Ask students to vote with their eyes closed, as you read off each nominated name. Each student will get one vote. • The nominee with the most votes will be the given the dedication honor. • Once the honored community hero/role model is chosen, allow all students to participate in the design and creation of the official plaque. • Using a piece of poster board, clearly write the person's name, and factual information about why they are a community hero/role model. • Make sure each student has an opportunity to add something to the plaque. • Hang completed poster board over the dedicated area! 	
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Closing

Review

- Please recap what we did today.
- Did we accomplish 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 of lesson:

K-2: Choose a volunteer, older student or other adult to come into the classroom. Allow students to ask questions and record the answers for the group on the board or chart paper. Students should copy answers as they are written on their note paper.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	A Hero For Animals
Focus:	Heroes and Role Models

Materials:

- None

Opening

State the objective

Today we will:

- Learn about animals that are endangered
- Brainstorm ways that we can be heroes to animals

Gain prior knowledge by asking students the following questions

Endangered species?

Do you know what that means?

What are animals that you know of that are endangered species?

Content (the “Meat”)

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

- Introduce the term endangered species to students. An endangered species is a group of animals that are projected to live only in zoos or not exist at all within 20 years, if some action is not taken to save them. To kill or capture these animals is considered a criminal act.
- Split the class into 7 groups. Assign each group one of the following animals and give/read each group the description:

Elephant

- In 2003, Zoogoer estimated only 30,000 to 40,000 Asian Elephants in the World, Ivory poaching, territorial encroachment by humans, and hunting for meat accounts for the loss of hundreds of elephants in Asia. The African elephant experienced similar difficulties, being poached to near extinction by the 1980s. Environmentalists believe elephants improve overall forest composition by clearing out underbrush and moving seeds into different areas through digestion.

Rhinoceros

***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 Save the Rhino organization lists the rhino population at approximately 25,000. In the past, rhinos readily populated both Africa and Eurasia. In modern times, however, most rhinos live in park reserves or zoos. Two species of rhino come from Africa and three originate in Asia. Of these, the Sumatran and Javan rhino from Asia both appear on the International Union for Conservation of Nature's red list under "critically endangered." The northern white and several subspecies of black rhino in Africa also appear on this list.

Amur Leopard

- One of the most endangered animals, there are only about 40 Amur Leopards left. Amur Leopards come from far-east Russia and Northern China. They thrive in cold environments. Russia began conservation strategies for this animal in 1998 by creating the Barsovy Wildlife Refuge and creating laws that deter leopard trafficking.

Great Ape

- Great apes are part of the family Hominidae along with gorillas and humans. Humans share approximately 97 percent of our DNA with great apes. These magnificent creatures live primarily in Africa with a few, like orangutans, being native to Asia. All are on the endangered species list. Disease, poaching and gathering apes for pets caused much of the problem, leaving only around 7,500 wild apes.

Marine Turtle

- Mongabay reports a decrease in Caribbean sea turtle populations by 99 percent in 2006. Marine turtles, particularly leatherbacks and green turtles, face serious danger of extinction. The International Union for Conservation of Nature and Natural Resources (IUCN) classifies three of the seven species of marine turtles as critically endangered because of predators, human encroachment on nesting grounds and fishing nets.

Dolphin and Whale

- Science Daily reports that fishing activities stunt the dolphin population. Nearly half of all great whale species remain endangered even with ongoing efforts to protect them. Between sea-faring ships, fishing lines and oil development, the whale and dolphin face ever-increasing environmental hazards including toxins and poaching.

Tiger

- The tiger population globally has dwindled to about 3,000 members. In just 100 years about 95 percent of the wild tiger population has disappeared, and three species -- Javan, Caspian and Bali -- are extinct mostly due to illegal poaching and wildlife trade.

Consult 4 Kids Lesson Plans

<ul style="list-style-type: none"> • After students have had a chance to read their animal's description, write the following prompts on the board or chart paper. <ul style="list-style-type: none"> - Why is this animal endangered? -What has been done to stop the animals from being killed or going extinct? -What can you do to be a hero to your animal? -Why is it important for this animal to stay alive and not become extinct? 	
Students Practice ("You do")	
<ul style="list-style-type: none"> • In their groups, students will answer the prompts and prepare a short presentation for the class. 	

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 in your school work?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- 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:

K-2: Instead of placing students in groups, introduce each animal by reading the description. Lead a whole class discussion by asking the prompt questions after each animal.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Steve Irwin The Crocodile Hunter
Focus:	Heroes and Role Models

Materials:

- Paper (1 per student)
- Markers or crayons
- White board/chart paper

Opening

State the objective

Today we will:

- Learn what a role model is.
- Learn about why Steve Irwin, “The Crocodile Hunter” is a good Role Model.
- Learn about the likes and dislikes of our class mates.

Gain prior knowledge by asking students the following questions

- Role Models? (You can omit this question if you have already done the “Role Model Web” lesson plan)
- Steve Irwin, “The Crocodile Hunter”?

Content (the “Meat”)

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

- Ask students what they know about Steve Irwin, “The Crocodile Hunter”.
- Record all answers on a white board or chart paper.
- Read the following facts about Steve Irwin to students, and write them on the board/chart paper:
 - Had a TV Show called “The Crocodile Hunter”
 - Started a zoo in Australia with his father.
 - Was trained in the fighting style of gaidojutsu.
 - Discovered a turtle species, which was then named after him. It is called Elseva irwini, which means Irwin’s Turtle.
 - Rescued and rehabilitated animals, especially crocodiles and lizards

Ask: Why do you think some people would look up to Steve Irwin as a role model?

- Explain to students that you are going to do a timed pair share, asking their partner questions about Steve Irwin and recording their responses. Allow students two minutes for each question, then switch partners asking and recording the next question. Write the following questions on the board/chart paper (the students will

*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

respond to the <i>italicized</i> questions):	students in a “teach to learn” opportunity and have the student become the teacher.
<p style="text-align: center;">Students Practice (“You do”)</p> <ul style="list-style-type: none"> • Give each student a piece of paper & pencil. • Allow students time to complete pair share activity for each question. • Have students share interesting facts they found out from their partners with the class. 	

Closing
Review
Say: <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> <ul style="list-style-type: none"> ⤴ What did you enjoy most about this activity? ⤴ What was the biggest challenge with this activity? ⤴ 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 in math. • 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!)
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<p>Modification:</p> <ul style="list-style-type: none"> ⤴ K-1: Take time to discuss and explain the facts about Steve Irwin. Pair share activity may be done as a whole class group, rather than student pairs, or with only one partner rather than rotating partners for each question.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	A Hero to Others
Focus:	Heroes and Role Models

Materials:

- One piece paper per students
- Markers, crayons, pencils

Opening

State the objective

Today we will:

- Brainstorm the ways we can be a hero to people.
- Create a brochure showing the ways that you act as a hero or role model for others.

Gain prior knowledge by asking students the following questions

- Helping people? What are some ways that you currently help people? What are some things that you would like to do?
- Being a role model? Do you have younger siblings or relatives who look up to you as a hero or role model? Why?

Content (the “Meat”)

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

- Create a brainstorm list on the board or chart paper. Title the list Heroes for Others.
- Ask students to help you create the list of all of the people that might consider them a hero or a role model and what they do to be considered in that light. They can also include the people that they COULD help and how. This list might look like:
 - my mom when I help her with my brother.
 - my sister- I help her with her homework.
 - the elderly- I could read them a book or sing them a song.
 - the little kids on the playground at recess. I taught them to jump rope.

Students Practice (“You do”)

- Once the brainstorm list is completed, give each student a sheet of paper. Help them to fold their paper tri-fold (brochure style).
- Students should write their names on the cover along with a self-portrait.

*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

<ul style="list-style-type: none"> Students will choose items from the brainstorm list to complete the rest of their brochure pages. They should draw a picture of themselves doing the activity and write a brief description (unless K-2, picture only). Allow time for students to share with a partner, small group or whole class. 	
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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. LBNT allows students to express an opinion about the day.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- 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:	Oprah Winfrey
Focus:	Heroes and Role Models

Materials:

- White construction paper (1 per student)
- Markers or crayons
- White board/chart paper

Opening

State the objective

Today we will:

- Learn what a role model is.
- Learn about why Oprah Winfrey is a good Role Model.

Gain prior knowledge by asking students the following questions

- Role Models? (You can omit this question if you have already done the “Role Model Web” lesson plan)
- Oprah Winfrey?

Content (the “Meat”)

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

- Ask students what they know about Oprah Winfrey.
- Record all answers on a white board or chart paper.
- Read the following facts about Oprah Winfrey to students, and write them on the board or chart paper
 - Oprah built a school for girls in Africa.
 - Oprah is an activist for kids.
 - Oprah has a book club that encourages people to read.
 - Oprah helped victims of Hurricane Katrina in New Orleans.
 - Oprah was nominated for an Academy Award for her movie “The Color Purple”.
- Explain to students that you are going to create a poster that shows some of the things that Oprah has done to help people, and why she is a good role model.

Discuss how you might show: “Oprah built a school for girls in Africa”. Draw an example 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

Students Practice (“You do”)

- Give each student a piece of white construction paper and markers/crayons.
- Allow students time to draw their own Oprah poster, illustrating the reasons why she is a role model.
- Once students have completed their, allow students to come to the front of the class to introduce their Oprah posters and explain the items they chose to draw.

Closing

Review

Say:

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

Debrief

Likes and Dislikes

Create a chart and list what students liked and what students didn't like about the activity. You might probe by asking, “What about this activity...”?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- 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:

- ▲ K-1: Take time to discuss and explain the facts about Oprah Winfrey. Group or pair students to complete their posters.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	A Hero To Earth
Focus:	Heroes and Role Models

Materials:

- None

Opening

State the objective

Today we will:

- Brainstorm the ways we can be a hero to the Earth
- Confirm our knowledge and understanding of recycling

Gain prior knowledge by asking students the following questions

The environment?

What are some challenges that the environment and Earth are facing?

Content (the "Meat")

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

- Create a brainstorm list on the board or chart paper. Title the list Heroes for Earth.
- Ask students to help you create the list by sharing all of the things that they do or CAN do to be a hero to the Earth. The list may look like:
 - Recycle.
 - Don't use aerosol products.
 - Limit use of paper and plastic products.
 - Limit vehicle use; walk or ride your bike.
 - Start a vegetable garden and compost pile.
 - Turn off water while brushing your teeth.
- After you have completed the brainstorm list, introduce the Recycle Game to students. Draw 6 large trash cans on the white board or chart paper. Label trash cans: Paper, Plastic, Aluminum, Green Waste, Glass, & Trash.
- Create 3 large groups of students. Introduce the Recycle Cycle- Reduce, Reuse, & Recycle. Name each group (Group Reduce, Group Reuse, Group Recycle). Create a score chart on the board or chart paper.
- One student from each group should come to the front of the room, far enough

*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>from the white board that they will have to run to get to it.</p> <ul style="list-style-type: none"> • Using the list below, call out one item. Students should run to the board and slap the trash can that they believe the item should belong in. First student to slap the correct trash can wins a point for their team. Student who won should write the item in the correct can. • When time runs out or when all items have been placed, the team with the most points wins. <p>PA=Paper PL=Plastic AL=Aluminum GW=Green Waste TR= Trash GL=Glass</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Phone Book- PA</td> <td style="width: 33%;">Milk Jug- PL</td> <td style="width: 33%;">Soda Bottle- PL</td> </tr> <tr> <td>Tree Branches-GW</td> <td>Pickle Jar- GL</td> <td>Light Bulb- TR</td> </tr> <tr> <td>Dog Food Can- AL</td> <td>Magazine-PA</td> <td>Textbooks- PA</td> </tr> <tr> <td>Plastic bags- TR</td> <td>Big Mac Wrapper-TR</td> <td>Soda Can- AL</td> </tr> <tr> <td>Clay Flower Pot- TR</td> <td>Cat Droppings- TR</td> <td>Leaf Piles- GW</td> </tr> <tr> <td>Cereal Box-PA</td> <td>Baby Bottles- TR</td> <td>Foil- AL</td> </tr> <tr> <td>Junk Mail- PA</td> <td>Old Class Work-PA</td> <td>Pie Tins- AL</td> </tr> </table>	Phone Book- PA	Milk Jug- PL	Soda Bottle- PL	Tree Branches-GW	Pickle Jar- GL	Light Bulb- TR	Dog Food Can- AL	Magazine-PA	Textbooks- PA	Plastic bags- TR	Big Mac Wrapper-TR	Soda Can- AL	Clay Flower Pot- TR	Cat Droppings- TR	Leaf Piles- GW	Cereal Box-PA	Baby Bottles- TR	Foil- AL	Junk Mail- PA	Old Class Work-PA	Pie Tins- AL	
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<p>Students Practice (“You do”)</p> <ul style="list-style-type: none"> • Students will play the Recycle Game. 																						

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 in your school work?

Consult 4 Kids Lesson Plans

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- 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:	Barack Obama
Focus:	Heroes and Role Models

Materials:

- Paper (1 per student)
- Markers or crayons
- White board/chart paper

Opening

State the objective

Today we will:

- Learn what a role model is.
- Learn about why Barack Obama is a good Role Model.

Gain prior knowledge by asking students the following questions

- Role Models? (You can omit this question if you have already done the “Role Model Web” lesson plan)
- Barack Obama?

Content (the “Meat”)

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

- Ask students what they know about Barack Obama.
- Record all answers on a white board or chart paper.
- Read the following facts about Barack Obama to students, and write them on the board/chart paper:
 - Barack Obama is the 1st African-American President in the United States.
 - He excelled at basketball in college.
 - He graduated college with honors (earned good grades).
 - He helped to make child education programs for the poor.
 - He helped provide health care services for more people in the U.S.
 - He was given the Nobel Peace Prize for helping sick people in Africa.
- Explain to students that you are going to do a Q & A by writing down 3 questions for President Obama, getting into pairs, and partners will answer those questions based on what they know about President Obama.
- Brainstorm with class the types of questions you might ask President Obama, write these on the board.
- Model the Q & A using a few questions from the brainstorm.

*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

Students Practice (“You do”)

- Give each student a piece of white construction paper and markers/crayons.
- Allow students time to write their questions.
- Put students in pairs. Assign one student as President Obama and one as a reporter to ask the questions they have written down.
- Once the students have completed their Q & A, have them switch roles.

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 in your work?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- 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:

- ✦ K-1: Take time to discuss and explain the facts about President Obama. Q & A activity may be done as a whole class group, rather than student pairs.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	If I Were President
Focus:	Heroes and Role Models

<p>Materials:</p> <ul style="list-style-type: none"> • White (or light colored) construction paper • Markers, crayons, or paint
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Opening
State the objective
<p>Today we will:</p> <ul style="list-style-type: none"> • Have fun and decide what changes you would make if you were in charge!
Gain prior knowledge by asking students the following questions
<ul style="list-style-type: none"> • The president? Who is he? What does he do? What are some things that he is responsible for?

Content (the “Meat”)	
<p style="text-align: center;">Instruction/Demonstration (“I do” – “We do”)</p> <ul style="list-style-type: none"> • Explain to students that many people consider the President of the United States to be a role model, someone to look up to and aspire to be like. • Give students examples of what his job consists of: <i>The President travels often around the world to talk to other leaders.</i> <i>Many important people come to the White House where he greets them.</i> <i>He is the Commander In Chief for the Armed Forces. He makes decision that help keep us safe and keep other people in the world safe.</i> <i>He passes laws and bills that help us to be the best we can be</i> 	<p style="text-align: center;">*Activity → Teachable Moment(s) throughout</p> <p>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.</p>
<p style="text-align: center;">Students Practice (“You do”)</p> <ul style="list-style-type: none"> • Give students a piece of construction paper each, along with markers, crayons or paint. • Instruct students to write “President _____” (write their name in the blank) at the top of the page. • Students will draw a picture of themselves as president. • Students will draw or write the things that they would do/change if they were president. • Allow time for students to share with partners, a small group or the whole class. 	

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. LBNT allows students to express an opinion about the activity.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- 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:	Famous Role Model Charades
Focus:	Heroes and Role Models

Materials:

White board/chart paper

Opening

State the objective

Today we will:

- Learn what a role model is.
- Learn how to transfer meaning through miming.

Gain prior knowledge by asking students the following questions

- Role Models? (You can omit this question if you have already done the “Role Model Web” lesson plan)
- Have you ever played charades?

Content (the “Meat”)

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

- Ask students to brainstorm different role models. Examples could be: Dora The Explorer, Sponge Bob Square Pants, President Obama, Steve Irwin “The Crocodile Hunter”, asking why they think the person/character they chose acts like a role model or hero. (Dora wants to help her friends or Steve Irwin dedicated his life to helping animals, for example.)
- Record all answers on a white board or chart paper.
- Explain to students that you will be playing “Charades” using the role models the class brainstormed together. Explain that they will be acting out this person using gestures, without words, and the other team will be guessing which role model they are acting out. Each correct answer will earn that team a point, and the team with the most points will win.
- Model “Charades” using a student volunteer.

***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”)

- Split class into two teams, and begin game!

Consult 4 Kids Lesson Plans

<ul style="list-style-type: none"> Allow teams time to discuss the character traits of the role model they will be acting out. 	
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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. LBNT allows students to express an opinion about the day.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- 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:

K-1: You may need to provide assistance to teams by giving them ideas on how to act out each role model.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Celebrating Me!
Focus:	Heroes and Role Models

Materials:

- 1 large piece of construction paper, poster board or science board per student
- Markers, crayons, paint, etc
- Magazines (optional)
- Glue (if using magazines)
- Individual photos of students (optional)

Opening

State the objective

Today we will:

- Celebrate the things that you do to be a hero to other, the Earth, and animals.
- Determine your super hero names.
- Make display boards to share with our peers and other after school people.

Gain prior knowledge by asking students the following questions

Celebrations?

After you have accomplished something or done a good deed, you deserve to celebrate!!

What are some ways that you celebrate yourself?

Content (the "Meat")

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

- Draw a sample piece of construction paper, poster board or science board on the white board or chart paper.
- Using yourself as the example, show students how to use the center of the paper to attach their individual photo (if available) or draw a self-portrait and write their first and last name above the picture. Underneath their picture they will make up a super hero name based on the things that they do to be heroes for other, the earth or animals. (i.e. Captain Helpful).
- Use the area around the picture to draw, write, or cut out examples from magazines (if available) of things that they do that make them heroes.

Students Practice ("You do")

- When students have completed their boards, hang them up in a common place.
- Invite other students and after school members to come look through your Hall of Heroes.

***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

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. LBNT allows students to express an opinion about the day.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- 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:

K-1: Take time to explain difficult terms and use age-appropriate language.
Safety steps may be drawn using pictures rather than words.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Creating My Own Super Hero
Focus:	Heroes and Role Models

Materials:

- White construction paper (1 per student)
- Markers or crayons

Opening

State the objective

Today we will:

- Learn about characteristics super heroes have that help people.
- Create our own super heroes that have characteristics that help people.

Gain prior knowledge by asking students the following questions

- Super heroes? Tell me about some of your favorite super heroes. What super powers do they have?
- How do super heroes help people?

If you have already completed the lesson from day one of the Heroes and Role Models themed unit, you can refer to the brainstorm activity of that unit.

Content (the "Meat")

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

- Tell students that they will each get to make their own super hero that has the super powers that they would like to have to help others.
- Brainstorm with students the items that they can illustrate in their super hero drawings. Examples could include how they would depict the attributes, or super powers, of their hero. For example, drawing muscles for strength, a flower for friendship, large ears to sense danger, etc.
- Record all brainstorming ideas on a white board or chart paper.
- Create a class super hero on the white board or chart paper using ideas from the brainstorm.

Students Practice ("You do")

- Give each student a piece of white construction paper, markers or crayons.

*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

Modification of lesson:

- ✦ K-1: Model the "Role Model Web" using words and pictures for the reasons why those individuals are role models. Allow students to use pictures to complete their "Role Model Web".

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Super Hero Web Brain Storm
Focus:	Heroes and Role Models

Materials:

- 4 or 5 pieces of chart paper, arranged around corners of room
- Markers or crayons
- (Optional) Story Web Template at <http://classroom.jc-schools.net/read/web.html>

Opening

State the objective

Today we will:

- Identify various super heroes and their super powers.
- Identify super powers that are used to help people.

Gain prior knowledge by asking students, “What do you know about _____?”

- Super Heroes? Tell me about some of your favorite super heroes. What super powers do they have?

Content (the “Meat”)

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

- Introduce the story web concept to students. Draw a center circle, which is the topic. Connect 5 or 6 smaller circles to the center topic circle.
- Tell students that they will be choosing their favorite super heroes and deciding which super powers they use to help people.
- Brainstorm with students 4 or 5 different super heroes, writing these in the center of the story web as the topic. Write one super hero in the center circle, 1 per piece of chart paper
- Brainstorm with students the super powers that belong to each specific super hero that is used to help people. Write those ideas in the smaller circles of the story webs, connecting the ideas. Leave some circles blank to be filled in by students later on.

***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”)

- Invite students to visit the corners of the room where the story webs are posted and add their own ideas of characteristics used by that particular super hero to help

Consult 4 Kids Lesson Plans

<p>people.</p> <ul style="list-style-type: none"> • Allow students time to travel around room and add their own contribution to the story webs. 	
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Closing

Review

- Please recap what we did today.
- Did we accomplish 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 of lesson:

- △ Grades K-2: Do the brainstorm as a class rather than letting students travel the room to complete.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Super Hero Comic Strips
Focus:	Heroes and Role Models

Materials:

- White construction paper (1 per student)
- Markers or crayons
- Rulers

Opening

State the objective

Today we will:

- Identify the characteristics that make a super hero.
- Create a comic strip showing a super hero helping people.
- Share our comic strip with the class.

Gain prior knowledge by asking students the following questions

- Super Heroes? Tell me about some of your favorite super heroes. What super powers do they have?

(If you have already completed the lesson plan for day two of the Heroes and Role Models themed unit, you can refer to the super heroes created during that lesson)

Content (the “Meat”)

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

- Introduce the super hero comic strip idea to students.
- Tell students that they will each get to make their own super hero comic strip that represents the super powers that they would like to have; using those powers to help people.
- Brainstorm with students the items that they can illustrate in their comic strips. Examples could include how they would depict the attributes, or super powers, of their hero. For example, flying to the top of a tree to rescue a cat.
- Record all brainstorming ideas on a white board or chart paper.
- Demonstrate for the students how to draw an outline for a comic strip using the basic structure found in newspaper comic strips.
- Create a class super hero comic strip on the white board or chart paper using ideas

*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>from the brainstorm.</p>	
<p style="text-align: center;">Students Practice (“You do”)</p> <ul style="list-style-type: none"> • Give each student a piece of white construction paper, markers/crayons, and ruler. • Allow students time to draw the outline of their comic strip, and create a story that demonstrates their super hero’s powers. • Once students have completed their comic strips, allow students to come to the front of the class to introduce their super heroes and explain the items they chose to draw. 	

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. LBNT allows students to express an opinion about the activity.</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today in math. • 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!)
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<p>Modification of lesson:</p> <ul style="list-style-type: none"> ⚠ K-1: Omit the creation of a comic strip and have students simply create a drawing of their super heroes and share with class.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Super Hero Costumes
Focus:	Heroes and Role Models

Materials:

- Newspaper/butcher paper
- Tape/Glue
- Markers/Crayons

Opening

State the objective

Today we will:

- Create a super hero costume of newspaper.
- Share our costumes with the class.

Gain prior knowledge by asking students the following questions

- Super Heroes? Tell me about some of your favorite super heroes. What kind of costumes do they have? How do those costumes tell us about their super powers?

If you have already completed the lesson plan for day two of the Heroes and Role Models themed unit, you can refer to the superheroes created during that lesson.

Content (the "Meat")

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

- Introduce the super hero costumes to students. Having a previously made example will help students to understand the concept.
- Tell students that they will each get to make their own super hero costume that represents the super powers that they would like to have; using those powers to help people.
- Brainstorm with students the items that they can create their costumes. Examples could include how they would depict the attributes, or super powers, of their hero. For example, a shield would show protection.
- Record all brainstorming ideas on a white board or chart paper.
- Create a class super hero costume piece using ideas from the brainstorm.

*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.

Students Practice ("You do")

Consult 4 Kids Lesson Plans

<ul style="list-style-type: none"> Give each student a newspaper/butcher paper, markers/crayons, and tape. Allow students time to create their costume pieces. Once students have completed their costumes, allow students to come to the front of the class to introduce their super hero costumes and explain the items they chose to make. 	
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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. LBNT allows students to express an opinion about the activity.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- 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 of lesson:

- △ K-1: Omit the creation of a comic strip and have students simply create a drawing of their super heroes and share with class.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Super Hero Parade
Focus:	Heroes and Role Models

Materials:

- ▲ Newspaper/butcher paper
- ▲ Tape/Glue
- Markers/Crayons

Opening

State the objective

Today we will:

- Create a super hero costume of newspaper/butcher paper.
- Explain our costume choices to our class., including why we chose to make certain items and how they will be used to help people.
- Parade our costumes using a designated parade route throughout campus.

Gain prior knowledge by asking students the following questions

- Super Heroes? Tell me about some of your favorite super heroes. What kind of costumes do they have? What do those costumes tell us about their super powers?

If you have already completed the lesson plan for day four of the Heroes and Role Models themed unit, you can add to the super hero costumes created during that lesson.

Content (the "Meat")

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

IF YOU HAVE COMPLETED THE LESSON PLAN FOR CREATING SUPER HERO COSTUMES, YOU WILL SKIP TO THE LAST 2 STEPS.

- Introduce the super hero costumes to students. Having a previously made example will help students to understand the concept.
- Tell students that they will each get to make their own super hero costume that represents the super powers that they would like to have; using those powers to help people.
- Brainstorm with students the items that they can create their costumes. Examples could include how they would depict the attributes, or super powers, of their hero. For example; a shield would show protection.

*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

Consult 4 Kids Lesson Plans

<ul style="list-style-type: none"> Record all brainstorming ideas on a white board or chart paper. Create a class super hero costume piece using ideas from the brainstorm. 	<p>the group is thinking.</p>
<p style="text-align: center;">Students Practice (“You do”)</p> <ul style="list-style-type: none"> Give each student a newspaper/butcher paper, markers/crayons, and tape. Allow students time to create their costume pieces. Once students have completed their costumes, allow students to come to the front of the class to introduce their super hero costumes and explain the items they chose to make. Take students on a guided tour throughout the campus to display their costumes. 	

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> <ul style="list-style-type: none"> What did you enjoy most about this activity? What was the biggest challenge with this activity? 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 in math. 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!)
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<p>Modification of lesson:</p> <ul style="list-style-type: none"> ⚡ K-1: Omit the creation of a comic strip and have students simply create a drawing of their super heroes and share with class.

Consult 4 Kids Lesson Plans



Component:	Theme
Grade Level:	K-5
Lesson Title:	Yellowstone National Park's Old Faithful Geyser
Focus:	Nature: Friend or Foe?

<p>Materials:</p> <ul style="list-style-type: none"> • White board or chart paper • White paper • Pencils, markers/crayons • 2 liter bottle of diet soda • Mint Mentos • Note: the mock geyser demonstration will need to be done OUTSIDE on a grassy or dirt area.

Opening
<p>State the objective</p>
<p>Today we will: See a mock geyser demonstration. Learn about the Old Faithful geyser in Yellowstone national Park.</p>
<p>Gain prior knowledge by asking students the following questions</p>
<p>Ask students what they know about geysers? Ask them if they have ever opened a soda bottle or can after shaking it up? Ask them what happens when this occurs? Explain that this is similar to a geyser—hot water that “boils” and then sprays out of the ground.</p>

Content (the “Meat”)	
<p style="text-align: center;">Instruction/Demonstration (“I do” – “We do”)</p> <p>Introduce the Old faithful geyser activity to students. Tell them that they will be viewing a mock geyser. Share geyser facts with students. Have them choose one fact to write down about a geyser and share it with their partner. (More facts can be found at http://www.kidscantravel.com/familyattractions/uppergeyserbasin/funstuffkids/index.html)</p> <p>Geyser Facts</p> <ul style="list-style-type: none"> • Geysers are a type of hydrothermal feature just like hot springs, mud pots and fumaroles. • Like all other hydrothermal features geysers are heated by molten rock called magma far beneath the earth’s surface. • Geysers need three things to form: heat, water, and rock. To erupt, geysers need the right mix of this volatile three. • Geysers differ from hot springs in one significant way; the cracks in a geyser’s rock are too narrow for steam and water to flow. 	<p>*Activity → Teachable Moment(s) throughout</p> <p>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.</p>

Consult 4 Kids Lesson Plans

<ul style="list-style-type: none"> Geysers erupt hot water and steam but only do so when the pressure is great enough to force hot, underground water through the narrow pipes of the geyser's plumbing system. Some geysers erupt regularly others rarely erupt. Only six Yellowstone geysers Old Faithful, Castle, Grand, Great fountain, Daisy and riverside are predicted by park ranges. Once a hydrothermal feature erupts it is called a geyser yet geysers that no longer erupt are never called anything but a geyser. <p>Directions:</p> <ul style="list-style-type: none"> Explain to students that you will be going outside to do a demonstration of the Old Faithful geyser in Yellowstone National Park. Explain to students that the Mentos are going to act as the heat and pressure needed for a geyser, the soda will act as the water, and the bottle will act as the rock opening. Go outside the grassy or dirt area, have students stand a safe distance from the soda bottle. THE SODA WILL EXPLODE FROM THE BOTTLE, SO BE SURE TO MOVE AWAY QUICKLY AFTER DROPPING THE SEVERAL MENTOS INTO THE 2 LITER OF SODA. 	<p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p>Students Practice ("You do")</p> <ul style="list-style-type: none"> Give each student a piece of paper and markers/crayons. Tell them they will be writing about and drawing a picture of what happened during the geyser demonstration. Give them time to draw a picture of the geyser demonstration and their favorite fact about geysers. After they have written down their fact and drawn a picture, have them share their fact with at least five classmates. 	

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> Please recap what we did today. Did we achieve our objectives?
Debrief
<p>Likes and Dislikes</p> <p>Create a chart and list what students liked and what students didn't like about the activity. You might probe by asking, "What about this activity...?"</p>
<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> Ask students to think about what they did today in math. 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



Modification:

- K-1: Choose age appropriate facts to share with students, taking time to explain difficult terms or using age-appropriate language.

Consult 4 Kids Lesson Plans



Component:	Theme
Grade Level:	K-5
Lesson Title:	Yosemite National Park Travel Brochure
Focus:	Nature: Friend or Foe?

<p>Materials:</p> <ul style="list-style-type: none"> • White board or chart paper • White paper
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Opening
<p>State the objective</p>
<p>Today we will:</p> <ul style="list-style-type: none"> • Learn about the waterfalls of Yosemite National Park • Create a travel brochure for visitors of Yosemite National Park
<p>Gain prior knowledge by asking students the following questions</p>
<p>What if anything do you know about Yosemite National Park? Has anyone been there before? Is it in a desert or a forest? What state is it in? How far from where you live is Yosemite? Is Yosemite an English or an Indian word? Why do you think what you think?</p>

Content (the “Meat”)	
<p style="text-align: center;">Instruction/Demonstration (“I do” – “We do”)</p> <p>Introduce the Yosemite activity to the students. Tell them that they will be creating their own travel brochure for Yosemite National Park. Allow students to share stories with class if they have ever been to Yosemite. Share with students facts about Yosemite: (additional information can be found at http://www.yosemitepark.com/activities_parkskids.aspx) Allow them to discuss as a group things that they would be interested in doing or seeing in Yosemite.</p> <p>Yosemite Attractions: Yosemite national Park is located in east central California, east of the city of Modesto, California. A Yosemite icon, the Half Dome is easy to glimpse from around the Yosemite Valley, since the impressive granite crest rises more than 4,500 feet above the valley floor. You can look at Half Dome from a long way away, or you can hike it. If you hike Half Dome it is very serious mountain climbing and can take up to 12 hours. In the summer and on holiday weekends, so many people try to hike half Dome that you would have to wait to climb the last 900 feet. 400 of those feet have steel cable railing to help climbers make it to the top. When it’s crowded, you could wait for over an hour to climb that last 900 feet. Half Dome is one of the most popular hikes in Yosemite but to be successful you should be an</p>	<p>*Activity → Teachable Moment(s) throughout</p> <p>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</p>

Consult 4 Kids Lesson Plans

experienced climber. Yosemite National Park is happy to teach you how to climb Half dome at the Yosemite Mountaineering School and guide Service. This service has been in Yosemite since 1969. Guides from the Mountaineering Service will take you wherever you want to go. They will teach you how to be a great rock climber. They will teach you how to tie knots and let you have the fun of being a beginner. The Service also helps people climb El Capitan when they are a little more experienced.

Yosemite has 13 campgrounds inside its boundaries, each in a wonderful forest setting where you can sit back and simply enjoy the scenery. You can stay cool by spending some time in the water. Whether you want to fish, or swim, or just wade in the shallow, Yosemite has many rivers and lakes that will suit you just right. You can even rent a river raft and float down the Merced River.

Students Practice (“You do”)

- Give each student a piece of paper and crayons/pencils.
- Instruct them to fold the paper into 3 equal sections, like a brochure.
- Tell them they must draw a picture of t and write a caption underneath describing one of the attractions in Yosemite.
- Allow them time to share with the group. They should tell why they picked the attractions that they did.

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. LBNT allows students to express an opinion about the day.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- 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:

K-1: Have conversations describing key terms. For example: attraction, camping, etc. Allow them to draw a picture of one thing they would like to do in Yosemite rather than creating a brochure.

Consult 4 Kids Lesson Plans



Component:	Theme
Grade Level:	K-5
Lesson Title:	Carlsbad Caverns
Focus:	Nature: Friend And Foe

Materials:
<ul style="list-style-type: none"> • none

Opening

State the objective
<p>Today we will:</p> <ul style="list-style-type: none"> • Be introduced to Carlsbad Caverns National Park • Learn how bats communicate

Gain prior knowledge by asking students, “What do you know about _____?”
<ul style="list-style-type: none"> • Bats? Have you ever seen one? • New Mexico? Has anyone ever been there? • National Parks? Have you ever been to one?

Content (the “Meat”)

Instruction / Demonstration (“I do” – “We do”)	*Activity → Teachable Moment(s) throughout
<p>Background Information (Share with students)</p> <ul style="list-style-type: none"> • Carlsbad Caverns National Park is in the state of New Mexico. * • It is known for having a very large cave chamber called The Big Room and for the thousands of bats that call the 116 caves home. • The Big Room is made out of limestone and is full of stalactites and stalagmites. It is the 7th largest cave chamber in the world. It is almost 4,000 feet long and 350 feet high! <p>Quick Memory Trick (4-5 grades only)</p> <ul style="list-style-type: none"> • StalaCtites- Comes down (Stalactites are the formations that hang down from the ceiling). • StalaGmites- Grows up (Stalagmites grow up from the ground). <p>Background Information (Share with students)</p> <ul style="list-style-type: none"> • There were an estimated 793,000 bats living in the Carlsbad Caverns in 2005. People from all over come to the Carlsbad Caverns to watch them come out each 	<p>*If you have a United States map available, show students where New Mexico is located.</p> <p>*Mosquitos are a tasty bat treat. One brown bat can eat up to 3,000 mosquitos night!</p>

night. They all fly out when the sun sets and for about three hours.

Students practice (“You do”)

“Bat, Mosquito” Activity

Most bats like the bats that live in the Carlsbad Caverns are nocturnal; they only come out at night to eat. They are also blind. How do you think bats can fly around and find their food when its dark and they can’t see? *Bats use echolocation. They send sound waves through the dark and listen for the echo. That is how they know where things are.* The game “Bat, Mosquito” can help illustrate echolocation. *

- Form a circle in an outdoor area or a large indoor area. Choose 1 person to be the bat. Choose several people to be the mosquitos. Bring these people into the center of the circle. The remaining people will be the edge off the circle and be a tree.
- The bat must keep his eyes closed at all times. The bat will call out (demonstrating the sound wave) “mosquito” and the “mosquitos’ must respond “right here”(demonstrating the echo). Continue calling to locate more mosquitoes. The bat should try and tag as many mosquitoes as he can in 2 minutes (add a minute to make it easier, take a minute away for a greater challenge). Once a mosquito is tagged he or she, becomes a tree. If the bat gets too close to the tree, then the trees call out “trees” to steer the bat back into the center. And the end of two minutes, choose a new bat and new mosquitoes.

Play a round or two and then ask these questions:

- In this game, what is representing the sound waves made by the bat? *The bat saying, “mosquitoes”*
- What is representing the echoes back to the bat? *The mosquitoes saying “right here” and the trees saying “trees” if they got too close.*
- What does the echo tell the bat? *“Where something is located.”*

Continue to play as time allows, choosing a new bat and new mosquitoes each time.

Closing

Review

- Please recap what we did today.
- Did we accomplish 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 at home?

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

Component:	Theme
Grade Level:	K-5
Lesson Title:	Grand Canyon- Erosion
Focus:	Nature: Friend And Foe

Materials:

- Optional: pictures of the Grand Canyon
- 5 foil pans
- Soil
- Various size of rocks
- Water
- 5 paper cups

Opening

State the objective

Today we will:

- Be introduced to the Grand Canyon
- Do a simple demonstration to see how the Grand Canyon was formed

Gain prior knowledge by asking students, “What do you know about _____?”

- The Grand Canyon?
- Erosion?

Content (the “Meat”)

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

Background Information (Share with students)

- The Grand Canyon is in Arizona. * (Show the pictures if available).
- The land around the Grand Canyon is called Grand Canyon National Park.
- The Grand Canyon is 18 miles wide, 277 miles long and up to 1 mile deep.
- How was the Grand Canyon formed? About 17 million years ago, the Colorado River flowed through the giant rock mountains. These millions of years of water erosion created the canyon that we now know today as the Grand Canyon.

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

*If you have a United States map available, show students where Arizona is.

Students practice (“You do”)

Erosion Experiment

- Arrange students into 5 groups.
- Allow students to gather needed materials. (One by one, give students the

Consult 4 Kids Lesson Plans

following instructions.)

Directions:

- Fill your foil pan with soil.
- Place small rocks on top of the soil.
- Put two or three books under one side of the foil pan to create an incline.
- Using a paper cup full of water to carefully drip water at the highest part of the foil pan.
- Where does the water flow?
- What happens when it runs into the rocks?
- How does this demonstrate how the Grand Canyon was formed?

Closing

Review

- Please recap what we did today.
- Did we accomplish 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!)

Modification of lesson:

- For younger students, you may want to do a whole class demonstration instead of small groups.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Dinosaur National Monument
Focus:	Nature: Friend And Foe

Materials:

- Optional: Pictures of fossils found in Dinosaur National Monument (Google Search “Dinosaur National Monument pictures”)
- Dinosaur fossil pictures or templates
- Pencils and/or markers
- Toothpicks
- Liquid Glue (not glue sticks)
- White copy paper, 1 per student

Opening

State the objective

Today we will:

- Be introduced to the Dinosaur National Monument.
- Learn how fossils are created.
- Make a toothpick dinosaur fossil.

Gain prior knowledge by asking students, “What do you know about _____?”

- Dinosaurs?
- Fossils?

Content (the “Meat”)

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

Background Information (Share with students)

- Dinosaur National Monument is on the border between Colorado and Utah. *
- 150 million years ago, dinosaurs were in this area. The Dinosaur national Monument has fossils of several different dinosaurs. Allosuarus, Abydosaurus, and other long-necked, long-tailed dinosaur fossils are found there. (Show the pictures if you have them available).
- Fossils are imprints of plants and animals found in rocks. Here is an example of one way fossils are made: A twig falls into wet, sandy ground. A flood leaves more soil on top of the twig, so that it is trapped. Over a lot of year, thousands, the twig decays and disappears. But as the soil hardens into rock, the impression made by

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

*If you have a United States map available, show students where Colorado and Utah are. What is a border?

Consult 4 Kids Lesson Plans

<p>the twig is left in the rock. This is what happened to the dinosaurs at Dinosaur National Monument.</p> <ul style="list-style-type: none"> • The dinosaurs are lying in fossil form, in what are called “bone beds”. <p>Demonstration- Create Your Own Bone Bed</p> <p>Demonstrate how to trace the dinosaur fossils onto the white paper. Show students how to use the toothpicks to represent the dinosaur bones.</p> <ul style="list-style-type: none"> • Lay a dinosaur template flat in front of you. Place a single sheet of copy paper over the template. Using a pencil or marker, trace the dinosaur bones. (If the dinosaur bones don’t show through the white paper, use a black marker to trace the bones on the template first). • Rub or brush the glue into the traced paper to cover. • Break toothpick to the appropriate sizes to lie over the bone tracings. • When all “bones” have been laid, coat the toothpick dinosaur skeletons with another layer of glue and allow to dry. 	
<p>Students practice (“You do”)</p> <p>Creating A Dinosaur Bone Bed</p> <ul style="list-style-type: none"> • Allow students to gather needed materials. • Circulate and assist as needed. 	

Closing
Review
<ul style="list-style-type: none"> • Please recap what we did today. • Did we accomplish 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!)
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Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Mesa Verde National Park: Basket Weaving
Focus:	Nature: Friend And Foe

Materials:

- Optional: Pictures of the dwellings built into the sides of the cliffs (Google search “Mesa Verde pictures”)
- Scissors for each student
- 1 large sheet of construction paper for each student, various colors
- Strips of construction paper, various colors, cut 1 inch wide and 9 inches long

Opening

State the objective

Today we will:

- Be introduced to Mesa Verde National Park.
- Practice basket weaving like the natives of this area did.

Gain prior knowledge by asking students, “What do you know about _____?”

- Colorado? Do you know where Colorado is?
- Mesas? What is a mesa?

Content (the “Meat”)

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

Background Information (Share with students)

- Mesa Verde has been a National Park for 105 years.
- It is located in Colorado. *
- The land is made up of cliffs with flat tops. These tops are called mesas.
- In Spanish, Mesa Verde means “green table”. Why do you think they named this area Mesa Verde? (Read the next fact and then ask again!)
- The people who lived in this area 2000 years ago were called the Anasazi. They grew corn on the tops of the cliffs, the mesas. Do you know now why they named this area Mesa Verde or “green tables”?
- At the Mesa Verde National Park, you can see the ruins of homes and villages that the Anasazi built into the sides of the cliffs. (Show pictures if you have them available). *
- The Anasazi women were well known for their basket weaving abilities. They used the many baskets they made to store items, haul food from the mesas and trade for other things they needed. The baskets were woven out of grasses, twigs, roots, and other things they could find in nature.

Demonstration- Paper Weaving

Students will be making a woven paper mat. This type of weaving is how the Anasazi women

*Activity → Teachable Moment(s) throughout

*If you have a United States map available, show students where Colorado is.

*How would life be if you lived on the side of a cliff?

Consult 4 Kids Lesson Plans

<p>wove their plants and natural items into baskets.</p> <p>Demonstrate the folding, cutting and how to weave 2 or 3 strips using these directions.</p> <ul style="list-style-type: none"> • Fold one full sheet of construction paper horizontally. • Draw a line one inch parallel to the open edge of the paper. This is the cutting line. Do not cut past this line! • From the fold, make cut up towards the cutting line. Repeat, making the distance between cuts about one inch apart. They don't need to be perfectly strait. A little irregularity will give your paper weaving character! • Unfold paper and lay flat. • Use the colored strips of construction paper to weave the strip over and under, over and under. • Use a second strip and start by weaving under and over, under and over until you reach the end of the strip. <p>This is the same sort of process that the Anasazi women used to weave their baskets!</p> <p>For a visual representation, visit http://www.dickblick.com/lessonplans/paperweaving/</p>	
<p style="text-align: center;">Students practice ("You do")</p> <p>Creating Paper Weavings</p> <ul style="list-style-type: none"> • Allow students to get the necessary materials and create their woven place mats. Circulate and help as needed. 	

Closing
Review
<ul style="list-style-type: none"> • Please recap what we did today. • Did we accomplish 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:	Cave Dwellers: Earth as Our Friend
Focus:	Theme: Nature: Friend or Foe?

Materials:

- White board or chart paper
- White paper
- Markers/Crayons

Opening

State the objective

Today we will:

- Identify how earth is our friend
- Learn about how people have used caves as shelter
- Create our own cave dwelling

Gain prior knowledge by asking students the following questions

What do you know about the different types of homes that people have? (caves, teepees, houses, tents, trailers, etc.)

After making a list of different types of homes, ask students why people would have the home they have. Why did some Indians have teepees, some igloos, some long houses? Ask them what types of houses that they have lived in. Ask them which place that they have lived is their favorite.

Content (the "Meat")

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

Introduce the cave dwelling activity to students. Tell them that they will be designing their own cave dwelling.

Brainstorm with the class which types of shelters have been used by people throughout history. Write their responses on the board.

Give them facts, by writing on board and verbally discussing. Talk about how Earth has been our friend by providing places for shelter in the form of caves (more information can be found at www.scholastic.com)

Cliff Dweller Facts

Cliff dwellers are people who make their homes in shallow natural caves in cliffs and sometime under the cliff overhangs. These shallow caves in the cliffs are a natural shelter and protect the person from the wind and rain. If the cave faces east or south, then in the morning the sun will warm the cave and in the evening, the cave will be cool because the

***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>sun is not shining directly into the cave. Most cave dwellers lived close to water. They may have lived by a lake, a spring, or a river. They also wanted to live close to ground that they could farm and grow crops on.</p> <p>To protect themselves, cave dwellers had ladders that allowed them to climb up to their homes in the cliffs. Rather than digging hand holds in the rock on the face of the cliff, they would use these ladders because it was so easy to remove the ladder if there was danger. Most of the cliff dwelling could not be reached from the top of the cliff either. Cliff dwellings are found in the American Southwest in Colorado, Utah, New Mexico and Arizona. In Arizona you can visit the cliff dwellings in Canyon de Chelly pronounced Canyon de Shay.</p>	<p>students in a “teach to learn” opportunity and have the student become the teacher.</p>
<p>Students Practice (“You do”)</p> <ul style="list-style-type: none"> • Give each student group a piece of chart paper and markers/crayons. • Have them brainstorm in groups and decide on the design of their cave dwelling (students should think like an architect as they will be designing this living space. • As a group, have them draw their cave dwelling. • Once students have completed their cave dwelling drawing, allow students to present their plan to the class. They should explain the reason they have included certain things (ladders, buckets for water with ropes to pull them up to the cave, etc. 	

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>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.</p> <p>Step 1: Describe: Students describe what they did during the activity</p> <p>Step 2: Interpret: Students answer one, some, or all of the following questions:</p> <p style="padding-left: 40px;">What were your key learnings when you participated in this activity?</p> <p style="padding-left: 40px;">What skills did you need to utilize to participate in the activity?</p> <p style="padding-left: 40px;">How did you feel when participating in this activity?</p> <p>Step 3: Generalize: How can you use the skills or your key learnings in your life?</p> <p>Step 4: Apply: How can you use the skills or your key learning in your work?</p>

Consult 4 Kids Lesson Plans

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- 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:

K-1: Assist them in identifying different types of shelters (homes). Spend more time during the brainstorm session to elaborate on different things people have used for shelter in the past. Help them to identify the things they might want to include in the cave dwelling.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Death Valley Flubber
Focus:	Nature: Friend And Foe

Materials:

- Access to warm water (about 9 cups)
- 6 cups liquid glue (like Elmer's)
- 12 tsp Borax
- Assorted colors of food coloring
- 1 plastic snack baggie per student
- 24 plastic bowls
- 6 plastic spoons for mixing

Opening

State the objective

Today we will:

- Be introduced to the Death Valley
- Use the mineral Borax to create Flubber

Gain prior knowledge by asking students, "What do you know about _____?"

- Death Valley?
- Minerals? The mineral Borax?

Content (the "Meat")

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

Background Information (Share with students)

- Death Valley is the largest national park in the 48 continental United States (all states except Hawaii and Alaska).
- It is located in both California and Nevada.
- It is also the hottest and driest place in the United States. The record temperature in the summer was 134 degrees, recorded 98 years ago.
- It is very common during the summer to reach temperatures of 120 degrees. But, in the winter, during the night, temperatures and go below freezing!
- When people from the East were moving across the lands to get to California to find gold, they stopped in various places in Death Valley. * Some people found gold there, but not much. The mineral that was the most abundant in Death Valley was Borax.

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

*If you have a United States map available, show students where California and Nevada are.

*If you have a United States map, show student the movement from the East to the West.

Demonstration- Using Borax to Make Flubber

Consult 4 Kids Lesson Plans

<ul style="list-style-type: none"> In one bowl, mix $\frac{3}{4}$ cup of warm water with 1 cup of liquid glue and a few drops of food coloring. In a second bowl, mix 2 teaspoons Borax with $\frac{1}{2}$ cup warm water. Pour mixture one into mixture two. You shouldn't have to stir, the Flubber will form on its own. 	
<p style="text-align: center;">Students practice ("You do")</p> <p>Using Borax to Make Flubber</p> <ul style="list-style-type: none"> Arrange students into 5 groups. Allow students to gather needed materials. Circulate and assist as needed. <p>Allow students to play with the Flubber and then offer these challenges:</p> <ul style="list-style-type: none"> How far can you stretch your Flubber? What shapes can you make with it? Can you braid it or make a Flubber rope? Can you bounce your Flubber? What other things can you do with the Flubber? <p>Flubber can be split amongst group members and stored in plastic baggies.</p>	

Closing

Review

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

Debrief

WHI?

Ask the following three question:

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!)

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	National Parks Grand Tour
Focus:	Nature: Friend And Foe

<p>Materials:</p> <ul style="list-style-type: none"> Full sized white construction paper Drawing materials: crayons, markers, etc
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Opening
<p>State the objective</p>
<p>Today we will:</p> <ul style="list-style-type: none"> Review what we have learned about some of nature's greatest spectacles- our National Parks Create a poster to demonstrate our knowledge
<p>Gain prior knowledge by asking students, "What do you know about _____?"</p>
<ul style="list-style-type: none"> National Parks? Which national parks have we been introduced to?

Content (the "Meat")	
<p style="text-align: center;">Instruction / Demonstration ("I do" – "We do")</p> <p>Brainstorm:</p> <ul style="list-style-type: none"> What national parks have we learned about? What have we learned about them? (Chart these responses. You may want to refer to past lesson plans for facts). <p style="margin-left: 40px;"> Yellowstone National Park Yosemite National Park Carlsbad Caverns Grand Canyon Dinosaur National Monument Mesa Verde National Park Death Valley </p>	<p style="text-align: center;">*Activity → Teachable Moment(s) throughout</p> <p>*If you have a United States map available, show students where Arizona is.</p>
<p style="text-align: center;">Students practice ("You do")</p> <p>Posters Students will choose one of the national parks to highlight. Using the information they learned, they will write and illustrate on the construction paper to create a poster to educate</p>	

Consult 4 Kids Lesson Plans

their peers. When posters are complete, hang in a public area.	
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Closing

Review

- Please recap what we did today.
- Did we accomplish 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 of lesson:

- For younger students, you may want to do a whole class to work on a mural rather than individual posters.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Planting A Seed: Earth As Our Friend
Focus:	Nature, Friend or Foe

Materials:

- White board or chart paper
- Paper towels
- Dried beans (pinto, etc.)
- Sandwich size plastic baggies

Opening

State the objective

Today we will:

- Identify how earth is our friend
- Learn about different conditions that help in the growth of food
- Start to grow our own seedling

Gain prior knowledge by asking students the following questions

- Soil?
- How to grow food?
- What foods are grown?

Content (the "Meat")

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

- Introduce the planting activity to students. Tell them that they will be starting their own seedling from a pinto bean.
- Brainstorm with the class which foods are grown from the soil vs. other sources. Write their responses on the board.
- Give the facts, by writing on board and verbally discussing, about plant growth periods and soil conditions needed for plants to grow.
- Soil makes up the outermost layer of our planet. Most plants need soil in order for them to get the minerals, nutrients, and water that they need in order for the plant to thrive. By adding fertilizers and organic matter to the soil, these components will break down in order to provide food that the plants will absorb through their roots. Most plants need sunlight, water and carbon dioxide to survive and grow. Soil containing nitrogen and phosphorus also provides crucial nutrients to plants.

***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"

Students Practice ("You do")

- Give each student a plastic baggie, pinto bean, and 2 paper towels

Consult 4 Kids Lesson Plans

<ul style="list-style-type: none"> Help them to soak paper towels in water, wrap bean loosely inside, and place in plastic baggie. Explain to them that the paper towels acts as soil for the bean to eventually sprout. Once students have completed their seed baggies, allow students to share where they will be placing their baggies at home to help the bean to sprout. 	<p>opportunity and have the student become the teacher.</p>
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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: Students 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 the 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 learning in your work?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- 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:

- K-1: Assist them in identifying foods that are grown. Spend more time during the brainstorm session to elaborate on the weather and soil conditions necessary to grow food.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Earthquake Safety
Focus:	Nature: Friend of Foe?

Materials:

- White board or chart paper
- White paper or index cards (4 per student)

Opening

State the objective

Today we will:

- Learn about earthquake safety steps.
- Participate in a mock earthquake drill.

Gain prior knowledge by asking students the following questions

What do you know about earthquakes? Have you ever experienced an earthquake? How did it feel?
 What did you do to protect yourself?

Content (the "Meat")

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

- Introduce the earthquake activity to students. Tell them that they will be participating in a mock earthquake drill.
- Allow students to share stories with class if they have ever experienced an earthquake.

Share with students simple earthquake safety tips: (additional information can be found at <http://www.fema.gov/kids/pdf/dycare.pdf> Allow them to discuss as a group things that could be done around their homes to make it more earthquake safe.

Prepare Your House and Its Contents:

- Much of the damage caused by earthquakes is to the contents of homes. During the shaking, bookcases topple, objects fall out of cabinets, windows shatter, and hanging or large plants fall. You can reduce damage and injuries by removing, moving and fastening, or latching items that are likely to break, fall over or hurt people.
- Go through your home, room by room. Standing in the center of each room, look all around you and imagine which objects or pieces of furniture might fall over or fly through the air.
- Move heavy objects to lower shelves.
- Attach heavy objects that can't be moved to the desk or table they're sitting on with heavy-duty Velcro.

*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

<ul style="list-style-type: none"> • Fasten bookcases and tall cabinets to the wall. • Move beds and cribs away from windows. • Explain to students that they will be participating in a mock earthquake drill. • Write the following earthquake drill steps on the board and have students copy each step on a different index card, or in a different section of a white paper folded into four squares. <ol style="list-style-type: none"> 1. Duck under a desk or table. 2. Stay under cover until the shaking stops (at least one minute). 3. If possible, hold on to the desk or table leg. 4. If there aren't enough sturdy pieces of furniture to get under, practice taking cover next to inside walls, away from windows, overhead light fixtures and tall pieces of furniture which might topple over when the ground shakes. 	
<p style="text-align: center;">Students Practice ("You do")</p> <ul style="list-style-type: none"> • Give each student a piece of paper or index cards and pencil. • Give them time to write the four steps of an earthquake drill on their index cards or paper. • Go through steps and have them hold up which card correlates to which step. For examples, "What is step one?" The student should hold up the card on which they have written, "Duck under a desk or table:.". Repeat several times changing the order of steps. • Conduct a mock earthquake drill with students actually performing the safety steps. 	

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Likes and Dislikes</p> <p>Create a chart and list what students liked and what students didn't like about the activity. You might probe by asking, "What about this activity...?"</p>
<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today in math. • 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>K-1: Take time to explain difficult terms and use age-appropriate language. Safety steps may be drawn using pictures rather than words.</p>
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Consult 4 Kids Lesson Plans



Component:	Theme
Grade Level:	K-5
Lesson Title:	Volcanoes: Earth as Foe
Focus:	Nature: Friend or Foe?

<p>Materials:</p> <ul style="list-style-type: none"> • White board or chart paper • White paper strips or sentence strips • Pencils

Opening

<p>State the objective</p>
<p>Today we will:</p> <ul style="list-style-type: none"> • Identify how earth is our foe • Learn about Mt. Saint Helen’s volcanic eruption

<p>Gain prior knowledge by asking students the following questions</p>
<p>What do you know about volcanoes? Have you ever seen a picture of a volcano? What did it remind you of? What kind of molten rock erupts or oozes from a volcano? Can you name any volcano?</p>

Content (the “Meat”)

<p style="text-align: center;">Instruction/Demonstration (“I do” – “We do”)</p> <p>Introduce the volcano activity to students. Tell them that they will be teaching each other about the Mt. Saint Helen’s eruption in 1980.</p> <p>Brainstorm with the class about what a volcanic eruption is. Write their responses on the board.</p> <p>Bring in a tube of toothpaste. Take off the lid. Gently push on the toothpaste. Tell children that this is what it looks like when lava is gently flowing out of the volcano. Be sure that you have a piece of butcher paper underneath the toothpaste tube. Ask student to watch how the toothpaste leaves the tube when you strike the tube with your fist. Explain that this sort of pressure is what makes the volcano erupt or shoot out its lava and ash.</p> <p>In simple terms a volcano is a mountain that opens downward to a pool of molten rock (magma) below the surface of the earth. It is a hole in the Earth from which molten rock and gas erupt or ooze.</p> <p>Note: You could use catsup or mustard packets instead of toothpaste.</p>	<p style="text-align: center;">*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>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.</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
<p style="text-align: center;">Students Practice (“You do”)</p> <p>Give each student group a sentence strip or strip of paper and markers/crayons.</p> <p>Tell them they will be learning about a volcanic eruption that happened at Mt. Saint Helen.</p>	

Consult 4 Kids Lesson Plans

Have students choose one fact (from the following facts that you have written on the board or sentence strips) about Mt. Saint Helen. Students should write the information onto their strip of paper. More information can be found at <http://pubs.usgs.gov/gip/103/>

Volcano Facts

- The volcanic ash cloud drifted east across the United States in 3 days and encircle Earth in 15 days.
- St Helen's is located in southwestern Washington State, about 50 miles northeast of Portland, Oregon.
- The eruption cost 57 people their lives and many injuries. Many buildings were buried and more than 200 houses and cabins were destroyed.
- Many animals, including deer, elk and bear were killed.
- Mount St. Helen's began to spew ash and steam. Two craters formed on the volcano and there were avalanches of snow and ice, darkened by ash.
- Part of the volcano collapsed and became a huge landslide that eventually covered an area of about 24 square miles.
- March 20, 1980—A magnitude 4.2 earthquake signaled the reawakening of the volcano after 123 years.
- Within 15 minutes a vertical plume of volcanic ash rose over 80,000 feet.
- Afternoon of May 18, 1980—the dense ash cloud turned daylight into darkness.
- During the past 4,000 years, Mount St. Helen's has erupted more frequently than any other volcano.

Directions:

After they have written down their fact, have them share their fact with a least five classmates.

Once students have completed their sharing, have a whole class share out which fact they found most interesting and why.

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?

Consult 4 Kids Lesson Plans



Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- 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:

K-1: Choose Mount St. Helen's facts that are age-appropriate to use for their sentence strip sharing activity. Have a discussion to help them understand what a volcano is during the brainstorm activity.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Mount Saint Helens
Focus:	Nature: Friend or Foe?

Materials:

- White board or chart paper
- white paper strips or sentence strips
- Pencils

Opening

State the objective

Today we will:

- Identify how earth is our foe
- Learn about Mt. Saint Helen's volcano eruption

Gain prior knowledge by asking students the following questions

What do you know about volcanoes? What does it mean to erupt? Have you ever accidentally stepped on or pushed hard on a catsup packet? Have you ever pushed on a toothpaste tube and had the toothpaste gush out all over? Those are things that erupt. To erupt means to come out with great force. That is what volcanoes do. Molten rock called lave erupts. What do you think it would be like to be around an erupting volcano?

Content (the "Meat")

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

- Introduce the volcano activity to students. Tell them that they will be teaching each other about the Mount St. Helen's eruption in 1980.
- Brainstorm with the class what a volcanic eruption is. Write their responses on the board.
- *In simple terms a volcano is a mountain that opens downward to a pool of molten rock (**magma**) below the surface of the earth. It is a hole in the Earth from which molten rock and gas erupt.*

***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"

Students Practice ("You do")

- Give each student group a sentence strip or strip of paper and markers/crayons.
- Tell them they will be learning about a volcanic eruption that happened at Mount St.

Consult 4 Kids Lesson Plans



Helen.

- Have them choose one fact (from the following facts, you may need to write them on the board) about Mount St. Helen to write on their strip of paper. (More information can be found at <http://pubs.usgs.gov/gip/103/>)
- *The volcanic ash cloud drifted east across the United States in 3 days and encircled Earth in 15 days.*
- *St. Helen's is located in southwestern Washington State, about 50 miles northeast of Portland, Oregon.*
- *The eruption cost 57 lives and many injuries. Many buildings were buried and more than 200 houses and cabins were destroyed.*
- *many animals, including deer, elk and bear were killed.*
- *Mount St. Helen's began to spew forth ash and steam. Two craters formed on the volcano and there were avalanches of snow and ice, darkened by ash.*
- *Part of the volcano collapsed and became a huge landslide that eventually covered an area of about 24 square miles.*
- *March 20, 1980—A magnitude 4.2 earthquake signaled the reawakening of the volcano after 123 years.*
- *Within 15 minutes, a vertical plume of volcanic ash rose over 80,000 feet.*
- *Afternoon of May 18, 1980—The dense ash cloud turned daylight into darkness.*
- *During the past 4,000 years, Mount St. Helen's has erupted more frequently than any other volcano.*
- After they have written down their fact, have them share their fact with at least five classmates.
- Once students have completed their sharing, have a whole class share out which fact they found most interesting and why.

opportunity and have the student become the teacher.

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three “what” questions:

- What did you enjoy most about this activity?
- What was the biggest challenge with this activity?
- What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- 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:

- ✦ K-1: Choose Mount St. Helen's facts that are age appropriate to use for their sentence strip sharing activity. Have a discussion to help them understand what a volcano is during the brainstorm activity.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Hurricanes
Focus:	Nature: Friend And Foe

Materials:

- Hand sanitizer

Opening

State the objective

Today we will:

- Learn about the needed elements that create a hurricane
- Conduct a small experiment to demonstrate evaporation
- Move like a hurricane while playing Hurricane Tag

Gain prior knowledge by asking students, “What do you know about _____?”

- Hurricanes? How do they start? Where are they common? How are they named? Are you familiar with any hurricanes you may have seen or heard about on the news? What happened?

Content (the “Meat”)

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

Background Information (Share with students)

- A hurricane is also called a typhoon or a cyclone, it just depends on where you live in the world. In the US we call them hurricanes, which are just really huge storms!
- They can be as many as 600 miles wide and have wind speeds of 75-200 miles per hour. *
- Hurricanes begin over the ocean and need really warm waters. The warm water causes more evaporation. The evaporated water makes humid air and clouds, and increases the speed of the hurricanes.
- Hurricanes rotate counter clockwise*. They bring very heavy rain, strong winds, and big waves to land when they move out of the ocean.
- The center of the hurricane is called the eye. It is very calm inside the eye, with light winds and little rain.

Evaporation Mini-Experiment

Put a drop of hand sanitizer on your hands and rub your hands together, as if you were washing your hands.

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

* Ask students what things they know of that are this fast (cheetah, airplanes, etc)

*Have students stand up and turn in a counter clockwise direction to make sure they understand the concept

Consult 4 Kids Lesson Plans

<p>Your hands are now wet, so do your hands feel cooler? Answer: Yes!</p> <p>After waiting a few seconds, are your hands now dry? Answer: Yes!</p> <p>The hand sanitizer evaporated off your hands and your hands felt cool, therefore evaporation is a cooling process!</p> <p>Repeat the steps above, but this time, move your hands through the air. This simulates the wind. Do your hands feel even colder now? Answer: Yes!</p> <p>-Courtesy of www.weatherwizkids.com-</p> <ul style="list-style-type: none"> • The evaporation of the warm ocean water adds cool air into the hurricane. 	
<p style="text-align: center;">Students practice ("You do")</p> <p>Hurricane Tag</p> <p>To demonstrate the motion of a hurricane, take students outside to play Hurricane Tag.</p> <ul style="list-style-type: none"> • In a large open area, ask to students to create a circle by holding hands. • Demonstrate the counter clock wise direction for students and have them walk once around the circle in that direction. • Hurricane Tag is played just like regular Tag, except students have to run in the counter clockwise direction in the circle. If a student is tagged by IT, he or she must move to the middle of the hurricane or the "eye" until IT has tagged another player. Only one person is allowed in the eye at a time. Once IT has sent 3 people to the eye, the last person tagged becomes it. • Play for as long as time will allow. 	

Closing
Review
<ul style="list-style-type: none"> • Please recap what we did today. • Did we accomplish 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?

Consult 4 Kids Lesson Plans

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:	Water—Cloud Journal
Focus:	Nature: Friend or Foe

Materials:

- White board or chart paper
- Pencils/crayons
- White paper
- Markers

Opening

State the objective

Today we will:

- Learn about different types of clouds.
- Observe clouds and journal about them.

Gain prior knowledge by asking students the following questions

- What do you know about clouds? What colors are clouds? Have you ever looked at a cloud and thought you saw an animal or something else?
- Have you ever noticed how clouds have many different shapes? Have you noticed how it looks like clouds are moving?

Content (the “Meat”)

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

Introduce the cloud activity to students. Tell them that they will be learning how to recognize different types of clouds and journaling them in their “scientific notebook”/ Brainstorm about what students think clouds could be made of. Write ideas on board and then read the following definition:

What are clouds?

A cloud is a large collection of very tiny droplets of water or ice crystals. The droplets are so small and light that they can float in the air.

Introduce information about clouds by reading it and writing it on the board. (Additional facts can be found a <http://www.weatherwizkids.com/weather-clouds.htm>) THIS NEEDS TO BE WRITTEN ON THE BOARD IN ADVANCE BECAUSE IT WILL TAKE A LONG TIME TO WRITE/DRAW INFORMATION. YOU COULD ALSO PUT IT ON A CHART.

*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

Why do clouds float?

A cloud is made up of liquid water droplets. A cloud forms when the air is heated by the sun. As air rises, it slowly cools down. The air reaches the saturation point and water condenses, forming a cloud. As long as the cloud and the air that its made of is warmer the outside air around it, it floats!

Why do clouds turn gray?

Clouds are made up of tiny water droplets or ice crystals, usually a mixture of both. The water and ice scatter all light, making clouds appear white. If the clouds get thick enough or high enough all the light above does not make it through, so the cloud looks gray or takes on a dark look. Also if there are lots of other clouds around, their shadow can add to the gray of darkness of the cloud.

How are clouds formed?

All air contains water, but near the ground it is usually in the form of an invisible gas called water vapor. When warm air rises, it expands and cools. Cool air can't hold as much water vapor as warm air, so some of the vapor condenses onto tiny pieces of dust that are floating in the air and forms a tiny droplet around each dust particle. When billions of the droplets come together they become a visible cloud.

Why are clouds white?

Clouds are white because they reflect the light of the sun. Light is made up of all of the colors of the rainbow and when you add them all together you get white. The sun appears a yellow color because it sends out more yellow light than any other color. Clouds reflect all the colors the exact same amount, so they look white.

Tell students that they are going to go outside and observe clouds and the journal/draw the clouds they see in the sky.

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

Students Practice ("You do")

- Give each student a piece of paper and pencil/crayons and instruct them to fold the paper in half labeling the outside "Cloud Journal".
- Take class outside and allow them time to draw, write and journal about the different clouds they see.
- Bring class back inside and allow students to share their observations and journals.

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. LBNT allows students to express an opinion about the day.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- 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:

K-1: Have conversations describing key terms. Allow students to journal using pictures and labeling rather than complete sentences.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Drought—Water Conservation
Focus:	Nature: Friend or Foe?

Materials:

- White board or chart paper
- White paper
- Markers/crayons
- Pencils

Opening

State the objective

Today we will:

- Learn about what a drought is
- Choose ways that we can help to conserve water every day

Gain prior knowledge by asking students the following questions

What do you know about a drought? Have you ever seen a puddle after all of the water has evaporated. There is dirt that forms into large clods and has big cracks because the dirt shrinks when it dries.

What would happen at your house if there was no water? How would you shower? What would you drink? Think about trying to survive without water.

For what reasons is rain important?

Content (the “Meat”)

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

Introduce the drought activity to students. Tell them that they will be learning what a drought is, and ways they can save water in a drought.

Brainstorm about what students think a water drought is and what can happen as a result of drought. Write ideas on board and then read the following information. Have students pair up and explain to one another what a water drought is.

A drought is simply a long period of dry weather (usually a season or more) where less than normal or no precipitation falls. Precipitation is any form of moisture such a rain snow, sleet, etc.

A drought will leave no water for crops to grow, water for animals and humans to drink, and many products to be made.

Introduce information about droughts by reading it and writing it on board. (Additional facts can be found at http://www.state.nj.us/drbc/drougt/kids_whatyou_can_do.htm. This information needs to be written on the board in advance, because it will take a long time to write/draw information.

*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

You and your family can save hundreds of gallons of water a week by following these simple.

Do's and Don'ts of Water Conservation:

IN THE BATHROOM (almost 2/3 of home water use is for toilet flushing and bathing!)

- DO** fill the bath tub only halfway and save 10-15 gallons.
- DO** take shorter showers and save 3-5 gallons of water a minute.
- DON'T** use the toilet as a waste basket. Throw trash in a trash basket and avoid flushing unnecessarily.
- DON'T** leave the water running when you brush your teeth or wash your hands or face. Faucets use about 2-3 gallons of water every minute!

IN THE KITCHEN AND LAUNDRY:

- DO** make sure the dishwasher is full before turning it on. Dishwashers use between 8 and 12 gallons of water per load.
- DO** make sure your clothes washer is full before turning it on. Each load of laundry usually requires 50 gallons or more of water.
- DO** use a bowl of water to clean fruits and vegetables rather than running water over them. Reuse the water in the bowl to water your houseplants.
- DO** store drinking water in the refrigerator rather than letting the tap run every time you want a cool glass of water.
- DON'T** let the water run when washing dishes.

IN THE GARDEN:

- DO** use a self-closing nozzle on your garden hose.
- DO** use native plants in your garden (plants that normally grow in the area you live in and do not need a lot of water or care).
- DON'T** water gardens or lawns during the heat of the day. Up to 90% of the water you use is lost through evaporation.
- DON'T** use water to clean off your sidewalks or driveways—use a broom and sweep them instead.

REMEMBER:

Never put water down a drain that can be used for something else such as watering a garden or cleaning.
 Educate and encourage your family, friends, neighbors, and school to practice water conservation.

Tell students that they are going to choose 5 ways they can help to conserve water every day.

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

Students Practice (“You do”)

- Give each student a piece of paper and pencil/crayons

Consult 4 Kids Lesson Plans

- Have them create a contract committing to help conserve water. It should start out with “I pledge to help conserve water by...”, and then list the 5 ways they are pledging to save water daily.
- Allow students to share their pledges.

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. LBNT allows students to express an opinion about the day.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- 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:

- K-1: Have conversations describing key terms. Allow students to make one pledge using pictures and labeling, rather than five pledges using complete sentences.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Water: Condensation Experiment
Focus:	Nature: Friend or Foe?

Materials:

- White board or chart paper
- White paper
- Pixie cups (one per student)
- Plastic baggy (one per student)
- Water
- Tape
- Markers

Opening

State the objective

Today we will:

- Learn about how water is our friend.
- Create our own condensation model.

Gain prior knowledge by asking students the following questions

What do you know about water? Other than drinking water, what else can you do with it?

Have you ever seen beads of water form on a surface on a warm day? Have you ever seen a glass “sweat”?

Content (the “Meat”)

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

Introduce the condensation activity to students. Tell them that they will be creating their own model of how condensation works in nature.

Introduce definition of condensation by reading it and writing it on board. (Additional facts can be found at <http://www.kidzone.ws/water/>)

Condensation:

Water vapor in the air gets cold and changes back into liquid, forming clouds. This is called condensation. You can see the same sort of thing at home...pour a glass of cold water on a hot day and watch what happens. Water forms on the outside of the glass. That water didn't somehow leak through the glass! It actually came from the air. Water vapor in the warm air turns back into liquid when it touches the cold.

Directions:

1. Tell students that they are going to make their own model of condensation.
2. Model activity by pouring a small amount of water into pixie cup, placing it in plastic baggy and sealing it, then taping it to a window that lets in sun, or placing it in a sunny and warm area.

*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

<p style="text-align: center;">Students Practice (“You do”)</p> <ul style="list-style-type: none"> • Give each student a piece of paper and pencil and instruct them to make their prediction about what will happen to the water inside the plastic bag. • Pass out materials needed for condensation model, and allow them time to create and place in a sunny area. • While waiting for condensation to occur, allow students to share their predications. • Have student observe condensation inside plastic baggy and determine whether their prediction was correct. 	<p>opportunity and have the student become the teacher.</p>
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Closing

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

Debrief
<p>Four Step Debrief: This strategy has four steps, each one designed to help the student “connect the dots” among the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future.</p> <p>Step 1: Describe: Students describe what they did during the activity</p> <p>Step 2: Interpret: Students answer one, some, or all of the following questions:</p> <p style="padding-left: 40px;">What were your key learnings when you participated in this activity?</p> <p style="padding-left: 40px;">What skills did you need to utilize to participate in the activity?</p> <p style="padding-left: 40px;">How did you feel when participating in this activity?</p> <p>Step 3: Generalize: How can you use the skills or your key learnings in your life?</p> <p>Step 4: Apply: How can you use the skills or your key learning in your work?</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today in math. • 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) <p style="padding-left: 40px;">Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</p>
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<p>Modification:</p> <p>K-1: Have conversations describing key terms. For example: prediction, condensation, etc.</p>
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Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	How Wind Effects Animals
Focus:	Nature: Friend And Foe

Materials: None

Opening
State the objective
<p>Today we will:</p> <ul style="list-style-type: none"> • Learn how wind can affect animals • Learn new facts about various animals
Gain prior knowledge by asking students, “What do you know about _____?”
<ul style="list-style-type: none"> • What wind can do for an animal? Do you think wind is good or bad for animals?

Content (the “Meat”)	
Instruction / Demonstration (“I do” – “We do”)	
<p>Background Information (Share with students)</p> <p>Winds can be good or bad depending on the speed of the wind, the amount of wind and how well you are able to protect yourself from it. For example, wind is good because it carries plant seeds from place. But, wind can also be harmful if it comes in the form of a tornado. Animals are also affected by the wind.</p> <p>How Wind Effects Animals: True or False Activity</p> <ul style="list-style-type: none"> • Give students instructions for participating in the How Wind Effects Animals: True or False. • Designate one side of the room as the True side and the other as the False side. • You will read an Animal Fact aloud to students. They will then decide if the fact is true or false. Students will move to the designated side of the room. • Reveal the answer (true or false) and any other information offered. • After each answer has been revealed, ask students “Would this animal consider wind to be its friend or its foe? Why?” 	<p>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</p>

Consult 4 Kids Lesson Plans

<p style="text-align: center;">Students practice (“You do”) “The Effects of Wind on Animals: True of False” Facts</p> <ul style="list-style-type: none"> • Cattle and sheep get wind chill when it is cold and the wind is blowing 25 MPH or higher. <i>(True. Their hair and wool coverings are not effective at protecting them in cold and strong wind.)</i> • Elk cannot smell. <i>(False. Elk have a very good sense of smell. They can smell predators on the wind from up to half a mile away.)</i> • Small insects are swept away by some winds, while birds have the ability to control themselves in wind. <i>(True. The insects weigh very little while birds have enough weight to avoid being swept away.)</i> • The pika, a small rabbit like mammal, uses twigs and rocks to fill up the opening to their burrows to protect themselves from the wind. <i>(True.)</i> • Cockroaches cannot feel wind because of the hard shell that covers their backs. <i>(false. Cockroaches are very sensitive to wind. They can feel the slight wind that a predator makes as it approaches them and knows to move away.)</i> • Some spiders can use the wind to “balloon” themselves to investigate a new place. <i>(True. The spider can use its thread of silk to anchor itself to its home base. It then lets the wind carry it to a new place.)</i> 	
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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 of lesson: To extend this activity, you could find a book at your school’s library about one of the animals mentioned above and share it with students.</p>
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Consult 4 Kids Lesson Plans



Component:	Theme
Grade Level:	K-5
Lesson Title:	Wind As Our Friend- Dispersing Seeds
Focus:	Nature: Friend or Foe

<p>Materials:</p> <p>Catchers:</p> <ul style="list-style-type: none"> • 5 plastic lids • Hole punch • Yarn • Petroleum Jelly <p>Seed Dispersal Activity</p> <ul style="list-style-type: none"> • Seeds of various sizes, shapes and weight
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Opening
<p>State the objective</p>
<p>Today we will:</p> <ul style="list-style-type: none"> • Discover how wind helps the cycle of nature
<p>Gain prior knowledge by asking students, “What do you know about _____?”</p>
<ul style="list-style-type: none"> • Seeds? What are they? What do they do? How do seeds travel? • The wind? In what ways does the wind help us? In what ways does it not help us?

Content (the “Meat”)	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Background Information (Share with students)</p> <ul style="list-style-type: none"> • Wind is invisible. We cannot see it, but we can feel it. Even when it doesn’t feel like the wind is blowing the air is always moving. It carries things with it when it moves. <p>What Is In the Wind? Investigation</p> <p>Break the class into 5 small groups. Give each group the needed materials to make the Catchers. Demonstrate for students:</p> <ul style="list-style-type: none"> • Punch a hole in the lid and string the yarn through. Tie to create a loop for hanging. • Smear the petroleum jelly onto the lid on both sides. 	<p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>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.</p>

Consult 4 Kids Lesson Plans

<ul style="list-style-type: none"> • Accompany the class outside as each group chooses where to hang their Catchers. • Catchers will remain outside to collect whatever is flying in the wind until the end of the hour. However, you could leave the Catchers out for longer if you like, or if nothing was caught. <p>Background Information (Share with students)</p> <ul style="list-style-type: none"> • Plants provide many advantages and are very important in science and in nature. What are some of the things that plants provide? (plants take in Carbon Dioxide and put out Oxygen for us to breathe; they provide food and building materials; they are made into supplies like paper and glue; they provide shelter and shade for people and animals; some can be used as medicine, etc) • Most plants produce seeds. It is the job of the wind to move the seeds around so that new plants are always growing. 	<p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
<p style="text-align: center;">Students practice (“You do”)</p> <p>Seed Dispersal Activity</p> <ul style="list-style-type: none"> • While outside, give each student a few of one of the seeds. If the wind is blowing, have students hold up their hands and letting go to see how the wind disperses them. If it is not, have students hold their hands up to their mouths and blow. Repeat this with several types of seeds, making sure that you are introducing the seed name before you begin each new seed. You may want students to record the name of the seed and the results of how well the wind was able to disperse the seeds. • Once all seeds have been dispersed, discuss the results of the activity. Which seed was dispersed the farthest? Which seeds were hard to pick on the wind? (Generally, the larger or heavier the seed the harder it is to travel on the wind. Light seeds will carry the farthest.) 	

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

Consult 4 Kids Lesson Plans



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:	Wind Does Work! – Wind Energy
Focus:	Nature: Friend And Foe

<p>Materials:</p> <ul style="list-style-type: none"> • Scissors • 24 small paper cups (like Dixie drinking cups) • 5 marking pens (any color) • 12 strips of stiff, corrugated cardboard -- the same length (like those cut from a cardboard box) • 5 Rulers • 5 Staplers • 6 Pushpins • 6 pencils with eraser on the end • 5 stop watches or watches that shows seconds
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Opening
<p>State the objective</p>
<p>Today we will:</p> <ul style="list-style-type: none"> • Learning how wind helps to create electricity • Make a model anemometer to measure wind speeds
<p>Gain prior knowledge by asking students, “What do you know about _____?”</p>
<ul style="list-style-type: none"> • Wind energy? How do you think wind can help us make energy? • Measuring wind? How would you go about measuring something you can’t see?

Content (the “Meat”)	
<p>Instruction / Demonstration (“I do” – “We do”)</p>	<p>*Activity → Teachable Moment(s) throughout</p>
<p>Background Information (Share with students)</p> <ul style="list-style-type: none"> • Wind does work! Wind turbines create electricity through the movement of air. • A wind turbine has blades like a fan. When the wind blows 14 MPH or more, the blades spin around and the energy created is turned into electricity. • One wind turbine can provide electricity to 1,000 houses per year if the wind conditions are right. • The wind speed has to be above 14MPH to turn the blades fast enough to create electricity. 	<p>*Ask students what people or careers would find an anemometer helpful? (weather forecasters, airports, etc).</p> <p>*If there is no wind blowing, students can blow on the anemometer to simulate</p>

Consult 4 Kids Lesson Plans

- An anemometer is a device that can be used to determine how fast the wind is moving. *

wind.

Demonstration

- Choose 1 or 2 students to help you demonstrate how to make a model anemometer. Explain to students that they will be creating a model; it will not be able to give you accurate speeds. But, it will show how people can determine how fast the invisible wind is moving.
- Cut off the rolled ends of the paper cups, so it is not so heavy.
- Color or mark on 1 of four paper cups with a marker.
- Use your pencil and a ruler to draw a straight line from one corner of a cardboard strip to the corner on the opposite side.



- Repeat so that you form an X, like it is shown above. The point in which these two lines meet is the center of the cardboard strip. Repeat with the other piece of cardboard.
- Staple a paper cup to each end of the cardboard pieces. (Insert the bottom piece of the stapler into the opening of the cup. Put the end of the cardboard strip on top of the cup. Arrange the cardboard pieces so that are placed perpendicular to the opening of the cup. Make sure all cups face the same way).
- Push the pushpin through the center of one cardboard piece and then the other so that they form an "x" held together by the push pin. Push the pushpin with the cardboard pieces on it into the eraser of the pencil. Give the cardboard strips a spin to make sure they spin freely.

Students practice ("You do")

Creating And Using the Anemometer

- Group the class into 5 smaller groups. Allow each group to gather all needed materials.
- Circulate amongst the groups to assist, as needed.
- When students have completed making the anemometers, take the outside.
- Stick the lead end of the pencil into the grass or soft dirt.
- Using your watch, count the number of times the colored cup spins around in one minute. You are measuring the wind speed in revolutions (turns) per minute. Weather forecasters' anemometers convert the revolutions per minute into miles per hour (or kilometers per hour). *
- Move your anemometers to another location. Is it windier in other places? Do trees or buildings block the wind?
- Measure the wind speed at different times of the day. Is it the same during opening; after homework; before closing?
- How many rotations, do you think would equal 14 miles per hour (the amount of wind speed needed to create electricity in wind turbines)?

Visit <http://www.energyquest.ca.gov/projects/anemometer.html> for a picture illustration or more information.

Closing

Review

- Please recap what we did today.
- Did we accomplish 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 at home?

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 of lesson:

- With younger students, you may want to create the anemometers ahead of time.
- If you are unable to go outside, use modeling clay to form a small hill and stick the lead in of the pencil into the clay. Use the students blowing on it or a fan to simulate wind.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Birthday Traditions- Canada
Focus:	Celebrations and Traditions

Materials:

- Stencils (paper or plastic) of maple leaves
- Red crayons or markers, 1 per student
- 8" x 11" (approx.) pieces of white construction paper, 1 per student

Opening

State the objective

Today we will:

- Learn about the birthday celebrations for children who live in Canada

Gain prior knowledge by asking students, "What do you know about _____?"

- Canada? What continent is it on? Where is it in relation to the United States?

Content (the "Meat")

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

Background Information (Share with students)

- Birthday celebrations began many, many years ago. Many people in different cultures and countries celebrate a child becoming one year older.
- Many birthday traditions began because birthdays were considered days that brought bad luck. People began having celebrations on these days to ward away the bad luck and bring good luck to the birthday boy or girl!
- In some parts of Canada*, the birthday boy or girl has their nose smeared with butter! This help bad luck slip right off of them.
- The birthday kid also gets birthday punches. One punch for each year of their live and one more for good luck! *
- Canadian children also receive cards on their birthdays.

Demonstration for Creating A Canadian Themed Birthday Card

- Fold an 8" x 11" piece of white construction paper in half to create the card.
- Show students how to trace the maple leaf in the center on the front of the card to represent the Canadian flag (pictured below).

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

* Take the opportunity to show students where Canada is located on a map, if available.

*How many punches you receive if you celebrated your birthday in Canada?

Consult 4 Kids Lesson Plans



- Color the leaf red and color in the two thick stripes on the sides.
- Students will write or draw the facts that they learned about Canadian birthday traditions on the inside of the card. Review the background information, if necessary.

Students practice (“You do”)

Canadian Themed Birthday Cards

- Give each student the needed materials.
- Circulate and assist as needed as students create their cards.

Closing

Review

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

Debrief

Likes and Dislikes

Create a chart and list what students liked and what students didn't like about the activity. You might probe by asking, “What about this activity ...”

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:	Birthday Traditions- Denmark
Focus:	Celebrations and Traditions

Materials:

- Large pieces of construction paper (lightly colored works best), 1 per child
- Art materials (crayons, markers, paint, etc)
- Decorations (glitter, feathers, glue, etc) optional

Opening

State the objective

Today we will:

- Learn about the birthday celebrations for children who live in Denmark

Gain prior knowledge by asking students, “What do you know about _____?”

- Denmark? What continent is it on? * (Europe)

Content (the “Meat”)

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

Background Information (Share with students)

- Birthday celebrations began many, many years ago. Many people in different cultures and countries celebrate a child becoming one year older.
- Many birthday traditions began because birthdays were considered days that brought bad luck. People began having celebrations on these days to ward away the bad luck and bring good luck to the birthday boy or girl!
- In Denmark, when it is someone’s birthday a flag is hung from one of the windows of the house so that everyone knows that someone inside is celebrating a birthday.
- While the birthday boy or girl is sleeping, their parents sneak in a lay their presents around their bed so that they can see them right when they wake up.

*Activity → Teachable Moment(s) throughout

* Take the opportunity to show students where Canada is located on a map, if available.

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.

Students practice (“You do”)

Instructions for Birthday Flags

- Inform students that they will be creating a birthday flag, much like the ones hung outside the houses in Denmark. They can decorate their birthday flag however they wish.
- Give each student a piece of construction paper and the needed art materials.
- Circulate and assist as needed as students create their flags.
- Allow time for students to come to the front of the group and share their flags with the class.

Consult 4 Kids Lesson Plans

Closing

Review

- Please recap what we did today.
- Did we accomplish 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:	Birthday Traditions- Holland
Focus:	Celebrations and Traditions

Materials:

- Strips of colored construction paper (long enough to wrap around students' heads), 1 per student
- Streamers or crepe paper, various colors
- Scraps of colored paper
- Art materials (crayons, markers, etc)
- Staplers
- Scissors
- Glue

Opening

State the objective

Today we will:

- Learn about the birthday celebrations for children who live in Holland

Gain prior knowledge by asking students, “What do you know about _____?”

- Holland? What continent is it on? * (It is one of two countries in the Netherlands on the continent of Europe)

Content (the “Meat”)

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

Background Information (Share with students)

- Birthday celebrations began many, many years ago. Many people in different cultures and countries celebrate a child becoming one year older.
- Many birthday traditions began because birthdays were considered days that brought bad luck. People began having celebrations on these days to ward away the bad luck and bring good luck to the birthday boy or girl!
- In Holland, children have big celebrations for “crown years”- the years that they turn 5,10,15,20, or 21. *
- At home, the birthday boy or girl’s dining chair is decorated with flowers, streamers, and balloons.
- At school, the birthday child takes a treat for each of their classmates.
- Their teacher makes them a birthday hat decorated with streamers and paper flowers.

Demonstration For Creating Birthday Hats

- Show students how to wrap a paper strip around their forehead and have a partner help

*Activity → Teachable Moment(s) *throughout*

* Take the opportunity to show students where Canada is located on a map, if available.

*Are you celebrating a crown year? What year would you celebrate a crown year if you lived in Holland?

Consult 4 Kids Lesson Plans

<p>staple it. (For younger students, a leader may want to do this for all students).</p> <ul style="list-style-type: none"> • Show students how to make draw paper flowers on the scraps of paper, decorate with art materials, and glue to the outside of their paper crown. • Cut pieces of streamer to glue to the crowns. 	
<p>Students practice (“You do”)</p> <p>Instructions for Birthday Flags</p> <ul style="list-style-type: none"> • Give students the materials needed. • Circulate and assist as needed as students create their cards. 	

Closing
Review
<ul style="list-style-type: none"> • Please recap what we did today. • Did we accomplish 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!)
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Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Birthday Traditions- Israel
Focus:	Celebrations and Traditions

Materials:

- 2-5 potatoes
- 2-5 spoons

*Spoons and potatoes should be equal in number

Opening

State the objective

Today we will:

- Learn about the birthday celebrations for children who live in Israel

Gain prior knowledge by asking students, “What do you know about _____?”

- Israel? What continent is it on? * (Asia)

Content (the “Meat”)

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

Background Information (Share with students)

- Birthday celebrations began many, many years ago. Many people in different cultures and countries celebrate a child becoming one year older.
- Many birthday traditions began because birthdays were considered days that brought bad luck. People began having celebrations on these days to ward away the bad luck and bring good luck to the birthday boy or girl!
- In Israel, on a child’s birthday they wear crowns decorated with leaves and flowers.
- At their party they sit in a specially decorated chair. All of their guests dance around them and their parents lift their chair, with them in it, up into the air.
- They celebrate with cake!
- Afterwards, guests play games of skill. One game they play is a race with a potato and spoon.

Students practice (“You do”)

Instructions for Potato Race Game

- Split students in to groups of 2-5 (depending on the number of students and the number of spoons and potatoes).
- Each group should line up behind the starting line. Establish a finish line and share with students.
- Give the first person in each line a spoon and a potato.
- When the leader says go, the first person from each group should place the potato on the

*Activity → Teachable Moment(s) throughout

* Take the opportunity to show students where Canada is located on a map, if available.

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>spoon and balance it while walking or running down to the finish line. If the potato falls off, the student must return to the starting line and try again.</p> <ul style="list-style-type: none"> • Once a student reaches the finish lines, they should turn around and head back to their team. If the potato falls off on the way back, they should return to the finish line. • Once the students return to their team, they pass the potato and spoon off to the next person in line. • Repeat until one team has gone through all of their players. This team is the winner. • Switch up teams and repeats as time allows. 	
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Closing
Review
<ul style="list-style-type: none"> • Please recap what we did today. • Did we accomplish our objectives?
Debrief
<p>Three Whats 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!)
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Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Birthday Traditions- Bingo
Focus:	Celebrations and Traditions

Materials:

- Paper, 1 per student
- Bingo markers (beans, paper scraps, etc)
- Supplemental Bingo Clues Card

Opening

State the objective

Today we will:

- Learn about the birthday celebrations from around the world

Gain prior knowledge by asking students, “What do you know about _____?”

- Playing Bingo? What are the rules? How can we play responsibly? Respectfully? Safely?

Content (the “Meat”)

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

Instruction for Creating Bingo Cards

- Give each student a piece of paper.
- On the board or chart paper, show students how to draw a 3x3 grid (as shown below)

- Write the list of countries on the board, as well:

Italy	Nigeria	Egypt	Russia
Hungary	Germany	India	United States
Brazil	Ireland	Malaysia	Vietnam
China	Norway	Panama	England

Allow students to choose 9 of the countries to fill in their bingo grids

*Activity → Teachable Moment(s) *throughout*

* Take the opportunity to show students where countries are located on a map, if available.

Students practice (“You do”)

Birthday Celebrations and Traditions BINGO

- Using the Birthday Celebrations and Traditions BINGO Prompts, read one fact allowed. If

Consult 4 Kids Lesson Plans

<p>a student has this country listed on their BINGO grid, they should use a BINGO marker to cover it. Repeat with a new fact. Continue until one student is able to mark off all nine of their chosen countries (or traditionally, until a student can mark off three in a row- vertically, horizontally, or diagonally).</p> <ul style="list-style-type: none"> • Ask students to switch BINGO grids, if they choose, and play again. • Repeat rounds as time allows. 	
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Closing
Review
<ul style="list-style-type: none"> • Please recap what we did today. • Did we accomplish our objectives?
Debrief
<p>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.</p> <p>Step 1: Describe: Student(s) describe what they did during the activity.</p> <p>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?</p> <p>Step 3: Generalize: How can you use the skills or your key learnings in your life?</p> <p>Step 4: Apply: How can you use the skills or your key learnings at school?</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!)
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<p>Modification of lesson: With younger students, you may choose to create the BINGO grids for them ahead of time.</p>
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Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Cultural Traditions- Bat and Bar Mitzvahs
Focus:	Celebrations and Traditions

Materials:

- Writing paper
- Writing materials (pencils, crayons, etc)

Opening

State the objective

Today we will:

- Learn about the cultural tradition of Bat Mitzvahs and Bar Mitzvahs
- Discover how you can be responsible for your own actions

Gain prior knowledge by asking students, “What do you know about _____?”

- Being responsible? How were you responsible today?

Content (the “Meat”)

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

Background Information (share with students)

- A Bat or Bar Mitzvah is a Jewish coming-of-age tradition. When boys or girls of the Jewish faith turn 13, they have a Bar (meaning son) Mitzvah if they are a boy or a Bat (meaning daughter) Mitzvah if they are a girl.
- It is a religious ceremony which ends with a celebratory meal with friends, family and members of the community.
- It is traditional to give a gift of money, books or jewelry to the celebrant of a Bar or Bat Mitzvah.
- There are many new responsibilities of the child. Among others, at 13, the child is now recognized as being responsible for their own actions.

Students practice (“You do”)

Student Discussion

Lead a student discussion by asking all students to gather in a large group (it would be ideal if they can sit in a cluster or circle on the floor with you). Use the prompts to facilitate a discussion:

- The participants of a Bar or Bat Mitzvah must be responsible for their own actions. What does being responsible mean?
- What does it mean to be responsible for your own actions? (own up to mistakes, think things through before you do them, don't procrastinate, don't wait for someone to tell

***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>you to do something, be proactive, etc)</p> <ul style="list-style-type: none"> • How will other people feel about you if you are responsible for your actions? Your parents? Your teachers? Your friends? • How will you feel about yourself if you are responsible for your own actions? • How do you feel about this responsibility? Do you want to be a person who is responsible for their actions? Why or why not? • What are things that you can do today to be responsible for yourself and your actions? <p>Send students back to their seats and provide paper and writing materials. Ask students to write or draw their commitments on the paper. Share with a partner if time allows.</p>	
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Closing
Review
<ul style="list-style-type: none"> • Please recap what we did today. • Did we accomplish our objectives?
Debrief
<p>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.</p> <p>Step 1: Describe: Student(s) describe what they did during the activity.</p> <p>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?</p> <p>Step 3: Generalize: How can you use the skills or your key learnings in your life?</p> <p>Step 4: Apply: How can you use the skills or your key learnings at school?</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!)
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Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Cultural Traditions- Day of the Dead
Focus:	Celebrations and Traditions

Materials:

- Tissue paper sheets, about 8" X 10" rectangles (you will need 1 per student for each banner you plan to make)
- Scissors- 1 per student
- String- about 18 feet per banner
- Clear tape

Opening

State the objective

Today we will:

- Learn about the cultural tradition called the Day of the Dead

Gain prior knowledge by asking students the following questions

- The Day of the Dead? What do you think the Day of the Dead means based on the name?
- Mexico? Where is Mexico located? *(take this opportunity to show students where Mexico is located on a map, if available)

Content (the "Meat")

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

Background Information (share with students)

- Day of the Dead is a cultural tradition celebrated in Mexico.
- The name sounds a little bit scary, but it is not! It began as a way to celebrate and give thanks for the harvest. It is also a time to remember ancestors and people we love that have died.
- The official holiday of Day of the Dead is one day, but it is often celebrated over three days.
- On Day 1, families visit graveyards and place flowers on graves. They create memory alters in their homes where they display pictures and favorite items of deceased relatives. They also prepare the favorite foods of the people that they are remembering.
- On Day 2, families and friends come over for big celebrations. They serve the food they made the day before and dance and sing. They also eat candies in the shape of skeletons.
- On Day 3, the whole town celebrates with parades, floats and people dress in costumes.
- People decorate for the festivities. A popular Mexican art form is called Papel Picado. Long ago, the Aztecs used to make paper from the barks of trees. They used this paper to make banners and flags. This tradition stuck and today is used to help decorate for Day of the Dead.

*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>Demonstration Show students how to fold and cut their Papel Picados.</p> <ul style="list-style-type: none"> • Use one piece of tissue paper. Fold edge to edge. Continue folding edge to edge several times. • Cut shapes into the SIDES of the folded paper. Do not cut the corners. • Unfold! You should have a square flag with shapes cut into it, much like a snowflake. 	
<p style="text-align: center;">Students Practice (“You do”)</p> <ul style="list-style-type: none"> • Allow students to gather tissue paper and scissors to create their flags. • As students complete their flags, help them attach the flags to a length of string. Fold ½ inch of the flag over a section of string and tape to secure. Attach one flag from each student to the string to create a banner. • Hang your completed banner in your classroom or after school space. • Make as many banners as time or space allows 	

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>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.</p>
<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today during this hour. • 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) <p style="padding-left: 40px;">Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</p>

<p>Modification:</p> <ul style="list-style-type: none"> • Younger students may only want to fold their tissue papers a few times, otherwise it may be too thick for them to cut!
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Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Cultural Traditions- Lantern Festival
Focus:	Celebrations and Traditions

Materials:

- Large (11" x 17") sheets of colored construction paper.
- Scissors
- Tape
- Rulers
- Pencils
- Decorations- glue, glitter, sequins, etc (optional)

Opening

State the objective

Today we will:

- Learn about the Chinese cultural tradition called the Lantern Festival

Gain prior knowledge by asking students the following questions

- Lanterns? What are they? What are they used for?
- China? Where is China located? *(take this opportunity to show students where China is located on a map, if available)

Content (the "Meat")

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

Background Information (share with students)

- The Lantern Festival has been celebrated for more than 2,000 years in China,
- It happens on January 15 (of the Chinese lunar calendar). This is the night of the 1st full moon.
- The Lantern Festival symbolizes and celebrates the coming of spring.
- On this day, families gather together. They have many activities. Some activities include lighting fancy lanterns, looking at and appreciating the moon, lighting fireworks and eating traditional foods.
- The traditional food most commonly eaten on the day of the Lantern Festival are Rice Glue Balls. These are made of rice, sugar, bean paste and sesame. They are sometimes stuffed with meat or nuts and rolled into balls.

Demonstration

Choose a student to come to the front of the class and help you demonstrate how to create a paper lantern to symbolize the lanterns used during the Lantern Festival.

- Cut a one inch wide strip off of one of the short ends of the construction paper. Set this aside. This will be your handle.
- Fold the remaining large piece of construction paper in half. On a table or desk, place the

*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.

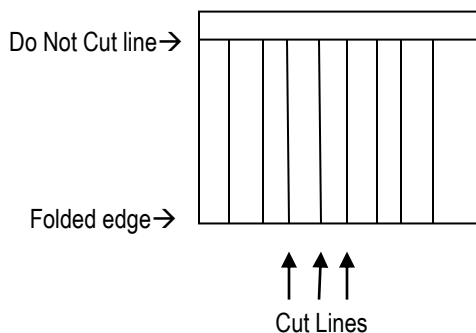
Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

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

Consult 4 Kids Lesson Plans

folded piece of construction paper so that the folded edge is facing you.

- Place the ruler along the top edge (the unfolded edge). Use a pencil to trace a line on the bottom side of the ruler. This will create a strip, the width of the ruler, along the top of the paper. This is your DO NOT CUT line.
- Use the ruler to now create 1 inch strips vertically down the paper, from the Do Not Cut line straight down to the folded edge. These are your Cut Lines.



- Using the scissors, cut along the Cut Lines, straight up from the folded edge to the Do Not Cut line.
- Unfold your paper.
- Match the long edges of the paper together and tape to secure.
- You should now have a long cylinder with a crease in the middle that causes the cylinder to push out in the middle.
- Staple the saved strip to the top of the cylinder to make the handle.

Students Practice (“You do”)

- Allow students to gather the needed materials.
- Students can use the additional decorative materials to decorate their lanterns.

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 during this hour.
- 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

Consult 4 Kids Lesson Plans

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 do each step individually, allow students to copy with their materials before moving on!

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Cultural Traditions- May Day
Focus:	Celebrations and Traditions

Materials:

- Paper flower cutouts (punch a hole in the middle with a hole punch)
- Straws (clear if possible), cut into 1 inch pieces
- String or yarn, cut into 2 foot strips; 1 per student

Opening

State the objective

Today we will:

- Learn about the cultural tradition called May Day

Gain prior knowledge by asking students, “What do you know about _____?”

- Spring? What does spring bring? What do you think about when you think of spring?

Content (the “Meat”)

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

Background Information (share with students)

- May Day is a celebration that welcomes spring!
- May Day has been celebrated for hundreds of years all over the world and many countries still celebrate it today. In some countries, in some countries it is a national holiday.
- Some countries celebrate May Day as International Worker’s Day.
- The European settlers brought May Day celebrations to America when they came to live here. Traditionally, it was a day to celebrate the coming of spring. People would make small baskets and fill them with flowers and treats. Then they would leave the baskets at people’s doorstep, ring the doorbell and run away! Whoever answered the door would chase after the person that left it and if they caught them they would have to exchange a kiss!
- In the 1920’s Hawaii* began to call May Day, Lei Day, because of the focus on flowers and spring. They would make beautiful leis and exchange them with one another.

Demonstration of Lei Making

Show students how to make a lei.

- Choose a piece of string.
- String a paper flower onto the string.

*Activity → Teachable Moment(s) throughout

*Take this opportunity to show students where Hawaii is located on a map, if available

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

<ul style="list-style-type: none"> • String on a piece of plastic straw. • String on a flower, then a straw, then a flower. • Repeat until the string is full of flowers and straws. • Tie in the back. 	
<p style="text-align: center;">Students practice (“You do”)</p> <p>Lei Making</p> <ul style="list-style-type: none"> • Allow students to gather the necessary materials and complete their leis. • Circulate and assist as needed. • When leis are complete, allow students to exchange leis with other classmates or go out into the program and give leis to others. Encourage students to tell others about the history of May Day and about what they have learned. 	

Closing
Review
<ul style="list-style-type: none"> • Please recap what we did today. • Did we accomplish our objectives?
Debrief
<p>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.</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!)
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Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Cultural Traditions- Quinceanera
Focus:	Celebrations and Traditions

Materials:
none

Opening
State the objective
<p>Today we will:</p> <ul style="list-style-type: none"> Learn about the Hispanic cultural traditions of the Quinceanera Learn about the importance of family, friends, music, food and dance of your peers.
<p>Gain prior knowledge by asking students, “What do you know about _____?”</p> <ul style="list-style-type: none"> Quinceanera’s?

Content (the “Meat”)	
<p>Instruction / Demonstration (“I do” – “We do”)</p>	
<p>Background Information (share with students)</p> <ul style="list-style-type: none"> A Quinceañera is the Hispanic tradition of celebrating a young girl's coming of age - her 15th birthday. Today's celebrations embrace religious customs, and the virtues of family and social responsibility. The Quinceanera tradition celebrates the young girl and recognizes her journey from childhood to maturity. The customs highlight faith, family, friends, music, food, and dance. The Quinceanera celebration traditionally begins with a religious ceremony. A Reception is held in the home or a banquet hall. The festivities include food and music, and in most, a choreographed waltz or dance performed by the Quinceanera and her Court. It is traditional for the Quinceanera to choose special friends to participate in what is called the Court of Honor. Usually, these young people are her closest friends, her brothers, sisters, cousins – the special people in her life with whom she wants to share the spotlight. The Quinceanera's Court of Honor can be comprised of all young girls, all young men or a combination of both. The Quinceanera traditionally wears a ball gown; with her Court dressed in gowns and tuxedos. There are many traditions throughout the Quinceanera celebration. One of the most popular is the Changing of the Shoes. The father or favored male relative ceremoniously changes the young girl's flat shoes to high heels. This is a beautiful 	<p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>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.</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>

Consult 4 Kids Lesson Plans

<p>symbol of the Quinceañera’s transformation from a little girl to a young lady.</p> <p>Background information found on http://www.quinceanera-boutique.com</p>	
<p style="text-align: center;">Students practice (“You do”)</p> <p>Thinking Circles</p> <ul style="list-style-type: none"> • Introduce the Thinking Circles activity by saying, “The tradition of the Quinceanera happens when a young woman turns 15. The focus of the tradition is recognizing, appreciating and celebrating family, friends, music food and dance. We will be creating a thinking circle to reflect on how these things are impactful in our lives.” • Split students into two groups. Ask one group to form a circle and stand facing outwards. Ask the other group to create a circle around the first group facing inwards. The outside circle should be positioned so that they are facing a member of the inside circle. • With their first partner (the person they are facing), give the following prompt “Tell your partner about your family. Who are the members of your family?” Give students a 3-4 minute time limit to share. Next, prompt student conversation by saying, “Why is family important to you?” Give additional time for students to share. • Instruct the outside circle to move two people to the right. Now, they have a new partner. For this round, prompt student conversation by saying, “Tell your partner about your friends. Who are your closest friends and why?” Give students a 3-4 minute time limit to share. Next, prompt student conversation by saying, “Why are your friends important to you?” Give additional time for students to share. • Instruct the outside circle to move two people to the right. Now, they have a new partner. For this round, prompt student conversation by saying, “Tell your partner about your interest in music. What is your favorite type of music and why?” Give students a 3-4 minute time limit to share. Next, prompt student conversation by saying, “Why is music important to you?” Give additional time for students to share. • Instruct the outside circle to move two people to the right. Now, they have a new partner. For this round, prompt student conversation by saying, “Tell your partner about your interest in food. What are your favorite foods and why?” Give students a 3-4 minute time limit to share. Next, prompt student conversation by saying, “Why are food or meal times important to you?” Give additional time for students to share. • Instruct the outside circle to move two people to the right. Now, they have a new partner. For this round, prompt student conversation by saying, “Tell your partner about your interest in dance. What is your favorite type of dance and why?” Give students a 3-4 minute time limit to share. Next, prompt student conversation by saying, “Why is dance important to you?” Give additional time for students to share. • If time allows, allow student to share meaningful things they learned about their partners with the class. 	

Consult 4 Kids Lesson Plans

Closing

Review

- Please recap what we did today.
- Did we accomplish 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

Component:	Theme
Grade Level:	K-5
Lesson Title:	Family Traditions- Who Is In My Family?
Focus:	Celebrations and Traditions

Materials:

- Brown construction paper
- Green construction paper (two shades of green, if possible)
- Scissors
- Black markers or crayons
- Tape or glue

Opening

State the objective

Today we will:

- Learn about the importance of family
- Identify the meaning of family
- Create a family tree

Gain prior knowledge by asking students the following questions

(Use these questions to facilitate discussion before you introduce the Family Tree activity)

- What does the word family mean to you?
- What does it mean to be a family?
- What are the different members of a family? (answers do not have to be only relations)

Content (the "Meat")

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

Creating A Family Tree

Depending on the age of your students, you can choose to either give instructions only (older students) or demonstrate how to create the family trees. It would be a good idea to have your Family Tree created to use as an example, especially if you are giving instructions only.

- Using a piece of brown construction paper, cut out a tree trunk. Decorate with "bark marks" if you like.
- Using a piece of green construction paper, cut out a tree top shape. (Think of it as a fluffy green cloud.)
- Using the light green construction paper, cut out leaf shapes. (The same green color as the tree top can be used if lighter green paper is not available).
- Tape the tree top to the tree trunk.
- Using a black marker or crayon, write the name and relationship of a family member on the leaves, 1 per leaf.
- Glue or tape the leaves to the tree top.

***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 style="text-align: center;">Students Practice (“You do”)</p> <p>***Do not send student work home with them. Save it for Friday’s activity!</p> <ul style="list-style-type: none"> • Allow students to gather the needed materials. • Allow time for students to share their completed family trees with a partner, a small group or the whole class. 	<p>student become the teacher.</p>
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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 during this hour. • 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> <ul style="list-style-type: none"> • With younger students, you may want to cut out the leaves ahead of time. You may choose to cut out the tree trunk and tree tops, as well.

.Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Family Traditions- Moments That Matter
Focus:	Celebrations and Traditions

Materials:

- Writing paper
- Pencils

Opening

State the objective

Today we will:

- Learn about the importance of family traditions
- Discover why family traditions are important

Gain prior knowledge by asking students the following questions

- Think about the family traditions you have. Why are those moments important to have?

Content (the “Meat”)

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

*****Do not send student work home with them. Save it for Friday’s activity!**

Instructions

- Give each 2 pieces of writing paper.
- On the first piece, ask students to create a list of their family traditions.
- On the second piece of paper, students should label the page Moments That Matter.
- Also on the second page, students will complete the following sentence for EACH of the traditions they listed on their first page.

Our family tradition of _____ is important to me because _____.

- Students can add additional thoughts to their sentences, if they choose to do so.

Students Practice (“You do”)

- Allow time for students to share their Moments That Matter pages with a partner, small group, or the whole 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.

.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 during this hour.
- 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 ask students the questions and write what they tell you!

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Family Traditions- Family Reunion
Focus:	Celebrations and Traditions

Materials:

- Book: The Relatives Came by Cynthia Rylant (optional)
- Writing paper or drawing paper
- Writing and drawing materials (pencils, crayons, markers, etc)

Opening

State the objective

Today we will:

- Learn about a tradition some families have called Family Reunions

Gain prior knowledge by asking students the following questions

- What do you think a family reunion is? Have you ever been to one? What do you do at a family reunion?

Content (the “Meat”)

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

*****Do not send student work home with them. Save it for Friday’s activity!**

Book Reading (optional)

- .Read the story, The Relatives Came by Cynthia Rylant, aloud to the class, stopping to discuss what is happening throughout. Point out when relatives have not seen each other in a while, there may be lots of hugging, talking and sharing taking place when they reunite. In your discussion, mention the custom associated with families having large meals when they get together. Have students share relevant personal experiences of family reunions. (Suggested by Scholastic).
- If you are not able to read the story, explain to students what a family reunion is. (A **family reunion** is an occasion when many members of an extended family get together. Sometimes reunions are held regularly, for example, on the same date of every year. Family members get together for food, recreation and discussion.

Ask students:

- What are some of the things that happened at the reunion in The Relatives Came?
- What are some activities or things that occur at family reunions you have been to?

***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”)

Consult 4 Kids Lesson Plans

<ul style="list-style-type: none"> • Ask students to think about what they would like to do with their families if they were able to organize their own family reunion. Write these prompts on the board or on chart paper. <ul style="list-style-type: none"> Who would you invite? What would you talk about? What would you eat? What would you do (recreation)? • Give each student a piece of paper and writing/drawing utensils. Ask older students to write about their perfect family reunion by answering the prompt questions. Ask younger students to draw pictures in response to the prompt questions. Ask students to title the page “(their last name) Family Reunion”. Example: Johnson Family Reunion. • Allow students time to share their writings/drawings with a partner, a small group, or the whole class. 	
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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 during this hour. • 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:	Family Traditions- Our Family Traditions
Focus:	Celebrations and Traditions

Materials:

- Large sheets of white construction papers
- Drawing and writing utensils (pencils, markers, crayons, etc)

Opening

State the objective

Today we will:

- Learn about family traditions.
- Identify the meaning of a tradition.
- Share our family traditions with our peers.

Gain prior knowledge by asking students the following questions

- What is a family tradition?

Content (the "Meat")

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

Discussion Prompt

A family tradition is something that members of a family do together on a consistent basis. (Share a few of your family traditions. Examples could include things like:

- Every summer we go to the beach.
- On Saturdays my whole family watches a movie together.
- We have a 4th of July party every July.
- We make dinner together.)

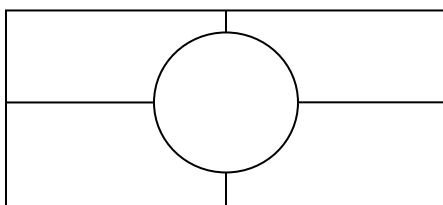
Traditions include the everyday things that families do together, vacations, schools attended, food and meals, holidays, service and many other things.

Ask: What are some family traditions that your family has?

Write all responses on a white board or chart paper.

Demonstration for Creating Family Traditions Chart

Demonstrate on a white board or chart paper how to create the following organizer.



Give students a piece of construction paper and allow time to recreate the organizer on their papers.

*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

Students Practice (“You do”)

*****Do not send student work home with them. Save it for Friday’s activity!**

- In the middle circle, students should draw and label the members of their family.
- In the squares surrounding the circle, students should draw and label or write about their family traditions. 1 tradition for each square.
- Allow time for students to share their Family Traditions Charts with a partner, small group, or the whole 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 during this hour.
- 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 create the charts for the students ahead of time. You may need to help them label their drawings, as well.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Family Traditions- Family Showcase
Focus:	Celebrations and Traditions

Materials:

- 1 piece of poster board or large sheet of butcher paper per student
- Tape or glue
- Markers or crayons
- Student work from previous Family Traditions activities

Opening

State the objective

Today we will:

- Create a family showcase using the work that we have completed throughout the week.
- Share our families and traditions with others.

Gain prior knowledge by asking students the following questions

- Why is it important to celebrate and share our families and our family traditions?

Content (the “Meat”)

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

- Hand out the student work you have been collecting throughout the week. (the Family Tree, the Family Traditions Chart, the Moments That Matter writings, and the Family reunions.

Students Practice (“You do”)

- Give each student a piece of poster board or butcher paper.
- Instruct students to write their name largely at the top of the paper.
- Using tape or glue, students can organize their work on the poster board or butcher paper.

Hang students completed posters around the classroom or closing area. Invite parents and other classes to view the Family Showcase. Send posters home with students.

***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 during this hour.
- 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:	Boxing Day
Focus:	Celebrations and Traditions

Materials:

- Large cardboard boxes
- Art materials (Markers, glue, glitter, crayons, construction paper, etc.)

Opening

State the objective

Today we will:

- Learn about a December tradition called Boxing Day
- Learn about and practice goodwill in our community

Gain prior knowledge by asking students, “What do you know about _____?”

- Canada? What continent is it on? Where is it in relation to the United States?
- A Canadian tradition called Boxing Day? What do you think people do on Boxing Day?

Content (the “Meat”)

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

Background Information (Share with students)

- Boxing Day is a day celebrated in not only Canada, but in Australia, New Zealand, the United Kingdom, Ireland and South Africa.
- It is sometimes called the Day of Goodwill*.
- Boxing Day has traditionally been a day of giving money or goods to those that need extra things.
- It is most often celebrated on December 26th.

Instruction For Donation Boxes

- Ask students what ideas they can think of to replicate the idea of boxing day- giving to those in need. Help steer students towards the idea of collecting clothes or canned goods to donate to a local shelter or other organization.
- Introduce the idea of a donation box- a box in which students will work in small groups to decorate the outside of boxes to collect food or canned goods.
- Show students where the art materials are. Brainstorm ideas with students that they can use on their boxes.

*Activity → Teachable Moment(s) *throughout*

* Take the opportunity to show students where Canada is located on a map, if available.

*What is goodwill? (Friendly, helpful, or cooperative feelings or attitude)

Students practice (“You do”)

Consult 4 Kids Lesson Plans

Donation Boxes

- Split students into 4-5 small groups.
- Give each group a box and allow them to collect the art materials they would like to use.
- Allow time for students to work together to create their boxes.
- Allow time for students to share their boxes with the large group.

Distribute boxes around your school or program spaces. Encourage students and parents, if able, to donate items to their boxes. Donate the boxes to a local charitable organization of your choice.

Closing

Review

- Please recap what we did today.
- Did we accomplish 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 during this hour.
- 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 of lesson:

Younger students may enjoy working to create one classroom box, rather than several small boxes.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Kwanzaa 1
Focus:	Celebrations and Traditions

Materials: None

Opening
State the objective
<p>Today we will:</p> <ul style="list-style-type: none"> Learn about the December tradition of Kwanzaa
Gain prior knowledge by asking students the following questions
<ul style="list-style-type: none"> What do you know about Kwanzaa?

Content (the “Meat”)	
<p style="text-align: center;">Instruction/Demonstration (“I do” – “We do”)</p> <p>Background Information (share with students)</p> <ul style="list-style-type: none"> Kwanzaa is a weeklong celebration held in the United States honoring universal African-American heritage and culture, observed from December 26 to January 1 each year. It features activities such as lighting a candle holder with seven candles and culminates in a feast and gift giving. Each day of Kwanzaa is celebrated by a different principle: <ul style="list-style-type: none"> Umoja (unity) to strive for and maintain unity in the family, community, nation and race. Kujichagulia (self-determination) to define ourselves, name ourselves, create for ourselves and speak for ourselves. Ujima (collective work and responsibility) to build and maintain our community together and make our sister's and brother's problems our problems and to solve them together. Ujamaa (cooperative economics) to build and maintain our own stores, shops, and other businesses together. Nia (purpose) to make our collective vocation the building of our community to restore our people to their traditional greatness. Kuumba (creativity) to do as much as we can to leave our community more beautiful and beneficial than we inherited it. Imani (faith) to believe with our hearts in our people, our parents, our teachers, our leaders and the righteousness and victory of our struggle. 	<p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>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.</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>

Consult 4 Kids Lesson Plans

Students Practice (“You do”)

After discussing each principle with students, circle back to focus on Kuumba, or creativity, which is defined by “doing as much as we can to leave our community more beautiful and beneficial than when we inherited it.”

Ask the following question of students:

- What is a community?
- What makes up our community?
- How can we emulate the Kwanzaa principle of Kuumba in our community? List all answers on a white board or chart paper. (clean up the school grounds, institute a recycling program, etc)

Ask students to vote on what project they would like to work on as a class.

Lead students in a planning discussion:

- What materials or supplies will we need?
- Who will be responsible for what?
- What help or support will we need and who can help us?

Group students into small groups, based on the needs you determined. Allow students time to create a plan for what they will do tomorrow, the implantation day for their day of community service.

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 during this hour.
- 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:	Kwanzaa 2
Focus:	Celebrations and Traditions

Materials:

- As needed, depending on the project that students have chosen to implement

Opening

State the objective

Today we will:

- Implement our plan for Kuumba- making our community a more beautiful place

Gain prior knowledge by asking students the following questions

- What do you know about proving service?
- Why is helping our community or school to be more beautiful or beneficial important?

Content (the “Meat”)

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

Recap the plan that students created in the previous Kwanzaa activity.

Make sure each student or group understands their role.

Students Practice (“You do”)

- Distribute the needed materials.
- Assist students in completing their plan for community beautification.

***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

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 during this hour.
- 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:	Hanukkah
Focus:	Celebrations and Traditions

Materials:

- The Story of Hanukkah, found at http://www.teachervision.fen.com/tv/printables/botr/botr_026_11-12.pdf
- Potatoes, cut in half or in quarters
- Paint, various colors
- Paper
- Paper plates

Opening

State the objective

Today we will:

- Learn about the December holiday tradition of Hanukkah.
- Make a Hanukkah inspired craft using potatoes

Gain prior knowledge by asking students the following questions

- Hanukkah?

Content (the "Meat")

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

Background Information (share with students)

- Hanukkah, the "Festival of Lights," starts on the 25th day of the Jewish calendar month of Kislev and lasts for eight days and nights.
- Share the story of Hanakkuh with students.
(http://www.teachervision.fen.com/tv/printables/botr/botr_026_11-12.pdf)
- The festival is observed by lighting a unique candelabrum, the nine-branched *Menorah*, one additional light on each night of the holiday, progressing to eight on the final night.
- There is a custom of eating foods fried or baked in oil, as the original miracle of the Hanukkah menorah involved the discovery of a small flask of pure olive oil. This small batch of olive oil was only supposed to last one day, and instead it lasted eight.
- Accordingly, potato pancakes, known as *latkes* in Yiddish, are traditionally associated with Hanukkah, as they are prepared by frying in oil.

*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"> The <i>dreidel</i> is a four-sided spinning top that children play with on Hanukkah. 	<p>student become the teacher.</p>
Students Practice (“You do”)	
<ul style="list-style-type: none"> Create small groups of students. Give each group several paper plates with different color paints poured on each, and a potato piece for each color. Give each student a piece of paper. Students will use the potatoes as stamps to create potato art work. 	

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? Ask the following three question:</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 during this hour. 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:	Putting It All Together
Focus:	Celebrations and Traditions

Materials:

- 1 long sheet of butcher paper (8-10 feet long)
- Drawing and writing utensils (pens, markers, crayons, etc)

Opening

State the objective

Today we will:

- Reflect on all of the celebrations and traditions we have learned about
- Create a mural or a graffiti wall to share with others what we have learned

Gain prior knowledge by asking students the following questions

- What is a mural?

Content (the “Meat”)

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

Discussion/Brainstorm

Ask students to brainstorm the different activities and traditions they have learned about over the course of the month. Record on a white board or chart paper. Examples may include:

- Boxing Day
- Kwanzaa
- Hanukkuh
- Family traditions
- Family reunions
- Moments That Matter
- Various birthday celebrations from around the world
- Any specific activities they have done

***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”)

- Roll out the butcher paper on a large table or on the ground.
- Allow students to gather writing/drawing utensils and gather around the butcher paper.
- Students should draw pictures, write descriptions or both regarding the activities they have done or the things they have learned about celebrations and traditions.

Consult 4 Kids Lesson Plans

<ul style="list-style-type: none"> • Display mural/graffiti wall in a common area. 	
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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>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 during this hour. • 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:	New Year's Day- United States Traditions
Focus:	Renaissance and Rebirth

Materials:

- Writing materials
- Resolutions Handout

Opening

State the objective

Today we will:

- Learn about the meaning of New Year's Day
- Discuss how our country celebrates the start of a new year

Gain prior knowledge by asking students the following questions

(Ask these questions and provide answers before you begin the activity, so that students can begin the activity with prior knowledge)

- Where is the United States located? On what continent?
- What is the primary language spoken in the United States?
- In the United States, people say "Happy New Year" to wish each other happiness in the year to come.

Content (the "Meat")

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

New Year's Traditions Discussion Topics:

- What is the New Year? (The New Year is generally the first day of the new calendar year. January 1st in the United States. New Year's Eve is celebrated on December 31st. People will stay up until midnight to be a part of the first minutes of the new year.)
- Why is celebrating the coming of a new year important in many cultures? (Many cultures reflect on the previous year and things that they would like to do differently in the new year. Celebrating the new year gives many people a feeling of a fresh start or a rebirth.)
- What are some of the traditions for New Year's Eve and New Year's Day in the United States? (Some answers include, but are not limited to,
 1. The dropping of the ball in Times Square. The tradition first began in 1907. The original ball was made of iron and wood; the current ball is made of Waterford Crystal, weighs 1,070 pounds, and is six feet in diameter.
 2. A traditional southern New Year's dish is Hoppin' John—black eyed peas and ham hocks. An old saying goes, "Eat peas on New Year's day to have plenty of everything the rest of the year."
 3. Rose Bowl and the Rose Parade in Pasadena, CA. In this American tradition,

*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 college football teams play in a football game. The Tournament of Roses parade follows the game. There are many elaborately decorated floats. The parade first began in 1886.</p> <ol style="list-style-type: none"> 4. New Year's Resolutions- This tradition is spent reflecting on past mistakes and resolving to improve oneself in the new year. 5. Fireworks are traditionally used to ring in the new year, too. 	
Students Practice ("You do")	
<p>Activity</p> <p>Use the Resolutions handouts to assist students in creating their plans for the new year. After students have completed their handouts individually, allow them time to share with their peers or with the class.</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 during this hour. • 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

My Resolution	What Do I Need To Do To Make It Happen?	Who Do I Need To Help Me?

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	New Year's Day- Irish Traditions
Focus:	Renaissance and Rebirth

Materials:

- Writing materials
- "Happy Old Year" Acrostic Poem Handout

Opening

State the objective

Today we will:

- Learn about the traditions of New Year's Day in Ireland

Gain prior knowledge by asking students the following questions

(Ask these questions and provide answers before you begin the activity, so that students can begin the activity with prior knowledge)

- Where is Ireland located? As part of what continent? (Show on a map if able)
- What is the primary language spoken in Ireland? (Irish & English)
- In Ireland, people say "Aith-bhliain fé mhaise dhuit" to wish each other happiness in the year to come. It translates as Happy New Year.

Content (the "Meat")

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

New Year's Traditions Discussion Topics:

- New Year's Day is celebrated on January 1st.
- It is a tradition in Ireland to clean your house for the new year. This was considered to be a good omen.
- Another tradition in Ireland is to bang on the doors and walls of your house with Christmas bread. This is thought to chase out the bad luck and bring in the good luck.
- Most people in Ireland celebrate the New Year just like we do with parties and hanging out with friends and family.
- There is a village in County Kerry that doesn't have New Year's parties, they have Old Year parties. Instead of letting go of the past year and looking forward to the new year, they have music and food and celebrate all of the things that happened in the past year!

Students Practice ("You do")

Activity

"Happy Old Year" Acrostic Poem

- Give each student a copy of the "Happy Old Year" acrostic poem handout.
- Each student will fill in the blanks with a word, phrase or sentence that describes something good that happened to them last year. (Students can work in partners or

*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

small groups, if desired.) <ul style="list-style-type: none"> • Allow students to share with a partner or with the whole group. 	
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Closing
Review
Say: <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>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.</p> <p>Step 1: Describe: Student(s) describe what they did during the activity.</p> <p>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?</p> <p>Step 3: Generalize: How can you use the skills or your key learnings in your life?</p> <p>Step 4: Apply: How can you use the skills or your key learnings at school?</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today during this hour. • 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!)

Happy Old Year Acrostic



H _____
A _____
P _____
P _____
Y _____
O _____
L _____
D _____
Y _____
E _____
A _____
R _____

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	New Year's Day- Japanese Traditions
Focus:	Renaissance and Rebirth

Materials:

- White cardstock or other thick paper, cut into 7 inch by 4 inch rectangles (1 per student)
- Stamps and various color inkpads (Dragon stamps would be good, but not absolutely necessary)
- Stickers (Dragon stickers would be good, but not absolutely necessary)
- Colored, fine-point pens or markers

Opening

State the objective

Today we will:

- Learn about the traditions of New Year's Day in Japan.

Gain prior knowledge by asking students the following questions

(Ask these questions and provide answers before you begin the activity, so that students can begin the activity with prior knowledge)

- Where is the Japan located? As part of what continent? (Show on a map if able)
- What is the primary language spoken in Japan? (Japanese)
- In Japan, people say "Akemashite Omedetou" to wish each other happiness in the year to come. It translates as Happy New Year. It is pronounced "a-kay-mash-tay o-may-de-toe". You can only say this phrase in japan from January 1st through the middle of January!

Content (the "Meat")

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

New Year's Traditions Discussion Topics:

- New Year's Day is celebrated on January 1st.
- The new year is the most important holiday in Japan; it is a symbol of renewal.
- They hold "forget-the-year" parties in December to forget the concerns of the past year and get ready for a new beginning.
- People traditionally scrub their houses clean in preparation of the new year.
- At midnight, temples strike their gongs 108 times.
- No one works on New Year's Day; it is a day of joy.
- Children receive small gifts of money.
- Sending New Year's card is a very popular tradition. If you turn your letters in to the post office on time, the post office will guarantee that they make it by January 1st!

***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

Consult 4 Kids Lesson Plans

<p style="text-align: center;">Students Practice (“You do”)</p> <p>Activity Japanese Style New Year’s Cards</p> <p>The Japanese New Year’s cards are traditionally more like a post card than a card. They have pictures and good wishes on the front, and are addressed on the back.</p> <p>The Zodiac sign for the New Year is featured on many of the premade Japanese cards. The Zodiac sign for 2012 is the Dragon.</p> <p><u>Directions for making the cards:</u></p> <ol style="list-style-type: none"> 1. Give each student a postcard. Share the above information with them. 2. Let students use the stamps and ink pads to decorate the front of their postcards. They can also use the fine-point pens to write a “Happy New Year” message on the front! 3. They can address the back of the cards, if they like to a family member or friend. 	<p>what the rest of the group is thinking</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
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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 during this hour. • 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:	New Year's Day- Spanish Traditions
Focus:	Renaissance and Rebirth

Materials:

- Red grapes (enough for each student to try 1)
- Green grapes (enough for each student to try 1)
- Blue/Black grapes (enough for each student to try 1)
- Graph or chart paper
- Writing materials

Opening

State the objective

Today we will:

- Learn about the traditions of New Year's Day in Spain

Gain prior knowledge by asking students the following questions

(Ask these questions and provide answers before you begin the activity, so that students can begin the activity with prior knowledge)

- Where is Spain located? As part of what continent? (Show on a map if able)
- What is the primary language spoken in Spain? (Spanish)
- In Spain, people say "Feliz Año Nuevo" to wish each other happiness in the year to come. It translates as Happy New Year.

Content (the "Meat")

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

New Year's Traditions Discussion Topics:

- New Year's Day is celebrated on January 1st.
- It is a tradition in Spain to eat 12 grapes at midnight. This tradition is meant to bring twelve happy months in the coming year.

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Students Practice ("You do")

Activity

Grape Taste Testing (from Harvest of the Month)

- Make three columns on graph paper labeled red, green, and blue/black; make five rows labeled appearance, texture, sound, smell, and flavor. (You can do this as a class or have students work in small groups and create their individual tables for their group.)
- Taste the red grape variety and describe in appropriate column and row. Repeat activity for green and blue/black varieties.

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

<ul style="list-style-type: none"> Compare and contrast the three grape varieties; discuss as a class. Take a poll to determine the students' favorite grape variety. 	<p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> Please recap what we did today. Did we achieve our objectives?
Debrief
<p>Likes and Dislikes Create a chart and list what students liked and what students didn't like about the activity. You might probe by asking, “What about this activity ...”</p>
<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> Ask students to think about what they did today during this hour. 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:	Chinese New Year
Focus:	Renaissance and Rebirth

Materials:

- Tangram Template; printed on heavy paper on any color (1 puzzle per pair of students)
- Tangram Picture Guides (1 per pair of students)
- Pencils
- Blank white paper
- Scissors, optional (see Modifications)

Opening

State the objective

Today we will:

- Learn about the traditions of Chinese New Year

Gain prior knowledge by asking students the following questions

(Ask these questions and provide answers before you begin the activity, so that students can begin the activity with prior knowledge)

- Where is China located? As part of what continent? (Show on a map if able)
- What is the primary language spoken in China? (different dialects of Chinese)
- In China, people say “Gung Hay Fat Choy” to wish each other happiness in the year to come. It means “May you become prosperous”.

Content (the “Meat”)

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

New Year’s Traditions Discussion Topics:

- China operates on a lunar calendar. Therefore, the Chinese New Year is on a different day each year. In 2012, it begins on January 23rd.
- Chinese New Year lasts for 15 days. In China, it is often called Spring Festival. It signifies the end of winter and the beginning of spring and a renewal.
- On Chinese New Year’s Eve- families have an annual reunion dinner and end the night with firecrackers.
- On the 1st day of the Chinese New Year, children wake up and wish their parents a healthy and happy new year. Parents give their children a gift of money in a red envelope.
- The last day of the New Year, the 15th day, is celebrated with the Lantern Festival, when families walk through the streets with lighted lanterns.
- The Chinese New Year’s tradition is to reconcile and forgive all grudges and sincerely wish peace and happiness to all.

***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.

Students Practice (“You do”)

Activity

When possible, engage students in a “teach to learn”

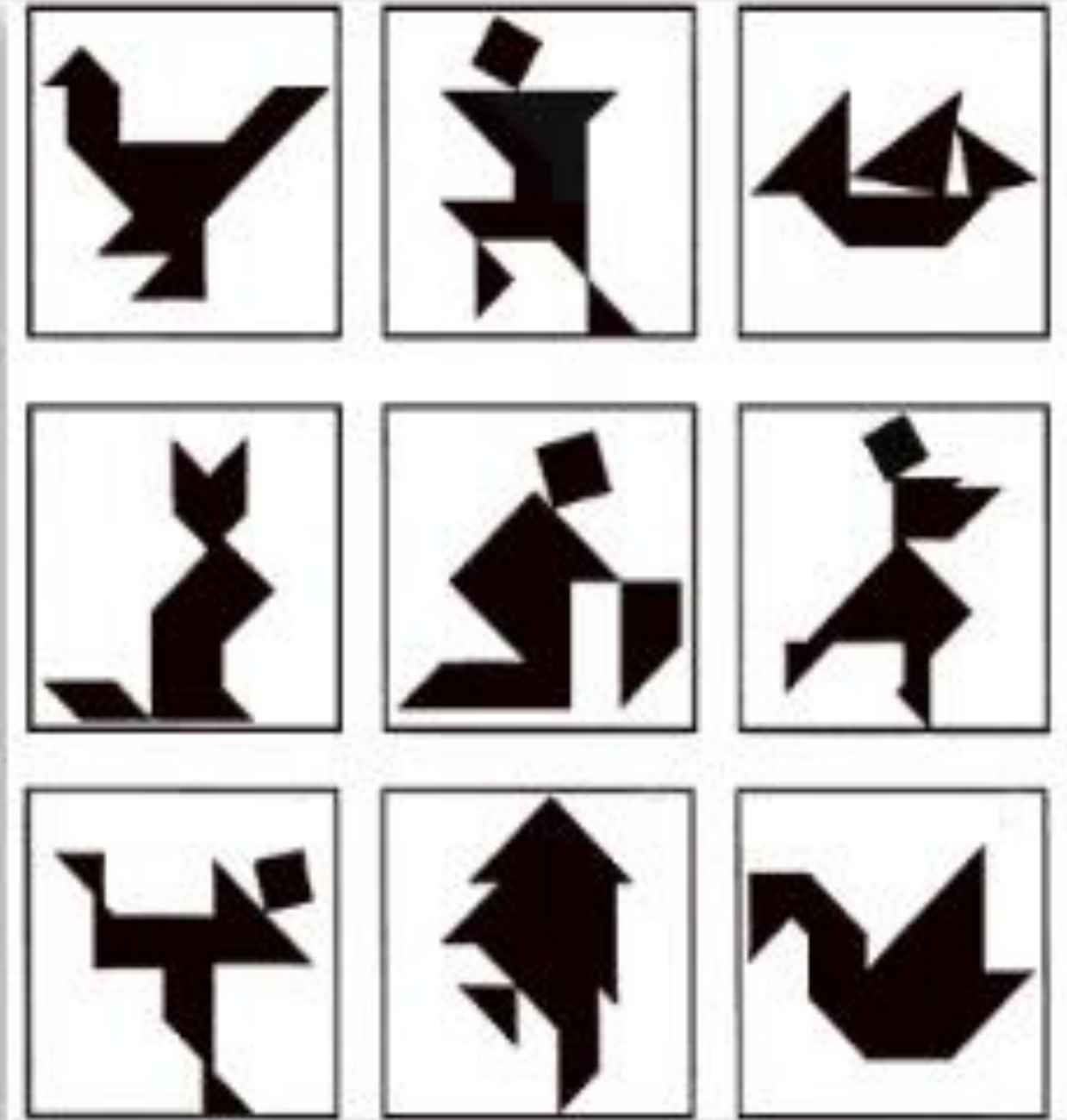
Consult 4 Kids Lesson Plans

<p>Tangram Puzzles -Tangram Puzzles have been played in China for centuries. This is a great activity to celebrate the Chinese New Year.-</p> <ol style="list-style-type: none"> 1. Partner your students. Give each student a tangram puzzle and a copy of the tangram picture clues. 2. Challenge students to use the shapes to recreate the pictures. You must use all 7 shapes. The shapes must touch, but cannot overlap. 3. Once students have figured out the puzzles, ask students to create their own picture puzzles on top of a blank piece of white paper. Trace the outline of the shape. Students can create a swap pictures for their friends to solve! 	<p>opportunity and have the student become the teacher.</p>
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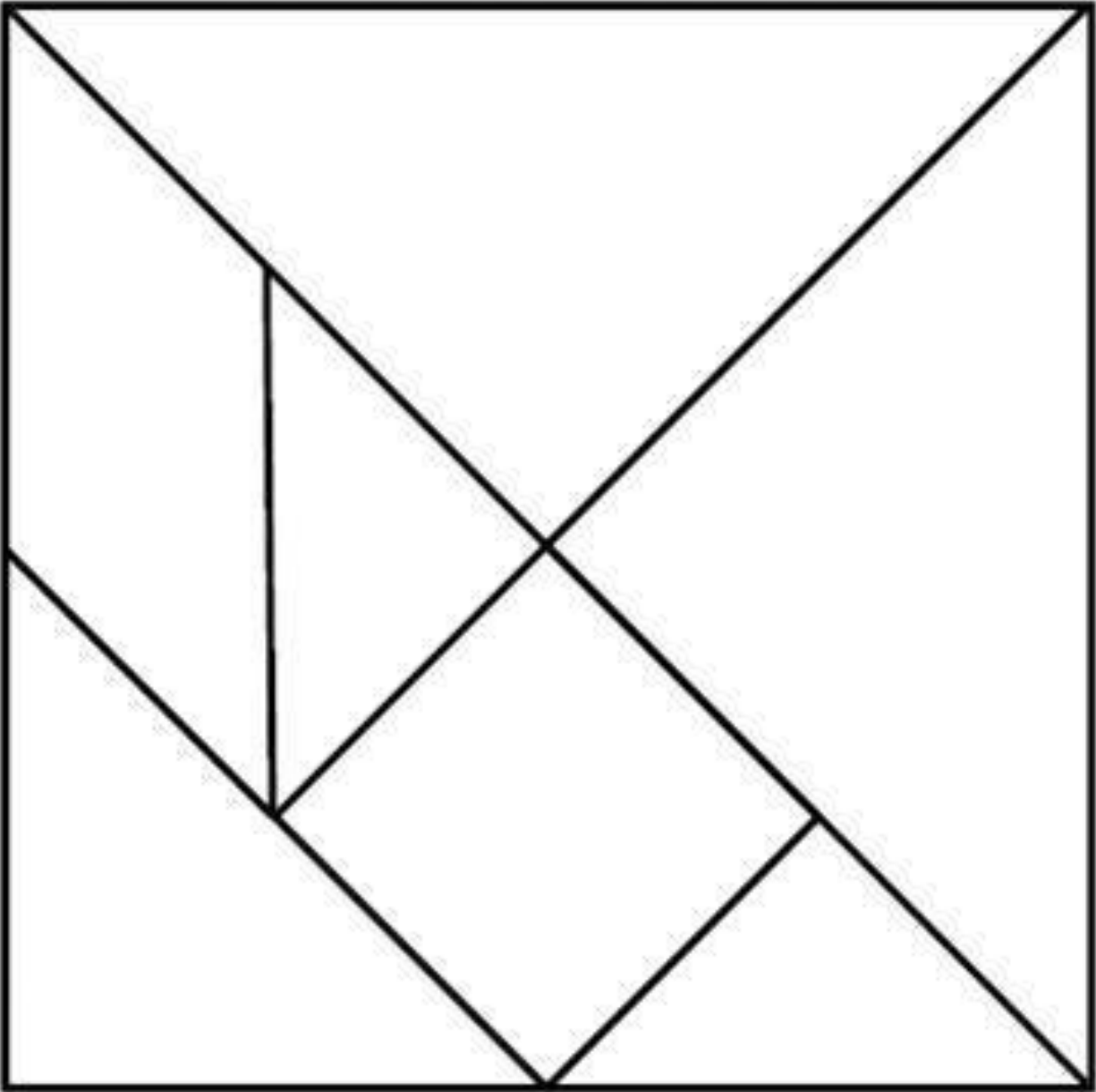
Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Four Step Debrief: This strategy has four steps, each one designed to help the student “connect the dots” between the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future.</p> <p>Step 1: Describe: Student(s) describe what they did during the activity.</p> <p>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?</p> <p>Step 3: Generalize: How can you use the skills or your key learnings in your life?</p> <p>Step 4: Apply: How can you use the skills or your key learnings at school?</p>
<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today during this hour. • 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: Older students will be able to cut the tangram puzzle template into shapes themselves. You may want to pre-cut the puzzle for younger students, as the cuts need to be very straight and precise.</p>

Tangram Pictures



Tangram Pieces



Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Try, Try Again
Focus:	Renaissance and Rebirth

Materials:

- “Try, Try Again” Handout (1 copy for a Read Aloud, more if you are having students read in groups or individually)

Opening

State the objective

Today we will:

- Listen to a story
- Learn a lesson from the story to apply to our own lives

Gain prior knowledge by asking students the following questions

- What is character? What are the attributes of people with character?
- At the beginning of a new year, people often reflect on their previous year. What are aspects of your character that you would like to work on this year?
- Sometimes we use short stories or poems to inspire us to be better people. What stories have you read or heard that inspire you to be a better person? Why?

Content (the “Meat”)

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

Reviewing Vocabulary

- Review the any words from the story that that you think your students will not be familiar with.

Reading the Story

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”

Consult 4 Kids Lesson Plans

<p style="text-align: center;">Students Practice (“You do”)</p> <p>Story Debrief</p> <ul style="list-style-type: none"> • Review and discuss the story’s plot. Ask students to share their Story Maps. • Ask: What did this story teach you? (You will receive various answers) • Ask: What is the moral of the story? (To have a brave heart, one must be willing to hold on as long as it takes to get the job done.) • Ask: How does that apply to you in your life? At home or at school? • Pair & Share: Ask students to turn to their partner and say one thing that they can use this lesson in real life. <p>Talk About It! Pair up with another class to have a Story Club event.</p> <ul style="list-style-type: none"> • If the other class has NOT read the stories, encourage your students to pair up with others or create small groups and share the stories or poems with them. They can help them create the Story Maps too, if you wish. • If the other class HAS read the stories and poems, students can pair up or create small groups to share their created Story Maps and perspectives of the stories. 	<p>opportunity and have the student become the teacher.</p>
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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 during this hour. • 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!)

Try, Try Again

'Tis a lesson you should heed,
Try, try again;
If at first you don't succeed,
Try, try again;
Then your courage should appear,
For, if you will persevere,
You will conquer, never fear;
Try, try again.

Try, Try Again

'Tis a lesson you should heed,
Try, try again;
If at first you don't succeed,
Try, try again;
Then your courage should appear,
For, if you will persevere,
You will conquer, never fear;
Try, try again.

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Persevere- A Poem
Focus:	Renaissance and Rebirth

Materials:

- ‘Persevere’ Handout (1 copy for a Read Aloud, more if you are having students read in groups or individually)
- Story Map #3 Handout (1 copy per student)
- Writing and drawing materials

Opening

State the objective

Today we will:

- Listen to a poem
- Learn a lesson from the poem to apply to our own lives

Gain prior knowledge by asking students the following questions

- What is character? What are the attributes of people with character?
- At the beginning of a new year, people often reflect on their previous year. What are aspects of your character that you would like to work on this year?
- Sometimes we use short stories or poems to inspire us to be better people. What stories have you read or heard that inspire you to be a better person? Why?

Content (the “Meat”)

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

Reviewing Vocabulary

Review the any words from the poem that that you think your students will not be familiar with.

Reading the Story

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.

Students Practice (“You do”)

Consult 4 Kids Lesson Plans

<p>Map It Out!</p> <ul style="list-style-type: none"> • Allow students to work individually or in partners. Give each student a copy of the handout Story Map #2. • Students will read one line from the poem. Draw a visual representation of the line in the 2nd box. In the 3rd box, students will write or draw what they think the line means (as translated by themselves). <p>Story Debrief</p> <ul style="list-style-type: none"> • Review and discuss their translations of the meaning of the poem lines. Ask students to share their Story Maps. • Ask: What did this story teach you? (You will receive various answers) • Ask: What is the moral of the story? (Sticking-to-it has a lot to do with getting the right answers.) • Ask: How does that apply to you in your life? At home or at school? • Pair & Share: Ask students to turn to their partner and say one thing that they can use this lesson in real life. 	<p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
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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 during this hour. • 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

Persevere

The fisher who draws in his net too soon,
Won't have any fish to sell;
The child who shuts up his book too soon,
Won't learn any lessons well.

If you would have your learning stay,
Be patient -- don't learn too fast;
The man who travels a mile each day,
May get round the world at last.

Persevere

The fisher who draws in his net too soon,
Won't have any fish to sell;
The child who shuts up his book too soon,
Won't learn any lessons well.

If you would have your learning stay,
Be patient -- don't learn too fast;
The man who travels a mile each day,
May get round the world at last.

Consult 4 Kids Lesson Plans

Story Map #3

What happened?

Who was there?

Why did it happen?

When did it happen?

Where did it happen?

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	The Boy Who Cried Lion
Focus:	Renaissance and Rebirth

Materials:

- “The Boy Who Cried Lion” Handout (1 copy for a Read Aloud, more if you are having students read in groups or individually)
- Story Map #3 Handout (1 copy per student)
- Writing and drawing materials

Opening

State the objective

Today we will:

- Listen to a story
- Learn a lesson from the story to apply to our own lives

Gain prior knowledge by asking students the following questions

- What is character? What are the attributes of people with character?
- At the beginning of a new year, people often reflect on their previous year. What are aspects of your character that you would like to work on this year?
- Sometimes we use short stories or poems to inspire us to be better people. What stories have you read or heard that inspire you to be a better person? Why?

Content (the “Meat”)

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

Reading the Story

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”

Students Practice (“You do”)

Map It Out!

- Allow students to work individually or in partners. Give each student a copy of the handout Story Map #3.

Consult 4 Kids Lesson Plans

<ul style="list-style-type: none"> Students will answer the questions using pictures or words to review the story. <p>Story Debrief</p> <ul style="list-style-type: none"> Review and discuss the story's plot. Ask students to share their Story Maps. Ask: What did this story teach you? (You will receive various answers) Ask: What is the moral of the story? (Once you are braded a liar, people will always be wary of other things you say, even when you are telling the truth.) Ask: How does that apply to you in your life? At home or at school? Pair & Share: Ask students to turn to their partner and say one thing that they can use this lesson in real life. 	<p>opportunity and have the student become the teacher.</p>
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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>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 during this hour. 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 Boy Who Cried Lion

Once, a mischievous boy lived in a village that stood at the foot of a hill. One day he thought of having some fun at the expense of his fellow villagers.

Standing on a high rock, he shouted at the top of his voice, "Lion! Lion! There's a lion! Come, quick, save me."

The villagers heard the shout and ran to help him. But when they reached there, they could see no lion and the boy was perfectly fine. The boy laughed at the villagers saying, "There was no lion; I did it only for fun."

The villagers got highly annoyed and went back home angry.

A few days later, the boy repeated the whole act. Again, the villagers went to his rescue but were duped again. Now, they decided not to be fooled by him anymore.

Unfortunately, one day, the lion really did come near the boy. Now the boy shouted "Lion! Lion!" , as loud as he could. But, nobody came to help him.

The lion attacked the boy. The boy struggled hard to save himself, but within few minutes, the beast had hurt him badly.

Story Map #3

What happened?

Who was there?

Why did it happen?

When did it happen?

Where did it happen?

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	The Fox and the Goat
Focus:	Renaissance and Rebirth

Materials:

- “The Fox and the Goat” Handout (1 copy for a Read Aloud, more if you are having students read in groups or individually)
- Story Map #1 Handout (1 copy per each pair of students)
- Writing and drawing materials

Opening

State the objective

Today we will:

- Listen to a story
- Learn a lesson from the story to apply to our own lives

Gain prior knowledge by asking students the following questions

- What is character? What are the attributes of people with character?
- At the beginning of a new year, people often reflect on their previous year. What are aspects of your character that you would like to work on this year?
- Sometimes we use short stories or poems to inspire us to be better people. What stories have you read or heard that inspire you to be a better person? Why?

Content (the “Meat”)

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

Reading the Story

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.

Students Practice (“You do”)

Map It Out!

When possible, engage

Consult 4 Kids Lesson Plans

<ul style="list-style-type: none"> Allow students to work in partners. Give each partner grouping a copy of the handout Story Map #1. Students will fill in the title and use words or pictures to describe the sequence of events in the story. (They will not fill in the Moral of the Story at this time.) <p>Story Debrief</p> <ul style="list-style-type: none"> Review the sequence of events. Ask students to share their Story Maps. Ask: What did this story teach you? (You will receive various answers) Ask: What is the moral of the story? (Look before you leap. Always know what you are getting yourself into before you agree. Etc. .) Students can write the moral on their Story Maps. Ask: How does that apply to you in your life? At home or at school? Pair & Share: Ask students to turn to their partner and say one thing that they can use this lesson in real life. 	<p>students in a “teach to learn” opportunity and have the student become the teacher.</p>
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Closing
<p>Review</p> <p>Say:</p> <ul style="list-style-type: none"> Please recap what we did today. Did we achieve our objectives?
<p>Debrief</p> <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 during this hour. 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



Story Title: _____

Sequence of Events:

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

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	The Little Hero of Holland
Focus:	Renaissance and Rebirth

Materials:

- “The Little Hero of Holland” Handout (1 copy for a Read Aloud, more if you are having students read in groups or individually)
- Story Map #3 Handout (1 copy per student)
- Writing and drawing materials

Opening

State the objective

Today we will:

- Listen to a story
- Learn a lesson from the story to apply to our own lives

Gain prior knowledge by asking students the following questions

- What is character? What are the attributes of people with character?
- At the beginning of a new year, people often reflect on their previous year. What are aspects of your character that you would like to work on this year?
- Sometimes we use short stories or poems to inspire us to be better people. What stories have you read or heard that inspire you to be a better person? Why?

Content (the “Meat”)

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

Reviewing Vocabulary

Review the any words from the story that that you think your students will not be familiar with. Possible word suggestions include:

- sea level: The level of the ocean's surface
- canal: An artificial waterway or artificially improved river used for travel, shipping, or irrigation
- errand: A short trip taken to perform a specified task, usually for another

Reading the Story

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

***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

<p>of the story to one another.</p> <ul style="list-style-type: none"> • Partner Reading- students can form partners and take turns reading the story to one another. • Individual Reading- Students will read the story to themselves. 	<p>opportunity and have the student become the teacher.</p>
Students Practice (“You do”)	
<p>Map It Out!</p> <ul style="list-style-type: none"> • Allow students to work individually or in partners. Give each student a copy of the handout Story Map #3. • Students will answer the questions using pictures or words to review the story. <p>Story Debrief</p> <ul style="list-style-type: none"> • Review and discuss the story’s plot. Ask students to share their Story Maps. • Ask: What did this story teach you? (You will receive various answers) • Ask: What is the moral of the story? (To have a brave heart, one must be willing to hold on as long as it takes to get the job done.) • Ask: How does that apply to you in your life? At home or at school? • Pair & Share: Ask students to turn to their partner and say one thing that they can use this lesson in real life. 	

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 during this hour. • 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

A Little Hero in Holland

Adapted from Etta Austin Blaisdell and Mary Frances Blaisdell

Holland is a country where much of the land lies below sea level. Only great walls called dikes keep the North Sea from rushing in and flooding the land. For centuries the people of Holland have worked to keep the walls strong so that their country will be safe and dry. Even the little children know the dikes must be watched every moment, and that a hole no larger than your finger can be a very dangerous thing.

Many years ago there lived in Holland a boy named Peter. Peter's father was one of the men who tended the gates in the dikes, called sluices. He opened and closed the sluices so that ships could pass out of Holland's canals into the great sea.

One afternoon in the early fall, when Peter was eight years old, his mother called him from his play. "Come, Peter," she said. "I want you to go across the dike and take these cakes to your friend, the blind man. If you go quickly, and do not stop to play, you will be home again before dark."

The little boy was glad to go on such an errand, and started off with a light heart. He stayed with the poor blind man a little while to tell him about his walk along the dike and about the sun and the flowers and the ships far out at sea. Then he remembered his mother's wish that he should return before dark and, bidding his friend goodbye, he set out for home.

As he walked beside the canal, he noticed how the rains had swollen the waters, and how they beat against the side of the dike, and he thought of his father's gates.

"I am glad they are so strong," he said to himself. "If they gave way what would become of us? These pretty fields would be covered with water. Father always calls them the 'angry waters.' I suppose he thinks they are angry at him for keeping them out so long."

As he walked along he sometimes stopped to pick the pretty blue flowers that grew beside the road, or to listen to the rabbits' soft tread as they rustled through the grass. But oftener he smiled as he thought of his visit to the poor blind man who had so few pleasures and was always so glad to see him.

Suddenly he noticed that the sun was setting, and that it was growing dark. "Mother will be watching for me," he thought, and he began to run toward home.

Just then he heard a noise. It was the sound of trickling water! He stopped and looked down. There was a small hole in the dike, through which a tiny stream was flowing.

Any child in Holland is frightened at the thought of a leak in the dike.

Peter understood the danger at once. If the water ran through a little hole it would soon make a larger one, and the whole country would be flooded. In a moment he saw what he must do. Throwing away his flowers, he climbed down the side of the dike and thrust his finger into the tiny hole.

The flowing of the water was stopped!

"Oh no!" he said to himself. "The angry waters must stay back now. I can keep them back with my finger. Holland shall not be drowned while I am here."

Consult 4 Kids Lesson Plans

This was all very well at first, but it soon grew dark and cold. The little fellow shouted and screamed. "Come here; come here," he called. But no one heard him; no one came to help him.

It grew still colder, and his arm ached, and began to grow stiff and numb. He shouted again, "Will no one come? Mother! Mother!"

But his mother had looked anxiously along the dike road many times since sunset for her little boy, and now she had closed and locked the cottage door, thinking that Peter was spending the night with his blind friend, and that she would scold him in the morning for staying away from home without her permission.

Peter tried to whistle, but his teeth chattered with the cold. He thought of his brother and sister in their warm beds, and of his dear father and mother. "I must not let them be drowned," he thought. "I must stay here until someone comes, if I have to stay all night."

The moon and stars looked down on the child crouching on a stone on the side of the dike. His head was bent, and his eyes were closed, but he was not asleep, for every now and then he rubbed the hand that was holding back the angry sea.

"I'll stand it somehow," he thought. So he stayed there all night keeping the water out.

Early the next morning a man going to work thought he heard a groan as he walked along the top of the dike. Looking over the edge, he saw a child clinging to the side of the great wall.

"What's the matter?" he called. "Are you hurt?"

"I'm keeping the water back!" Peter yelled. "Tell them to come quickly!"

The alarm was spread. People came running with shovels, and the hole was soon mended.

They carried Peter home to his parents, and before long the whole town knew how he had saved their lives that night. To this day, they have never forgotten the brave little hero of Holland.

Consult 4 Kids Lesson Plans

Story Map #3

What happened?

Who was there?

Why did it happen?

When did it happen?

Where did it happen?

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	The Tortoise and the Hare
Focus:	Renaissance and Rebirth

Materials:

- “The Tortoise and the Hare” Handout (1 copy for a Read Aloud, more if you are having students read in groups or individually)
- Story Map #1 Handout (1 copy per student)
- Writing and drawing materials

Opening

State the objective

Today we will:

- Listen to a story
- Learn a lesson from the story to apply to our own lives

Gain prior knowledge by asking students the following questions

- What is character? What are the attributes of people with character?
- At the beginning of a new year, people often reflect on their previous year. What are aspects of your character that you would like to work on this year?
- Sometimes we use short stories or poems to inspire us to be better people. What stories have you read or heard that inspire you to be a better person? Why?

Content (the “Meat”)

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

Reviewing Vocabulary

Review the any words from the story that that you think your students will not be familiar with. Possible word suggestions include:

- hare: a mammal that is similar to rabbits but has longer ears
- tortoise: turtles that live primarily on land

Reading the Story

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

*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>of the story to one another.</p> <ul style="list-style-type: none"> • Partner Reading- students can form partners and take turns reading the story to one another. • Individual Reading- Students will read the story to themselves. 	<p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
Students Practice (“You do”)	
<p>Map It Out!</p> <ul style="list-style-type: none"> • Allow students to work in partners. Give each partner grouping a copy of the handout Story Map #1. Students will fill in the title and use words or pictures to describe the sequence of events in the story. (They will not fill in the Moral of the Story at this time.) <p>Story Debrief</p> <ul style="list-style-type: none"> • Review and discuss the story’s plot.. Ask students to share their Story Maps. • Ask: What did this story teach you? (You will receive various answers) • Ask: What is the moral of the story? (We win many of life's rewards by learning how to hang in there and work till the very end.) Students can write the moral on their story maps. • Ask: How does that apply to you in your life? At home or at school? • Pair & Share: Ask students to turn to their partner and say one thing that they can use this lesson in real life. 	

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 during this hour. • 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!)

Tortoise and the Hare

An Aesop fable

A hare once made fun of a tortoise. "What a slow way you have!" he said. "How you creep along!"

"Do I?" said the tortoise. "Try a race with me and I'll beat you."

"What a boaster you are," said the hare. "But come! I will race with you. Whom shall we ask to mark off the finish line and see that the race is fair?"

"Let us ask the fox," said the tortoise.

The fox was very wise and fair. He showed them where they were to start, and how far they were to run.

The tortoise lost no time. He started out at once and jogged straight on.

The hare leaped along swiftly for a few minutes till he had left the tortoise far behind. He knew he could reach the mark very quickly, so he lay down by the road under a shady tree and took a nap.

By and by he awoke and remembered the race. He sprang up and ran as fast as he could. But when he reached the mark the tortoise was already there!

"Slow and steady wins the race," said the fox.



Consult 4 Kids Lesson Plans

Story Title:

Sequence of Events:

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

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	The Stars In The Sky- A Story About Perseverance
Focus:	Renaissance and Rebirth

Materials:

- “The Stars In The Sky” Handout (1 copy for a Read Aloud, more if you are having students read in groups or individually)
- Story Map #1 Handout (1 copy per each pair of students)
- Writing and drawing materials

Opening

State the objective

Today we will:

- Listen to a story
- Learn a lesson from the story to apply to our own lives

Gain prior knowledge by asking students the following questions

- What is character? What are the attributes of people with character?
- At the beginning of a new year, people often reflect on their previous year. What are aspects of your character that you would like to work on this year?
- Sometimes we use short stories or poems to inspire us to be better people. What stories have you read or heard that inspire you to be a better person? Why?

Content (the “Meat”)

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

Reviewing Vocabulary

Review the following words that students may not be familiar with before reading the story. You can add any other yours to this list that you know your students will not know.

- lass: a young girl or woman
- the Milky Way: The galaxy containing the solar system, visible as a broad band of faint light in the night sky.
- mill wheel: A wheel, typically driven by water, that powers a mill.
- mill: A building equipped with machinery for grinding grain into flour or meal.

Reading the Story

*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>Depending on the age level of your group, choose one of the following ways to read the story:</p> <ul style="list-style-type: none"> • 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. 	<p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
<p>Students Practice (“You do”)</p>	
<p>Map It Out!</p> <ul style="list-style-type: none"> • Allow students to work in partners. Give each partner grouping a copy of the handout Story Map #1. • Students will fill in the title and use words or pictures to describe the sequence of events in the story. (They will not fill in the Moral of the Story at this time.) Sequence of Events COULD, but is not limited to: <ol style="list-style-type: none"> 1. The little girl went looking for stars. 2. She tried to catch them in the pond by the mill wheel. 3. She dances for them with the fairies. 4. The horse took her to the sea. 5. The fish took her to the rainbow. 6. The rainbow led her to the stars. <p>Story Debrief</p> <ul style="list-style-type: none"> • Review the sequence of events. Ask students to share their Story Maps. • Ask: What did this story teach you? (You will receive various answers) • Ask: What is the moral of the story? (The higher we reach, the longer and harder we have to try.) Students can write the moral on their Story Maps. • Ask: How does that apply to you in your life? At home or at school? • Pair & Share: Ask students to turn to their partner and say one thing that they can use this lesson in real life. 	

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 during this hour.
- 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

Stars In The Sky

Adapted from Carolyn Sherwin Bailey, Kate Douglas Wiggin, and Nora Archibald Smith

Once upon a time there was a little lass who wanted nothing more than to touch the stars in the sky. On clear, moonless nights she would lean out her bedroom window, gazing up at the thousand tiny lights scattered across the heavens, wondering what it would be like to hold one in her hand.

One warm summer evening, a night when the Milky Way shone more brightly than ever before, she decided she couldn't stand it any longer -- she just had to touch a star or two, no matter what. So she slipped out the window and started off by herself to see if she could reach them.

She walked a long, long time, and then farther still, until she came to a mill wheel, creaking and grinding away.

"Good evening," she said to the mill wheel. "I would like to play with the stars in the sky. Have you seen any near here?"

"Ah, yes," groaned the old mill wheel. "Every night they shine in my face from the surface of this pond until I cannot sleep. Jump in, my lass, and you will find them."

The little girl jumped into the pond and swam around until her arms were so tired she could swim no longer, but she could not find any stars.

"Excuse me," she called to the old mill wheel, "but I don't believe there are any stars here after all!"

"Well, there certainly were before you jumped in and stirred the water up," the mill wheel called back. So she climbed out and dried herself off as best she could, and set out again across the fields.

After a while she sat down to rest in a meadow, and it must have been a fairy meadow, because before she knew it a hundred little fairies came scampering out to dance on the grass.

"Good evening, Little Folk," said the girl. "I'm trying to reach the stars in the sky. Have you seen any near here?"

"Ah, yes," sang the fairies. "They glisten every night among the blades of grass. Come and dance with us, little lass, and you will find as many stars as you like."

So the child danced and danced, she whirled round and round in a ring with the Little Folk, but though the grass gleamed beneath her feet, she never spied a single star. Finally she could dance no longer, and she plopped down inside the ring of fairies.

"I've tried and I've tried, but I can't seem to reach the stars down here," she cried. "If you don't help me, I'll never find any to play with."

The fairies all whispered together. Finally one of them crept up and took her by the hand, and said: "If you're really determined, you must go forward. Keep going forward, and mind you take the right road. Ask Four Feet to carry you to No Feet At All, and then tell No Feet At All to carry you to the Stairs Without Steps, and if you climb that --"

So the little girl set out again with a light heart, and by and by she came to a horse, tied to a tree.

Consult 4 Kids Lesson Plans

"Good evening," she said. "I'm trying to reach the stars in the sky, and I've come so far my bones are aching. Will you give me a ride?"

"I don't know anything about stars in the sky," the horse replied. "I'm here only to do the bidding of the Little Folk."

"But I come from the Little Folk, and they said to tell Four Feet to carry me to No Feet At All."

"Four Feet? That's me!" the horse whinnied. "Jump up and ride with me."

They rode and they rode and they rode, till they rode out of the forest and found themselves at the edge of the sea.

"I've brought you to the end of the land, and that's as much as Four Feet can do," said the horse. "Now I must get home to my own folk."

So the little girl slid down and walked along the sea, wondering what in the world she would do next, until suddenly the biggest fish she'd ever seen came swimming up to her feet.

"Good evening," she said to the fish. "I'm trying to reach the stars in the sky. Can you help me?"

"I'm afraid I can't," gurgled the fish, "unless, of course, you bring me word from the Little Folk."

"But I do," she cried. "They said Four Feet would bring me to No Feet At All, and then No Feet At All would carry me to the Stairs Without Steps."

"Ah, well," said the fish, "that's all right then. Get on my back and hold on tight."

And off he went -- kerplash! -- into the water, swimming along a silver path that glistened on the surface and seemed to stretch toward the end of the sea, where the water met the sky. There, in the distance, the little girl saw a beautiful rainbow rising out of the ocean and into the heavens, shining with all the colors.

At last they came to the foot of it, and she saw the rainbow was really a broad bright road, sloping up and away into the sky, and at the far, far end of it she could see wee shining things dancing about.

"I can go no farther," said the fish. "Here are the Stairs Without Steps. Climb up, if you can, but hold on tight. These stairs were never meant for little lassies' feet, you know." So the little girl jumped off No Feet's back, and off he splashed through the water.

She climbed and she climbed and she climbed up the rainbow. It wasn't easy. Every time she took one step, she seemed to slide back two. And even though she climbed until the sea was far below, the stars in the sky looked farther away than ever.

"But I won't give up," she told herself. "I've come so far, I can't go back."

Up and up she went. The air grew colder and colder, but the sky turned brighter, and finally she could tell she was nearing the stars.

"I'm almost there!" she cried.

And sure enough, suddenly she reached the very tiptop of the rainbow. Everywhere she looked, the stars were turning and dancing. They raced up and down, and back and forth, and spun in a thousand colors around her.

Consult 4 Kids Lesson Plans

"I'm finally here," she whispered to herself. She had never seen anything so beautiful before, and she stood gazing and wondering at the heavens.

But after a while she realized she was shivering with cold, and when she looked down into the darkness, she could no longer see the earth. She wondered where her own home was, so far away, but no streetlamps or window lights marked the blackness below. She began to feel a little dizzy.

"I won't go until I touch one star," she told herself, and she stood on her toes and stretched her arms as high as she could. She reached farther and farther -- and suddenly a shooting star zipped by and surprised her so much she lost her balance.

Down she slid -- down -- down -- down the rainbow. The farther she slid, the warmer it grew, and the warmer it grew, the sleepier she felt. She gave a great yawn, and a small sigh, and before she knew it, she was fast asleep.

When she woke up, she found herself in her very own bed. The sun was peeking through her window, and the morning birds sang in the bushes and trees.

"Did I really touch the stars?" she asked herself. "Or was it only a dream?"

Then she felt something in her hand. When she opened her fist, a tiny light flashed in her palm, and at once was gone, and she smiled because she knew it was a speck of stardust.

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Story Map #1

Story Title: _____

Sequence of Events:

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

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	The Renaissance- Introduction
Focus:	Renaissance and Rebirth

Materials:

- Chart paper
- Chart Markers

Opening

State the objective

Today we will:

- Be introduced to the Renaissance era
- Begin to discover how things during the Renaissance differ or are the same to our current culture

Gain prior knowledge by asking students the following questions

- Is anyone familiar with the Renaissance?
- What does change mean? Describe times where you have experienced change. (A good reference for making the idea of the Renaissance somewhat relevant for students is the change from one teacher and classroom to another as they move to the next grade level. If a student doesn't share out this idea as a change that they have experienced, point it out.)

Content (the "Meat")

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

Background Information (share with students)

- Renaissance is a French word that means "rebirth". It refers to the change that people living in the 1400's went through.
- The Renaissance began in Italy and then spread all over the world.
- The Renaissance brought about many changes in many areas. Art, Science, Inventions, Literature, Religion, Politics, Education, and daily lives had many changes.

Discussion

- When you complete a grade level at the end of the year, what happens next? (You move to a new grade).
- When you move to a new grade, what changes do you experience? (A new classroom, a new teacher, etc)
- Point: The Renaissance was kind of like changing grades. The people that lived during that time were used to certain things, like you are used to certain classroom rules

***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

<p>during a school year. Their culture was different. When the Renaissance movement began, they experienced many changes in their lives, just like you experience many changes with a new teacher. Over the next several days, we will learn about some of those changes and the things that people did during that time.</p>	<p>opportunity and have the student become the teacher.</p>
<p style="text-align: center;">Students Practice (“You do”)</p> <p>To have a better understanding, and, be able to get an idea of how different things were approximately 600 years ago, we will begin to fill in a chart to help us compare (see how things were the same) or contrast (see how things were different). (Note: Save this chart- you will start it now and add to it at the end of each of the lessons.)</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Use the Compare & Contrast handout as a guide to duplicate a larger chart on chart paper. 2. Start by asking students for brief descriptions of aspects of children’s lives today. Ask leading questions like: <ul style="list-style-type: none"> • What do you do during the day? (go to school, play, spend time with friends or family, do chores, etc) <p>Fill in their answers on in the box for The Daily Lives of Children under the Today heading.</p> 3. Ask: What are some of the things you notice about art today? (digital art, artist studios, computers are used to make art, etc). What materials do we have to create art work? (Crayons, markers, paint, oils, computers, etc) What types of art do you see people make today? Fill in their answers on in the box for Art under the Today heading. 4. Ask: What are some of the inventions and innovative things that are being created today? (social media, computer software, etc) Fill in their answers on in the box for Inventions and Innovations under the Today Heading. 5. Ask: What are some of the things you know about science that happen today? Fill in their answers on in the box for Science under the Today heading. 6. Ask: what are some of the things we do to for parties and celebrations today? (food, music, entertainment, decorations, awards, etc). Fill in their answers on in the box for Parties and Celebrations under the Today Heading. <p>Inform students that they will be helping to fill in the Renaissance boxes as you do activities in each of these areas.</p>	

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 during this hour.
- 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!)

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	Today	The Renaissance
The Daily Lives of Children		
Art		
Inventions and Innovation		
Science		
Parties and Celebrations		

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Component:	Theme
Grade Level:	K-5
Lesson Title:	The Renaissance- Daily Lives of Children
Focus:	Renaissance and Rebirth

Materials:

- Chess board games
- Checkers board games
- Chutes and Ladders game boards (for younger students)

Opening

State the objective

Today we will:

- Learn about the daily lives of children during the Renaissance.
- Compare and contrast how their lives differed from our own.
- Play games that children during the Renaissance may have played.

Gain prior knowledge by asking students the following questions

- What do you think children did during the day 600 years ago?
- What experience do you have playing chess or checkers?

Content (the “Meat”)

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

Background Information (share with students)

- Before the Renaissance, in the Middle Ages, free time was very rare for children.
- A child of a peasant family would be expected to work in the fields or in the kitchen as soon as they could walk.
- A child of a Middle Class family would be expected to learn the job that their parents had as soon as they could walk, like an artist or a carpenter.
- For a child of nobility, the sons would be trained to be great warriors and the daughters would be trained to be proper women so that they could marry a wealthy man.
- They had no time for games or fun or education.
- During the time of the Renaissance, the daily lives of children changed.
- Education became important. Children went to school for 4-6 hours.
- They had time for games. They played Tag games, games with dice, bowling and stick ball (kind of like baseball). They played many board games like chess and checkers. They even played a game called Shoot the Owl, which is like Chutes and Ladders.

*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”)

Activity:

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1. Allow students to play Chess and Checkers in small groups or pairs. Younger students can play Chutes and Ladders in groups of four.

Compare and Contrast Chart:

Ask: What do you know now about the daily lives of children during the Renaissance? What are the things that are the same as what we wrote in the Today column? (Underline similarities in BLUE). What are the things that are different in the Today column? (Underline differences in RED).

Closing

Review

Say:

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

Debrief

WHI?

Ask the following three question:

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 during this hour.
- 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:	The Renaissance- Scientific Method
Focus:	Renaissance and Rebirth

Materials:

- 4 different brands of bar soap (1 brand MUST be Ivory)
- 1 large clear mixing bowl filled with water
- Scientific Methods flow chart handout(s)
- Observation Sheet handout(s)

Opening

State the objective

Today we will:

- Learn about an important process in science that was created during the Renaissance
- Do a simple experiment following this scientific process

Gain prior knowledge by asking students the following questions

- How do you think scientists find answers to their questions?

Content (the “Meat”)

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

Background Information (share with students, if needed)

- During the Middle Ages, before the Renaissance, scientific things were thought to have happened because of what people thought or their beliefs, not because they were proved to be true.
- During the Renaissance, thinkers began to observe their surroundings and do experiments to prove or explain natural phenomena.
- A process for doing this was recreated- it is called the Scientific Method. The process already existed, but was really improved by a man named Frances Bacon. This is the process we use today.

***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

Students Practice (“You do”)

Activity:

1. Share the Scientific Method flow chart with students. (With older youth you may introduce the method and then let them talk about it in partners or small groups. With younger youth, you may want to simply introduce the steps as a whole class and move directly onto the experiment.

Experiment: Soap Floats

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This is a very simple experiment designed to illustrate the steps of the Scientific Method. You can do this as a whole class or in smaller groups. Students will need the Observation Sheet during this experiment. With younger students, you may want to recreate the Observation Sheet on the board or on chart paper.

1. State the problem or question: Which of these four brands of soap will float?
2. Form a hypothesis.
 - Do some research. Let students look at the soap boxes and list of ingredients. Encourage them to ask questions. Students should write the name of the brands on the Observation Sheet.
 - On the Observation Sheet, they should make a guess, or hypothesis, about whether that particular brand of soap will float. (Students can write YES/NO or FLOAT/WON'T FLOAT.)
3. Test your hypothesis. Choose a bar of soap. Place the bar in the bowl of water. Allow students to move closer to make observations. What happens? Students should write their observations on the Observation Sheet. Repeat for all bars of soap.
4. Analyze the Data. Ask students to describe their observations. What does the information from their observations tell them? (Note: ONLY The Ivory brand of soap should float. All other brands, including store brands will sink.)
5. Draw A Conclusion. Ask students to look back at their hypothesis for each of the brands of soap. Which hypotheses were correct? Which were not?

Remember, this experiment was designed to walk students through the steps of the Scientific Process. If you wanted to take the learning further, you could answer the question "Why does Ivory soap float?"

Did it take years of experimenting to get that soap to float? Not exactly. Ivory Soap floated by accident. For years the Procter & Gamble company had been developing a formula for a high quality soap at an affordable price. In January 1878, they finally perfected the formula. They called it simply "White Soap," and began production. Several months later the accident occurred.

A large batch of White Soap was mixing when a workman at the factory went to lunch and left the machinery running. When he returned, he found that air had been worked into the mixture. he decided not to discard the batch of soap because of such a small error, and he poured the soap into the frames. The soap hardened and it was cut, packaged, and shipped.

A few weeks later, letters began arriving at Procter & Gamble asking for more of the soap that floated. The workman's error had turned into a selling point! – Ivory Soap History at ideafinder.com

The added air in the soap makes it denser than the water... so it floats!

Compare and Contrast Chart:

Ask: What do you know now about science during the Renaissance? What are the things that are the same as what we wrote in the Today column? (Underline similarities in BLUE). What are the things that are different in the Today column? (Underline differences in RED).

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

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 during this hour.
- 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!)

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Brand	Hypothesis	Observations

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State the Problem or Question

You can't understand the answer if you don't have a clear question!



Form A Hypothesis

This is where you do research. You use your research to create a guess, or hypothesis, about what the answer to your question is.



Test Your Hypothesis

This is where you conduct an experiment.



Draw Conclusions

This is when you determine if your hypothesis is correct or not!



Analyze the Data

What did the results of your experiment tell you?

Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	The Renaissance- Science As Art
Focus:	Renaissance and Rebirth

Materials:

- White drawing paper (1 per student)
- Pencils, regular pencils or black colored pencils (1 per student)

Opening

State the objective

Today we will:

- Learn how scientist became “artists” during the Renaissance
- Create scientific masterpieces of our own

Gain prior knowledge by asking students the following questions

- What is a scientist?
- What is an artist?
- How do you think that a scientist could be an artist?

Content (the “Meat”)

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

Background Information (share with students)

- During the Renaissance many major advancements were made in science. These are some of the area in science that saw much growth during this time. Do you know what scientist study in each of these areas?
 1. Astronomy- the study of outer space and the items in outer space, such as stars.
 2. Physics- the science of matter and energy and the interaction of the two.
 3. Botany- the study of plants.
 4. Biology- the study of life and living things.
 5. Anatomy- the study of the shape and structure of living things and their parts.
 6. Medicine- the science of diagnosing, treating, and preventing disease or other damage to the body or mind.
- Scientists, partly due to the creation of the Scientific Method spent a lot more time observing the things that they were studying. They would create drawings of these items with labels for each of the parts as part of their data collection. (Show students the Scientific Sketch examples).
- Some of these drawings were quite beautiful. That is how science became the subject of art during the Renaissance!

*Activity → Teachable Moment(s) throughout

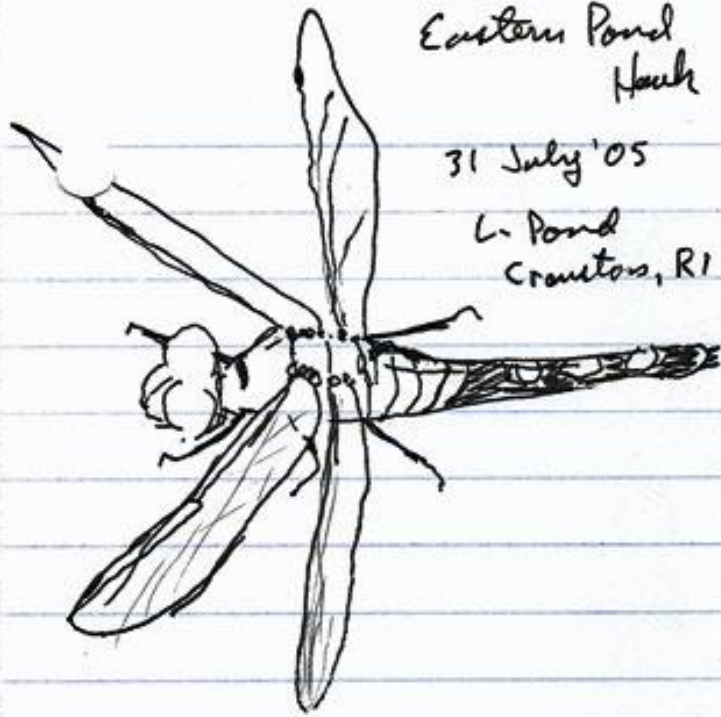
During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.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

Students Practice (“You do”)

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<p>Activity:</p> <ol style="list-style-type: none"> 1. Students will make their own scientific nature sketches. Explain to students that the scientific sketches are very detailed and that the parts are usually labeled. 2. Give students a piece of white drawing paper and allow them to choose their pencil. 3. With their supplies, take students outside. Allow student to look for an item from nature that they would like to observe and sketch. Items could include plants, flowers, leaves, bugs, grass blades, etc. 4. When students have completed their sketches, allow students to share their drawing first with a partner. 5. Once back inside, ask to students to place their sketches on their desk or tables. Allow students time to walk around the “gallery” and view all of the sketches. <p>Compare and Contrast Chart:</p> <p>Ask: What do you know now about science or art during the Renaissance? What are the things that are the same as what we wrote in the Today column? (Underline similarities in BLUE). What are the things that are different in the Today column? (Underline differences in RED).</p>	
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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 during this hour. • 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!)



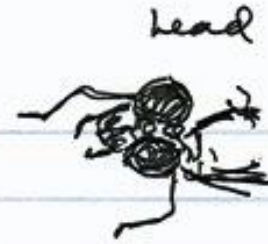
Eastern Pond Hawk

31 July '05

L. Pond Cranston, RI

Intimate moment!

S. GREENS



head



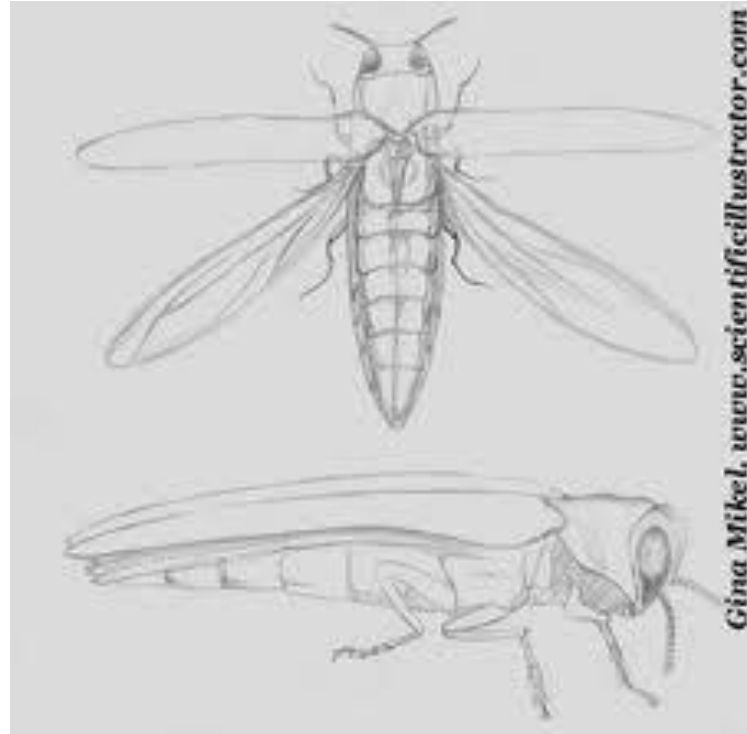
Eastern Pond Hawk

Resting on my knee

L. Pond, Cranston, RI

31 July '05

S. GREENS



Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	Renaissance Feast
Focus:	Renaissance and Rebirth

Materials:

Decorations:

- Flower garlands to decorate tables
- Compare and Contrast Chart
- Murals from Leonardo Da Vinci
- Science sketches from Science As Art
- Inventions from Inventions and Innovations

Feast Food Possibilities (food typical of a Renaissance Feast- be creative!)

- Bread and Butter (from Make Your Own Butter)
- Variety of fruit
- Sausages
- Cheeses
- Potatoes
- Squash
- Turkey
- Water, milk or fruit juices (They didn't have soda during the renaissance!)

Opening

State the objective

Today we will:

- Celebrate our Renaissance learning with a Renaissance Feast

Gain prior knowledge by asking students the following questions

None

Content (the "Meat")

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

- Have students assist in decorating the tables and displaying their work.
- Lay out the foods you have chosen, buffet style!
- Enjoy your Renaissance Feast!

*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Students Practice ("You do")

Encourage students to share moments from the Renaissance Unit. Review the Compare and Contrast Chart.

- What is your key learning about the Renaissance?

Take advantage of any teachable moments

Stop the class and focus on a student's key learning or

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<ul style="list-style-type: none"> What was your favorite Renaissance activity? <p>If you have extra time, allow students to play chess or checkers, just like the children of the renaissance might do after a feast!</p>	<p>understanding. Ask open-ended questions to determine what the rest of the group is thinking</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher</p>
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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 during this hour. 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:	The Renaissance- Make Your Own Butter
Focus:	Renaissance and Rebirth

Materials:

Per group of 4-5 students:

- Small glass jar with lid (such as clean baby food jars or small Mason jars)
- Heavy whipping cream (in liquid form, not in a can)
- Salt
- Small plastic bowl
- Plastic Spoon
- Strainer

Opening

State the objective

Today we will:

- Learn how butter was invented
- Make our own butter for our Fun Friday Renaissance Feast

Gain prior knowledge by asking students the following questions

- How is butter made?
- Have you ever made your own butter?

Content (the "Meat")

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

Background Information (share with students)

- During the time of the Renaissance, people made their own butter. They did not go to the grocery store to buy it.
- Butter was invented by accident! Long, long ago the people who lived in the Arabian Desert travel across the desert by camel. They kept all of their supplies, including food, water, and milk, in bags that they strapped to the side of the camel while they walked. One time, a bag of milk was strapped to the side of the camel and then camel walked for many hours. When the travelers reached their destination and opened the bag to drink their milk, they found butter instead! The milk was churned into butter by the camel's gait!

*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"

Students Practice ("You do")

Activity:

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<ol style="list-style-type: none"> 1. Group students in small groups of 4-5. 2. Give each group a glass jar. Fill the jar halfway full of the whipping cream. Screw the lid on very tight. 3. Students should take turns shaking the jar, not too hard. They will have to shake for 20-30 minutes before the butter forms. 4. There will be some liquid left once the butter has formed. This is buttermilk and can be used in a different recipe! Students should open the jar and dump the contents in the strainer. The butter will stay in the strainer, while the buttermilk will strain through. 5. Put the butter in a small bowl, add a little salt, and stir. Cover the bowl with plastic wrap. 6. You can eat the butter immediately. BUT if you are having a Fun Friday Renaissance Feast, store it in the refrigerator. Just make sure that you take it out to soften before your feast begins! <p>Compare and Contrast Chart:</p> <p>Ask: What do you want to add about the Renaissance anywhere on our chart?</p>	<p>opportunity and have the student become the teacher.</p>
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>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.</p> <p>Step 1: Describe: Student(s) describe what they did during the activity.</p> <p>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?</p> <p>Step 3: Generalize: How can you use the skills or your key learnings in your life?</p> <p>Step 4: Apply: How can you use the skills or your key learnings at school?</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today during this hour. • 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!)

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Component:	Theme
Grade Level:	K-5
Lesson Title:	The Renaissance The Art of Leonardo da Vinci 1
Focus:	Renaissance and Rebirth

Materials:

- Large sheets of paper, such as butcher paper or chart paper (one for every group of 4-5 children)
- Art materials (pencils, crayons, markers, paint, etc)
- Mona Lisa example
- Da Vinci murals example

Opening

State the objective

Today we will:

- Learn about a famous Renaissance artist
- Create a type of artwork used by this famous artist

Gain prior knowledge by asking students the following questions

- What type of artworks do you think people were creating 600 years ago?
- What type of materials do you think people used to create art during the Renaissance?

Content (the “Meat”)

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

Background Information (share with students)

- Leonardo Da Vinci is a very famous artist. He lived hundreds of years ago, but his works of art are still very famous and very valuable today.
- He painted the Mona Lisa, which still is displayed in a museum in Italy today. (Show the Mona Lisa picture). What do you notice/think about this painting?
- He was also famous for creating murals.
- What is a mural? A mural is a painting that acts out scenes and portrays significant events that happen in the community.
- Da Vinci was also an inventor. He is said to have invented the parachute. He also created the first drawings of the helicopter.

Students Practice (“You do”)

Activity:

1. Group students into small groups.
2. Show pictures of Leonardo Da Vinci’s famous murals.
3. Allow students time to decide what scene they would like to create on their mural paper.
4. Give each group a sheet of paper and art materials.

*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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5. Students should work together to outline their scenes in pencil.
6. Students can begin to fill in their murals with markers, crayons or paint. Make sure students understand that the ENTIRE paper should be colored in.
7. Inform students that they do not have to finish the murals today. There will be another session for students to finish their art work.

Compare and Contrast Chart:

Ask: What do you know now about art or Da Vinci during the Renaissance? What are the things that are the same as what we wrote in the Today column? (Underline similarities in BLUE). What are the things that are different in the Today column? (Underline differences in RED).

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!)

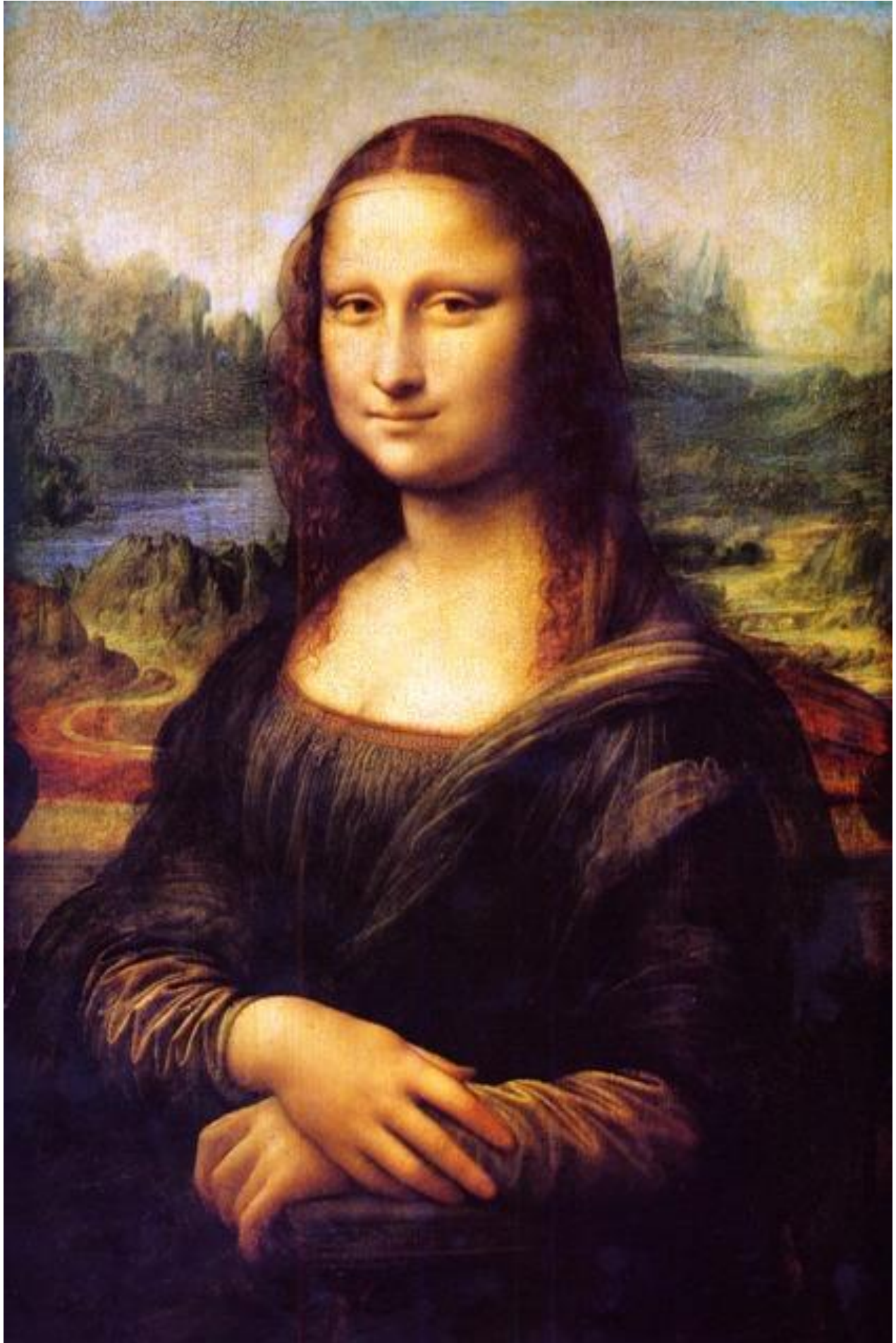
- Ask students to think about what they did today during this hour.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new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

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

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Component:	Theme
Grade Level:	K-5
Lesson Title:	The Renaissance The Art Leonardo da Vinci 2
Focus:	Renaissance and Rebirth

Materials:

- Murals begun by students in the previous Da Vinci session
- Art materials (pencils, crayons, markers, paint, etc)
- Da Vinci murals example

Opening

State the objective

Today we will:

- Continue our murals inspired by Leonardo Da Vinci

Gain prior knowledge by asking students the following questions

- What challenges did you have yesterday creating your mural? What will you do differently today?
- What worked well when you were creating your mural yesterday?

Content (the "Meat")

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

Background Information (share with students, if needed)

- Leonardo Da Vinci is a very famous artist. He lived hundreds of years ago, but his works of art are still very famous and very valuable today.
- He painted the Mona Lisa, which still is displayed in a museum in Italy today. (Show the Mona Lisa picture). What do you notice/think about this painting?
- He was also famous for creating murals.
- What is a mural? A mural is a painting that acts out scenes and portrays significant events that happen in the community.
- Da Vinci was also an inventor. He is said to have invented the parachute. He also created the first drawings of the helicopter.

*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")

Activity:

1. Allow students to get in their mural groups and finish working on their mural projects.
2. Save the murals for display in the classroom and at the Renaissance Faire.

Compare and Contrast Chart:

Ask: What do you know now about art or Da Vinci during the Renaissance? What are the things that are the same as what we wrote in the Today column? (Underline similarities in

Consult 4 Kids Lesson Plans

BLUE). What are the things that are different in the Today column? (Underline differences in RED).	
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Closing
Review
Say: <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
WHI? Ask the following three question: <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?

Reflection (Confirm, Tweak, Aha!) <ul style="list-style-type: none"> • Ask students to think about what they did today during this hour. • 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!)
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Consult 4 Kids Lesson Plans

Component:	Theme
Grade Level:	K-5
Lesson Title:	The Renaissance- Invention and Innovation
Focus:	Renaissance and Rebirth

Materials:

- Recyclable items (examples include milk jugs, plastic bottles, paper bags, cardboard boxes, etc)
- Odd and ends (examples include paper clips, buttons, pipe cleaners, etc)
- Glue and tape
- Whatever you can find will be great- the idea is to inspire innovation!

Opening

State the objective

Today we will:

- Learn about how the innovations in science and culture led to new inventions during the Renaissance
- Create new inventions of our own

Gain prior knowledge by asking students the following questions

- During the Renaissance people were discovering many new things in science and art. How do you think that this might have led to new inventions?
- What things do you think were invented during this time?

Content (the “Meat”)

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

Background Information (share with students)

Things invented during the Renaissance:

- Clocks
- Eyeglasses
- The Flush Toilet, called water toilets
- Gunpowder- before gunpowder was invented knights fought with swords. They were no match for firearms and cannons once gunpowder was invented.
- Discoveries in science created the microscope and telescope
- The paper mill was invented during the Renaissance. This led to the invention of wall paper. Before wall paper, people used to decorate the walls of their houses and castles with woven tapestries or cloth.
- The printing press was invented during this time. Before this invention, everything had to be hand written. This meant that it could take years to create multiple books because each copy of the book had to be written and rewritten. Before the printing press books were very expensive. Once the printing press was invented, copies of books could be easily made so more people had access to 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.

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<p style="text-align: center;">Students Practice (“You do”)</p> <p>Activity:</p> <p>Inventions are often created by taking something and improving it to make it easier to use or more productive.</p> <ol style="list-style-type: none"> 1. Ask students what current machines could be improved to make them better. What is something that doesn’t exist that could be invented to make life easier for people? 2. Create a brainstorming list of student answers on the board. 3. Group students into small or groups or partners. 4. Explain to students that they can use any of the recycled items to invent something of their own. They will be re-creations of what the real machine or product would be. 5. Allow students time to gather materials and create their inventions. 6. Let students share their inventions with the class. <p>Compare and Contrast Chart:</p> <p>Ask: What do you know now about innovation and inventions during the Renaissance? What are the things that are the same as what we wrote in the Today column? (Underline similarities in BLUE). What are the things that are different in the Today column? (Underline differences in RED).</p>	
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>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.</p> <p>Step 1: Describe: Student(s) describe what they did during the activity.</p> <p>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?</p> <p>Step 3: Generalize: How can you use the skills or your key learnings in your life?</p> <p>Step 4: Apply: How can you use the skills or your key learnings at school?</p>
<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today during this hour. • 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:	The Renaissance- Renaissance Faire- Decoration Preparation
Focus:	Renaissance and Rebirth

Materials:

- Brightly colored tissue paper squares, cut in to 6"x 12" rectangles
- Green pipe cleaners
- Green ribbon

Opening

State the objective

Today we will:

- Create table decorations for a Renaissance Faire

Gain prior knowledge by asking students the following questions

- A Renaissance Faire is a party or celebration that would have been had during the Renaissance time. What activities do you think would happen at a Renaissance faire?

Content (the "Meat")

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

Background Information (share with students, if needed)

- Renaissance faires were celebrated with singing, dancing, music, juggling, magic tricks and a feast.
- As a Fun Friday activity to end our lessons about the Renaissance, we will be having a Renaissance Faire with a feast. Today we will be creating the table decorations.
- For party decorations, people living during the Renaissance eras would use flowers and vines to decorate their tables, doors, and windows.

Demonstration- Flower and Vines

1. Layer four 6"x12" rectangles of tissue paper. Fold these accordion style making alternating folds that are 1" wide. Continue to fold back and forth until your folded strip measures 1"x6".
2. Round the ends of the folded tissue paper with a pair of scissors.
3. Wrap a pipe cleaner around the center of the strip and twist together firmly. This will be the stem of your flower.
4. Create a fan shape on both sides of the pipe cleaner by gently pulling the folded tissue paper until the sides meet.
5. Open the flower by gently pulling each of the four layers away from the others. Begin with the center petals, lifting and fluffing as you go. Be careful not to tear the layers of

*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>tissue paper. Repeat until the entire flower is fluffed.</p> <p>6. Attach the flowers to the ribbon by wrapping the pipe cleaner around the ribbon and twisting securely. Leave space between flowers so that the green ribbon shows through. Drape the vine over windows or door frames to create the look of vining flowers.</p> <p>(Idea inspired by EHow, Co.)</p>	
<p style="text-align: center;">Students Practice (“You do”)</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. After demonstrating how to make the flower garlands, allow students to work in groups to create flower garlands for table decorations. 2. Assist as needed. <p>Compare and Contrast Chart:</p> <p>Ask: What do you know now about parties and celebrations during the Renaissance? What are the things that are the same as what we wrote in the Today column? (Underline similarities in BLUE). What are the things that are different in the Today column? (Underline differences in RED).</p>	

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?</p> <p>Ask the following three question:</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 during this hour. • 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:	Traveling the Oregon Trail- Introduction
Focus:	An American Story

Materials:

- Oregon Trail Map (original 8 ½ X 11, or you may want to blow it up or recreate it on poster paper)
- Thumbtack or other item to use as a marker to track progress along the Trail
- Chart paper or board and marker
- Map or globe (Map will need to include both North and South America)

Opening

State the objective

- To introduce students to the Oregon Trail?

Gain prior knowledge by asking students the following questions

- Imagine that we didn't have cars, buses, trains or planes. How would people move from place to place?

Content (the "Meat")

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

Discussion

Say

In the early days of America, most people lived on the eastern side of America.

Do

Using your map your globe, point out the eastern portion of America.

Say

They had discovered that the lands on the western side of America were very rich and fertile and that they could grow crops there for food.

Do

Using your map your globe, point out the western portion of America.

Say

In these early days in the 1840's, people had no cars, trains, buses or airplanes to take them over to this new, fertile land. How do you think they could get there?

Say

They really only had two options- to walk by foot or to travel by sea.

***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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Do

Using your map your globe, show students the route by sea. Starting on the coast near Missouri, trace a path down and around South America and back up the Pacific Ocean to Oregon.

Say

What are the advantages of traveling this route by sea? What are the disadvantages of traveling this route by sea?

Do

Using your map your globe, show students the route by foot. Starting in Missouri, trace a path with your finger to Oregon.

Say

What are the advantages of traveling this route by foot? What are the disadvantages of traveling this route by foot?

Pros and Cons Chart

Create a chart such as the one below:

Travel By Foot		Travel by Sea	
Pros	Cons	Pros	Cons

Based on some of the previous answers, ask students to help you fill in the chart.

Say

Traveling by sea was very expensive and took a very long time, longer than traveling by foot. It was also very dangerous.

Traveling by foot was very difficult because of the weather, the health of the people, and living on the open road. It took 4-6 months to travel from Missouri to Oregon. This is a much shorter time than it took to travel by sea.

Do

Assist students in filling in this new information in the chart.

Say

More and more people chose to travel by foot to the western lands. This route became known as the Oregon Trail.

Along the Oregon Trail there are many forts and landmarks. This is where the settlers would stop rest, get new supplies, repair their wagons, get new animals, and trade for food or other supplies with the settlers that lived there. On our Oregon trail we will use 10 of the many stopping points as landmarks. You can see them on the map.

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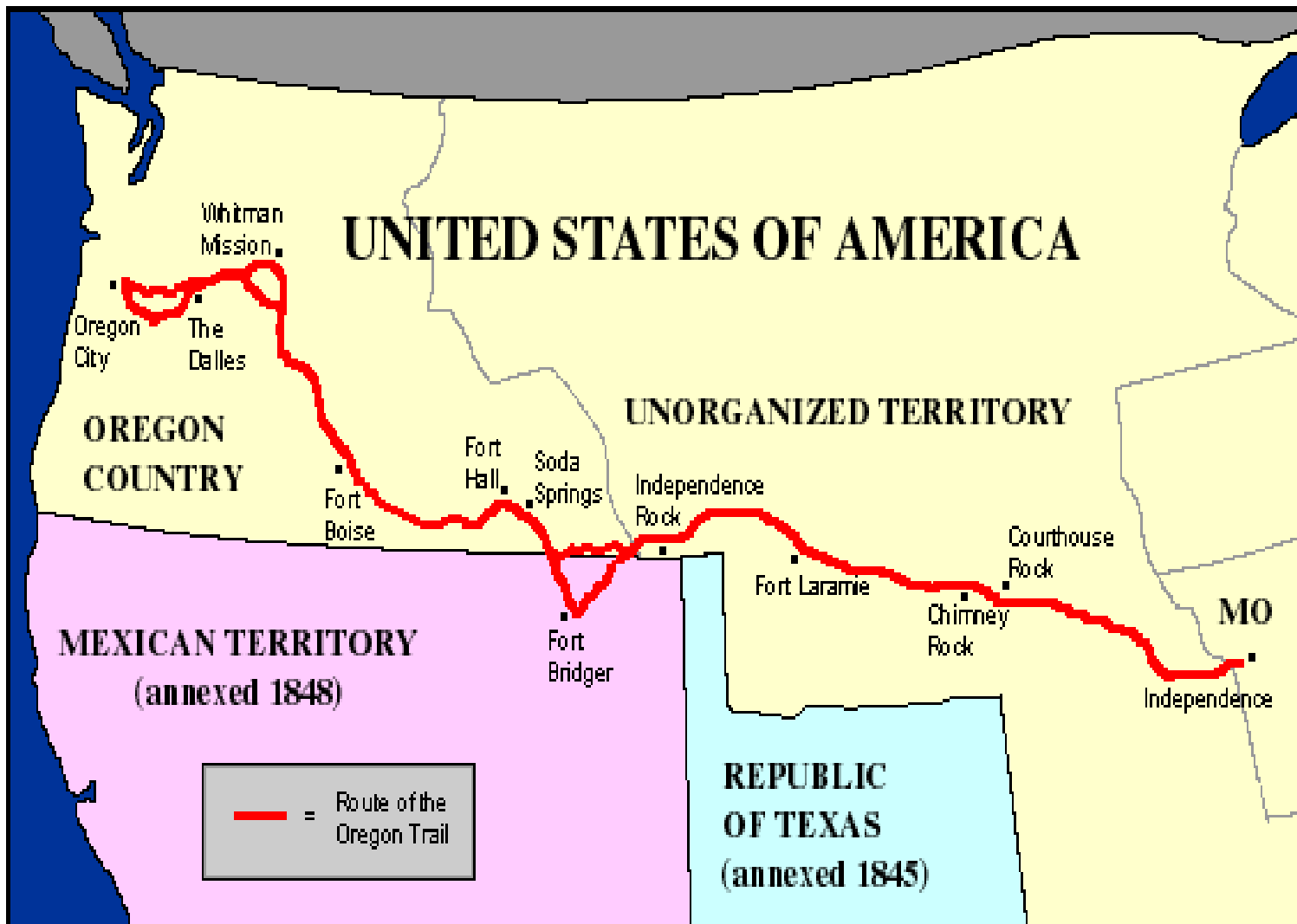
<p>Each day we will walk one mile. We will track our progress on the Oregon trail map. Along the way, we will do different activities to learn more about the over 400,000 people and families who moved west along the Oregon Trail.</p> <p>We will begin at the beginning of the Oregon Trail in Independence, Missouri.</p> <p>Do Place a thumb tack or other marker at Independence, Missouri.</p>	
Students Practice (“You do”)	
<p>Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.</p> <p>Return to the classroom and move your marker to the point HALFWAY between Independence, Missouri and Courthouse Rock. You are on your way on the Oregon Trail!</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> <ol style="list-style-type: none"> 1. Ask students to think about what they did today in math. 2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation) 3. 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) 4. Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)

<p>Modification:</p> <p>Modify language as appropriate to your grade level.</p>
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Oregon Trail Map



Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Traveling the Oregon Trail- In My Mind
Focus:	An American Story

Materials:

- Oregon Trail Map (found in Day 1 materials) and marker
- White Construction paper
- Crayons and markers

Opening

State the objective

- To use our imagination to create a scene from the eyes of a pioneer.
- To move further along the Oregon Trail.

Gain prior knowledge by asking students the following questions

- What is imagination?

Content (the "Meat")

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

Oregon Trail Walk

Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.

Return to the classroom and move your marker to The Dalles. You are one step closer to completing the Oregon Trail.

Say

Let's review the things that you have learned about the pioneers and life on the Oregon Trail.

Do

List all responses on the board or chart paper.

Say

Close your eyes and imagine being a pioneer on the Oregon Trail. What do you see? Turn to a partner and tell them.

Do

Give each student a piece of construction paper and drawing supplies. Instruct students to try to recreate what they imagined on paper, using up as much of the white space as possible.

*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

Students Practice (“You do”)

Allow time for students to complete drawings.

Allow students to share with the group or with a partner.

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!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. 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)
4. 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:	Traveling the Oregon Trail- Pioneer Journals
Focus:	An American Story

Materials:

- Oregon Trail Map (found in Day 1 materials) and marker
- Bottles of liquid ink (available at craft stores)
- Feathers (1 per student)
- Paper

Opening

State the objective

- To experience writing like the pioneers of the 1800's.
- To move further along the Oregon Trail.

Gain prior knowledge by asking students the following questions

- What do you use to write with? Do you think those materials were available 150 years ago? What do you think the pioneers wrote with?

Content (the "Meat")

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

Oregon Trail Walk

Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.

Return to the classroom and move your marker to Fort Hall. You are one step closer to completing the Oregon Trail.

Instructions for Journal Writing

Say

Much of the information we know today about the pioneers journeys on the Oregon Trail are because they kept journals. They did not have the modern pens and pencils we have today though. They used liquid ink and feathers, called quills, as pens.

***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

<p>Demonstration Show students how to gently dip the end of their feather into the ink. Use the inked tip of the feather to write a few words on a piece of paper, going back and forth to re-dip the feather tip.</p> <p>Pass out feathers, ink and paper to each student.</p>	<p>opportunity and have the student become the teacher.</p>
<p>Students Practice (“You do”)</p>	
<p>Students will write or draw (K-1) about what they did today, just like the pioneers would have done.</p> <p>Discuss with students the amount of time it takes to write this way. Which method do they prefer, the pioneer method or the modern method?</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 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> <ol style="list-style-type: none"> 1. Ask students to think about what they did today. 2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation) 3. 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) 4. 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:	Traveling the Oregon Trail- What Were Their Wagons Like?
Focus:	An American Story

Materials:

- Oregon Trail Map (found in Day 1 materials) and marker
- Story Map #4 Handout (1 per student)
- “What Were Their Wagons Like?” Story Handouts

Opening

State the objective

- To learn about the covered wagons used by travelers.
- To move further along the Oregon Trail.

Gain prior knowledge by asking students the following questions

- Have you ever been in a wagon? What kid? What was it like to ride in a wagon?

Content (the “Meat”)

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

Oregon Trail Walk

Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.

Return to the classroom and move your marker to Fort Laramie. You are one step closer to completing the Oregon Trail.

Reading the Selection- What Were Their Wagon Like?

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.

Consult 4 Kids Lesson Plans

Students Practice ("You do")

Map It Out!

- Give each student a Story Map #4 Handout.
- Students will use words or pictures to describe the topic (wagons) and three details about them.

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

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!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. 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)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)

Consult 4 Kids Lesson Plans

What Were Their Wagons Like?

Most pioneers traveled in a Conestoga wagon or a spring wagon. Many of the pioneers chose oxen instead of mules or horses because the oxen were a lot stronger. They would buy up to 4 oxen per wagon. The father would drive the oxen by walking beside the wagon. The children would walk behind of the wagon much of the time.



The Pioneers traveled in a wagon called a covered wagon. The wagon was usually a wooden wagon made of hickory, oak, or maple. A wooden piece made from hickory stuck out from the front of the wagon. This piece called a tongue was connected to the yoke of the oxen, mules, or horses.

The wagon could not carry more than 2,000 pounds. It had big wooden hoops, called bows that were bent from side to side. There would be 4 to 7 wooden hoops on one wagon. There was a canvas pulled across the hoops that would keep out the rain, wind, and the hot sunshine. Pioneers would rub oil on the canvas to make it waterproof. Inside the wagon there were many hooks that hung from the wooden hoops. They could hang weapons, clothes, milk cans, and anything there was room for. The front wheels of the wagon were smaller than the back wheels. This helped the wagon turn. Underneath the back wheels there was a bucket full of grease hanging from the axle. This was used to make the wheels run smoothly. The conestoga wagons were called prairie schooners because from a distance the conestoga wagon looked like a ship sailing slowly across the green prairie. Traveling in a wagon was not an easy trip. There were many things that could go wrong. For example some wagon wheels would break or there would be no water. If they ran out of food they would need to hunt. When they were on the trail it was very noisy because all the pots and pans hanging off the wagons were clanging against each other.

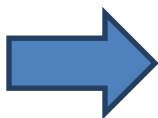
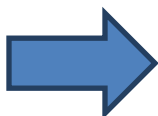
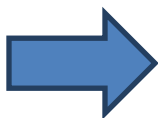
***This story is from the library at thinkquest.com

Consult 4 Kids Lesson Plans

Story Map #4

Topic

Details



Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Traveling the Oregon Trail- Creative Writing
Focus:	An American Story

Materials:

- Oregon Trail Map (found in Day 1 materials) and marker
- Drawing/Writing paper and drawing/writing utensils

Opening

State the objective

- To understand the sacrifices that travelers had to make when leaving their homes for the West
- To move further along the Oregon Trail

Gain prior knowledge by asking students the following questions

- What items do you own that are important to you?

Content (the “Meat”)

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

Oregon Trail Walk

Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.

Return to the classroom and move your marker HALFWAY between Courthouse Rock and Chimney Rock. You are one step closer to completing the Oregon Trail.

Say

Travelers and families that decided to move out West had to leave their homes and most of their belongings behind. They could only bring the most necessary items with them, like clothes and items to cook food with. Everything had to fit into a wagon and couldn't be very heavy.

Instructions for Creative Writing Assignment

Write the following writing prompt on the board.

“If you had to leave your home and belongings to move far away, what two items would you choose to take with you and why?”

***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 moment.

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

Students Practice (“You do”)

K-1: Give students drawing paper and crayons. Allow them to answer the question by drawing pictures of the items and writing words to describe them.

2-5: Give students writing paper and pencils. Allow time for students to write grade level appropriate responses.

Students can share with a partner or the whole group when they have completed their assignment.

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!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. 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)
4. 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:	Traveling the Oregon Trail- Children's Frontier Songs
Focus:	An American Story

Materials:

- Oregon Trail Map (found in Day 1 materials) and marker
- Children's Frontier Songs Handout

Opening

State the objective

- To learn songs that children and adults used to sing for entertainment.
- To move further along the Oregon Trail.

Gain prior knowledge by asking students the following questions

- Do you like to sing? What songs do you sing?
- Have you ever sung around a campfire? What songs did you sing?

Content (the "Meat")

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

Oregon Trail Walk

Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.

Return to the classroom and move your marker HALFWAY between Fort Laramie and Independence Rock. You are one step closer to completing the Oregon Trail.

Introducing Children's Songs

Say

At night, after a long day on the trail, children and adults would sit around the campfire and sing songs. Two songs that they used to sing are "My Darling Clementine" and "Home on the Range"

Students Practice ("You do")

As a group, teach students the lyrics to both of these songs. Practice singing. Sing for another group, if possible!

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

During the lesson check in with students repeatedly.

Check in about 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!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. 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)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)

Frontier Songs Handout

Home On the Range

Oh, give me a home where the buffalo roam
Where the deer and the antelope play
Where seldom is heard a discouraging word
And the skies are not cloudy all day
Home, home on the range
Where the deer and the antelope play
Where seldom is heard a discouraging word
And the skies are not cloudy all day

My Darling Clementine

In a cavern, in a canyon,
Excavating for a mine
Dwelt a miner forty niner,
And his daughter Clementine

Chorus:

Oh my darling, oh my darling,
Oh my darling, Clementine!
Thou art lost and gone forever
Dreadful sorry, Clementine

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Traveling the Oregon Trail- A Day On the Wagon Train
Focus:	An American Story

Materials:

- Oregon Trail Map (found in Day 1 materials) and marker
- Story Map #4 Handout (1 per student)
- “A Day On The Wagon Train” Story Handouts

Opening

State the objective

- To learn about a typical day of a traveler on the wagon train.
- To move further along the Oregon Trail.

Gain prior knowledge by asking students the following questions

- Have you ever been camping? How do you think that living in a wagon is like camping?

Content (the “Meat”)

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

Oregon Trail Walk

Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.

Return to the classroom and move your marker to HALFWAY between Fort Bridger and Soda Springs. You are one step closer to completing the Oregon Trail.

Reading the Selection- A Day On the Wagon Train

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.

Consult 4 Kids Lesson Plans

Students Practice (“You do”)

Map It Out!

- Give each student a Story Map #4 Handout.
- Students will use words or pictures to describe the topic (wagons) and three details about them.

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

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!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. 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)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)

A Day On the Wagon Train

How Far Would a Wagon Train Travel in One Day?

On many days the caravan would only travel ten to fifteen miles. On rainy and muddy days they might only travel one mile! It would take them five to seven days just to travel the distance we can drive a car in a single hour.

The people would have to get up very early each morning in order to prepare for their daily travels. It was usually dark on these mornings. They would have to start the fire, prepare breakfast, gather the livestock, reload the wagon, and hitch the oxen or mules before getting started.

What Did They Do Each Day On the Trail?

Each morning the pioneers would get up before daylight and gather their livestock and cook breakfast. Many times they would go ahead and prepare lunch as well. After breakfast around 7:00 a.m. they hitched up the oxen and started down the trail. Since the wagon was so bumpy the pioneers who were not driving the wagon would walk behind or next to it much of the time. They would stop at lunchtime and rest for an hour or two. After a rest period they would travel down the trail until about four or five p.m. At night they would circle the wagons for protection. The women would fix the dinner and the men would prepare the livestock for the night. After supper they would gather around the campfires and sing songs, dance, tell stories and visit. Sometimes they slept inside the wagon but they also slept under the wagon, in a tent, and sometimes under the stars.

What Types of Chores Did Children Do?

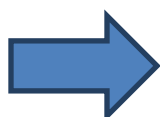
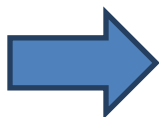
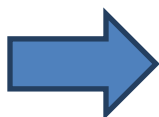
Children had lots of chores that included milking their cows, fetching water from a stream or a river that was nearby, helping their parents cook food, washing dishes, collecting buffalo chips or wood for the fire, shaking out dusty blankets and quilts, and hanging beef jerky to dry in the sun.

Consult 4 Kids Lesson Plans

Story Map #4

Topic

Details



Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Traveling the Oregon Trail- Food On the Trail
Focus:	An American Story

Materials:

- Oregon Trail Map (found in Day 1 materials) and marker
- Dinner Plate Handout (1 per student)

Opening

State the objective

- To learn about the food that was eaten on the Oregon Trail.
- To move further along the Oregon Trail.

Gain prior knowledge by asking students the following questions

- What is your favorite food? What is your favorite food made of?
- Do you think that your favorite foods were available 150 years ago?

Content (the “Meat”)

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

Oregon Trail Walk

Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.

Return to the classroom and move your marker to Chimney Rock. You are one step closer to completing the Oregon Trail.

Say

Travelers had to be very picky when it came to the food they could take with them. They couldn't take too much because it would spoil before they could eat it. They had to be very creative with the food that they could create.

Instructions for Food on the Trail.

Write the following list of ingredients on the board:

flour, bread, bacon, rice,
 coffee, tea, sugar, dried beans, one
 dried fruit, baking soda, salt, corn meal;
 corn, vinegar

***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.

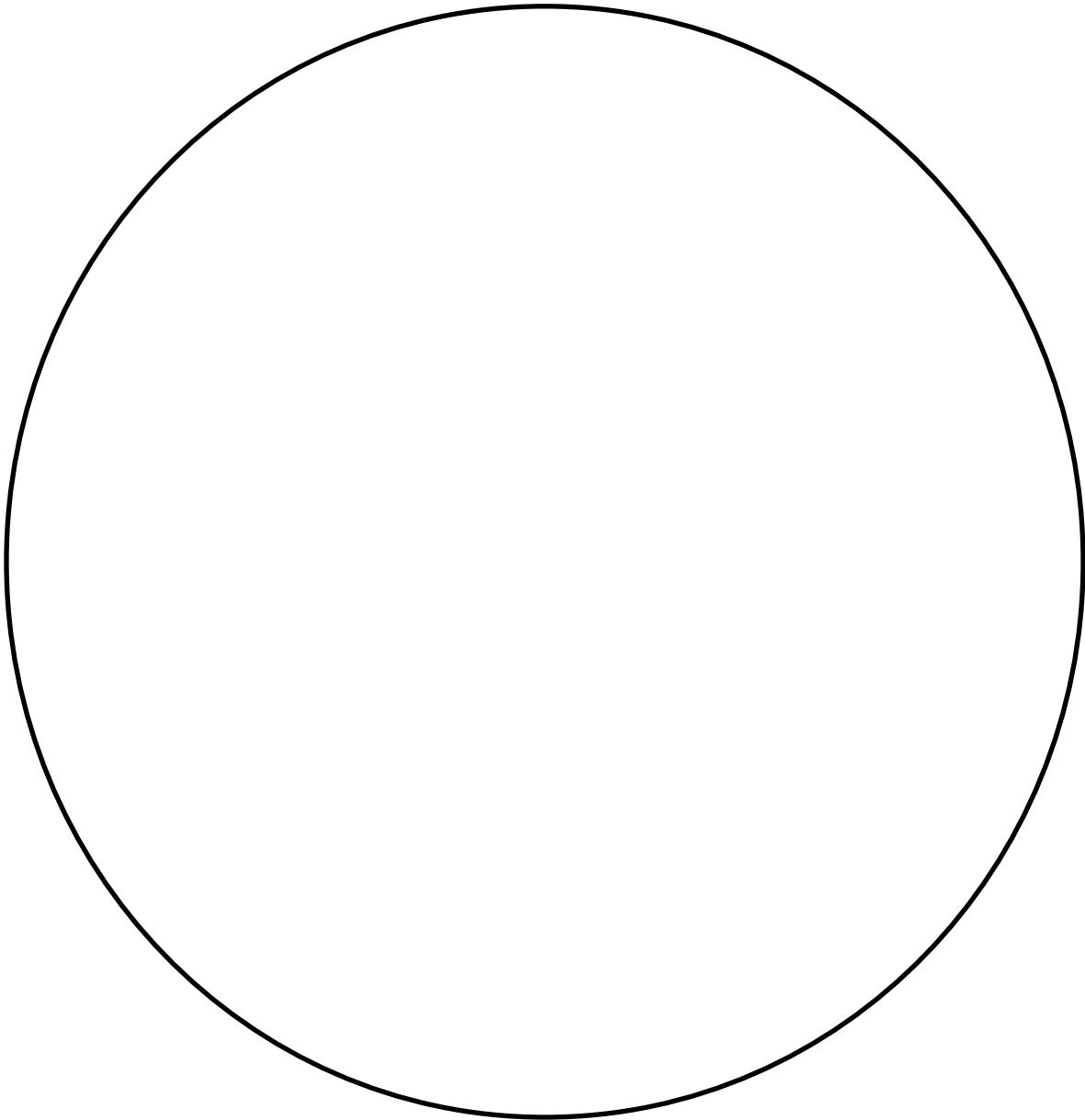
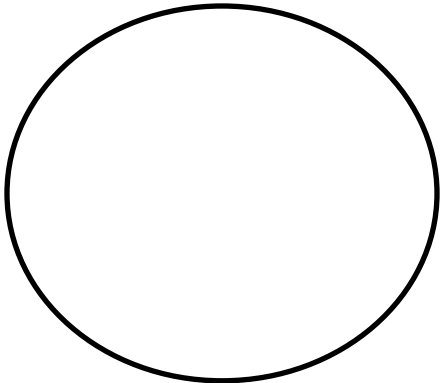
When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans

<p>Say These are the food items that were recommended that travelers take on the trail with them for their journey.</p>	
<p style="text-align: center;">Students Practice (“You do”)</p> <p>Give each student a Dinner Plate Handout.</p> <p>Instruct students to create a dinner meal using only the items on the list. They will draw their meal creations on their plates.</p> <p>Students can share with a partner or the whole group when they have completed their assignment.</p>	

Closing
Review
<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>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.</p> <p>Step 1: Describe: Student(s) describe what they did during the activity.</p> <p>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?</p> <p>Step 3: Generalize: How can you use the skills or your key learnings in your life?</p> <p>Step 4: Apply: How can you use the skills or your key learnings at school?</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ol style="list-style-type: none"> 1. Ask students to think about what they did today in math. 2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation) 3. 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) 4. 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:	Traveling the Oregon Trail- A Typical Trail Meal
Focus:	An American Story

Materials:

- Oregon Trail Map (found in Day 1 materials) and marker
- Canned Beans (enough for each child to have approx. ¼ cup)
- Plain bread (half a slice per child)
- Cooked bacon or ham (one strip or slice per child)
- Bowls (1 per student)
- Spoons (1 per student)

Opening

State the objective

- To experience a meal that the pioneers would have eaten along the trail.
- To move further along the Oregon Trail.

Gain prior knowledge by asking students the following questions

- How do you feel about left-overs (from meals)? Do you like to eat left-overs? Why or why not?

Content (the “Meat”)

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

Oregon Trail Walk

Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.

Return to the classroom and move your marker HALFWAY between Chimney Rock and Fort Laramie. You are one step closer to completing the Oregon Trail.

***** **NOTE: for 3rd-5th grades:** if you have access to a computer lab, you may choose to spend your Fun Friday Theme time playing Westward Trail at globalgamenetwork.com. It is a simulated Oregon Trail computer game that is FREE and is very similar to the computer game Oregon Trails. Your students can play individually or in groups of 5. *****

Say

Pioneers had very little variation in their diet while on the trail. They considered themselves extremely lucky if they caught a quail or buffalo to eat for some meals. Most of their meals consisted of bread, cold beans, and bacon. Today we are going to eat a meal much like the pioneers would 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 students in a “teach to learn” opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans

<p>Do Give each student a bowl filled with approx. $\frac{1}{4}$ cup beans, $\frac{1}{2}$ piece of bread and a strip of bacon (or ham)</p>	
<p style="text-align: center;">Students Practice (“You do”)</p> <p>Arrange students in a circle to eat their meal, as if they were sitting around a campfire. Ask questions as students are eating. Allow students to comment and talk with peers.</p> <p>After the meal has been eaten, and cleaned up, ask students to imagine that they had to eat this meal for breakfast, lunch and dinner for four to six months. What would that be like?</p>	

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>Three Whats 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> <ol style="list-style-type: none"> 1. Ask students to think about what they did today in math. 2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation) 3. 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) 4. Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)
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Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Traveling the Oregon Trail- Creative Writing
Focus:	An American Story

Materials:

- Oregon Trail Map (found in Day 1 materials) and marker
- Drawing/Writing paper and drawing/writing utensils

Opening

State the objective

- To practice our creative writing skills.
- To move further along the Oregon Trail.

Gain prior knowledge by asking students the following questions

- What do you like to do for fun?

Content (the “Meat”)

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

Oregon Trail Walk

Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.

Return to the classroom and move your marker to Independence Rock. You are one step closer to completing the Oregon Trail.

Say

During the day, travelers walked and rode in their wagons for miles and miles. At night, they would stop to rest. Often, they would stop just along the edge of the road with nothing but the wilderness and open land surrounding them. They used supplies like wood and rope to make up games and things to do.

Instructions for Creative Writing Assignment

Write the following writing prompt on the board.

“With nothing but wood and rope, what would you create to entertain yourself and your family?”

*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

Students Practice (“You do”)

K-1: Give students drawing paper and crayons. Allow them to answer the question by drawing pictures of the items and writing words to describe them.

2-5: Give students writing paper and pencils. Allow time for students to write grade level appropriate responses.

Students can share with a partner or the whole group when they have completed their assignment.

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!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. 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)
4. 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:	Traveling the Oregon Trail- Dangers on the Trail
Focus:	An American Story

Materials:

- Oregon Trail Map (found in Day 1 materials) and marker
- Story Map #4 Handout (1 per student)
- “Dangers on the Trail” Story Handouts

Opening

State the objective

- To learn about the dangers travelers faced on the Oregon Trail.
- To move further along the Oregon Trail.

Gain prior knowledge by asking students the following questions

- What are some dangerous things you might face living out in the open?

Content (the “Meat”)

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

Oregon Trail Walk

Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.

Return to the classroom and move your marker to Fort Boise. You are one step closer to completing the Oregon Trail.

Reading the Selection- Dangers On the Trail

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.

Consult 4 Kids Lesson Plans

Students Practice (“You do”)

Map It Out!

- Give each student a Story Map #4 Handout.
- Students will use words or pictures to describe the topic (wagons) and three details about them.

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

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!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. 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)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)

Dangers On the Trail

There were many dangers on the trail like fierce animals, Indians, storms, rivers, [diseases](#), and robbers. Many of the Indians were not friendly. They would try to steal cattle and horses. The pioneers also lost [livestock](#) to coyotes and other [predators](#). That's why the pioneers had guards who stayed up all night to watch the livestock. Many rivers were difficult to cross. Some of the rivers were fast, deep, and muddy. Grass fires were a constant threat to the pioneers. So were run-away oxen. Some pioneers couldn't carry enough water from one watering hole to the next and were in danger of running out. One of the worst things that could happen was that a wagon wheel could break or an axle could break and they could not get another. If a storm came, lightning could hit the wagon and it could catch on fire.

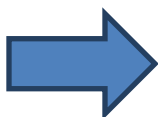
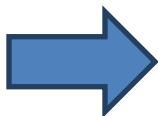
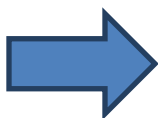
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Consult 4 Kids Lesson Plans

Story Map #4

Topic

Details



Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Traveling the Oregon Trail- Quilt Squares
Focus:	An American Story

Materials:

- Oregon Trail Map (found in Day 1 materials) and marker
- 5 x 5 squares of construction paper, different colors (1 per student)
- Crayons or markers
- Large piece of butcher paper or poster board
- Glue or glue stick

Opening

State the objective

- To create a classroom quilt.
- To move further along the Oregon Trail.

Gain prior knowledge by asking students the following questions

- What is a quilt? Have you ever seen a handmade quilt? Do you know anyone who makes quilts?

Content (the "Meat")

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

Oregon Trail Walk

Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.

Return to the classroom and move your marker to Fort Bridger. You are one step closer to completing the Oregon Trail.

Say

Pioneer women had the same chores to do on the trail as they did at home. They cooked washed and mended clothes. But, they also helped with some chores that males typically did like hunting or tending to the animals. When the women finally made it to Oregon, they were happy to do the things they used to do at home again- like quilting, or making quilts.

These quilts are made out of fabric and often tell a story about the woman's life. The fabrics they used could have a special meaning. Items stitched in to the fabric could have meaning, too.

The quilt we will make today will be made out of paper. It will tell a story, too, just like the quilts of the women of the Oregon Trail. Ours will tell the story of our classroom.

*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>Do Allow each student to choose a colored construction paper square.</p>	
<p style="text-align: center;">Students Practice (“You do”)</p> <p>Students will use the crayons or markers to draw on their quilt squares. They can include their name and any words or drawings that represent themselves.</p> <p>As students complete their quilt squares, use the glue to glue each square onto the large sheet of paper to form a paper quilt. Allow to dry and hang!</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 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 in math. • 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:	Traveling the Oregon Trail- Rope Activities
Focus:	An American Story

Materials:

- Oregon Trail Map (found in Day 1 materials) and marker
- Jump ropes (1 per student or one per 3-4 students)

Opening

State the objective

- To experience the entertainment that pioneer children did.
- To move further along the Oregon Trail.

Gain prior knowledge by asking students the following questions

- Do you know how to jump rope? How did you learn?

Content (the “Meat”)

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

Oregon Trail Walk

Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.

Return to the classroom and move your marker HALFWAY between Whitman Mansion and the Dalles. You are one step closer to completing the Oregon Trail.

Instructions for Jump Rope

Say

Pioneer children did not have toys like we have today. They had to make up games with the supplies their parents brought in the wagons or things they found on the trail. Rope was always available as a tool and for the animals. Pioneer children often played jump rope.

Demonstration

Share a jump rope rhyme or game that you know or ask for student volunteers.

Students Practice (“You do”)

Allow students to practice and play jump rope, either independently or with 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

Closing

Review

Say:

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

Debrief

WHI?

Ask the following three question:

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!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. 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)
4. 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:	Traveling the Oregon Trail- Acrostic Poems
Focus:	An American Story

Materials:

- Oregon Trail Map (found in Day 1 materials) and marker
- White drawing paper
- Crayons or markers

Opening

State the objective

- To create an acrostic poem about the Oregon Trail.
- To move further along the Oregon Trail.

Gain prior knowledge by asking students the following questions

- Have you ever written a poem? What was it about?

Content (the “Meat”)

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

Oregon Trail Walk

Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.

Return to the classroom and move your marker HALFWAY between Independence Rock and Fort Bridger. You are one step closer to completing the Oregon Trail.

Instructions for Acrostic Poems

Write the words OREGON TRAIL vertically on the board. Instruct the students to do the same on their drawing paper.

Students will write a word or phrase that describes life on the trail. The first word must begin with the letter next to it.

***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>Example-</p> <p>O- on the trail, pioneers ate corn</p> <p>R-</p> <p>E-</p> <p>G-</p> <p>O-</p> <p>N-</p> <p>T-</p> <p>R-</p> <p>A-</p> <p>I-</p> <p>L-</p>	
<p>Students Practice (“You do”)</p> <p>Allow students to complete their acrostic poems and share with a partner or the class.</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> <ol style="list-style-type: none"> 1. Ask students to think about what they did today.. 2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation) 3. 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) 4. Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)
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<p>Modification:</p> <p>For younger students, you may create an acrostic poem as a class.</p>
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Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Traveling the Oregon Trail- Creative Writing
Focus:	An American Story

Materials:

- Oregon Trail Map (found in Day 1 materials) and marker
- Drawing/Writing paper and drawing/writing utensils

Opening

State the objective

- To practice our creative writing skills.
- To move further along the Oregon Trail.

Gain prior knowledge by asking students the following questions

- What tools do you know how to use? How have you used them?

Content (the "Meat")

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

Oregon Trail Walk

Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.

Return to the classroom and move your marker HALFWAY between Soda Springs and Fort Hall. You are one step closer to completing the Oregon Trail.

Say

Tools were often too heavy for the oxen to pull in the wagons. So the travelers had to make tools out of items that they bought, traded for, or found along the trail.

Instructions for Creative Writing Assignment

Write the following writing prompt on the board.

"What tools would you create with a stone, heavy sticks and a piece of rope?"

***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

Students Practice (“You do”)

K-1: Give students drawing paper and crayons. Allow them to answer the question by drawing pictures of the items and writing words to describe them.

2-5: Give students writing paper and pencils. Allow time for students to write grade level appropriate responses.

Students can share with a partner or the whole group when they have completed their assignment.

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!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. 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)
4. 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:	Traveling the Oregon Trail- What Would You Do?
Focus:	An American Story

Materials:

- Oregon Trail Map (found in Day 1 materials) and marker
- Scratch paper (optional)

Opening

State the objective

- To learn about the challenges of the pioneers and how they solved them.
- To move further along the Oregon Trail.

Gain prior knowledge by asking students the following questions

- What do you do when you are faced with a challenge?

Content (the “Meat”)

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

Oregon Trail Walk

Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.

Return to the classroom and move your marker HALFWAY between Fort Hall and Fort Bridger. You are one step closer to completing the Oregon Trail.

Say

The pioneers had many challenges as they traveled 2,000 miles on foot. Let’s look at a few of them and see how you would handle them.

Do

Split students into groups of 3-5.

Read aloud challenge #1: The pioneers enjoyed having butter to flavor up their meals, but there was no time to churn the milk.

Allow students to strategize with their group to come up with their solution to the problem. Let each group share out.

Share aloud the solution the pioneers came up with: They would pour their milk into cans and tie the cans to the bottom of the wagons while they were traveling. The motion of the bumpy wagons churned the milk into butter

*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

Read aloud challenge #2: The pioneers that brought chickens with them had eggs and like to eat them, but the wagons were so bumpy they often broke.

Allow students to strategize with their group to come up with their solution to the problem. Let each group share out.

Share aloud the solution the pioneers came up with: They would pack the eggs into barrels or bags of flour or cornmeal. The flour and cornmeal would protect the eggs.

Read aloud challenge #3: If a pioneer shot a buffalo, there was too much meat to eat in one night.

Allow students to strategize with their group to come up with their solution to the problem. Let each group share out.

Share aloud the solution the pioneers came up with: They would tie pieces of meat to the side of the wagon with string to let it dry out. They made buffalo jerky!

Read aloud challenge #4: What if the oxen pulling the wagons got sore feet?

Allow students to strategize with their group to come up with their solution to the problem. Let each group share out.

Share aloud the solution the pioneers came up with: The Indians taught them how to use a piece of hide, punch holes in the sides and weave string through it. They would place these on the oxen's hooves and tie the string around their ankles. They made oxen boots!

Students Practice ("You do")

Engage the students in the Read Aloud Challenges.

Closing

Review

Say:

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

Consult 4 Kids Lesson Plans

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!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. 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)
4. 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:	Traveling the Oregon Trail- A New Home At Last
Focus:	An American Story

Materials:

- Oregon Trail Map (found in Day 1 materials) and marker
- Story Map #4 Handout (1 per student)
- "A New Home At Last" Story Handouts

Opening

State the objective

- To learn about what the travelers did when they reached their new homes.
- To move further along the Oregon Trail.

Gain prior knowledge by asking students the following questions

- Have you ever moved? What did you do when you got to your new home?

Content (the "Meat")

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

Oregon Trail Walk

Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.

Return to the classroom and move your marker HALFWAY between The Dalles to Oregon City. You are one step closer to completing the Oregon Trail.

Reading the Selection- A New Home At Last

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.

Consult 4 Kids Lesson Plans

Students Practice (“You do”)

Map It Out!

- Give each student a Story Map #4 Handout.
- Students will use words or pictures to describe the topic (wagons) and three details about them.

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

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!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. 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)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)

A New Home At Last

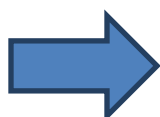
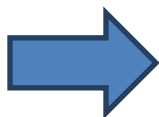
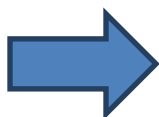
One of the first things the pioneers did when they got to their new homes was buy land. Although land cost about two dollars an acre in many areas, that was very expensive to some pioneers. After they bought their land they had to clear the rocks and tree stumps so they could build their houses and plant crops. The first spring and summer they did little, other than working the land. Their first home was a [lean-to](#). It looked like an open shed that faced the fire. Most of the pioneer women and children made quilts for the beds. If they didn't buy land where there was a stream, the men would build a well. When a group of pioneers lived near each other they would often build a [stockade](#), or fort to protect themselves from Indians.

Consult 4 Kids Lesson Plans

Story Map #4

Topic

Details



Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Traveling the Oregon Trail- Landmark Memory
Focus:	An American Story

Materials:

- Oregon Trail Map (found in Day 1 materials) and marker
- Landmark Memory Cards – Pictures and Facts (one set per every 2-4 students; reproduce on heavy paper such as cardstock.)

Opening

State the objective

- To review with students the various forts and landmarks along the Oregon Trail.
- To move further along the Oregon Trail.

Gain prior knowledge by asking students the following questions

- How do you feel, almost having completed the Oregon Trail?

Content (the “Meat”)

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

Oregon Trail Walk

Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.

Return to the classroom and move your marker to Oregon City. Congratulations!!!!

Instructions for Landmark Memory- Review with Students!

(Make sure that the Oregon Trails Map is posted so that students can use it for reference. For younger students you may want to write the corresponding landmark numbers on the map.)

Each game set consists of picture cards and fact cards. 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.

***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>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.</p>	
<p>Students Practice (“You do”)</p> <p>Students can play multiple games, as time allows.</p>	

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>Three Whats 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> <ol style="list-style-type: none"> 1. Ask students to think about what they did today in math. 2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation) 3. 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) 4. 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 want to cut out the game cards before students arrive.</p>

Consult 4 Kids Lesson Plans

Fact Cards

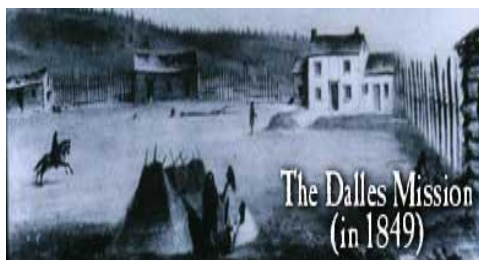
<p>This is the 1st landmark will we find. It is in Nebraska.</p>	<p>This is the 2nd landmark will we find. It is in Nebraska.</p>
<p>This is the 3rd landmark will we find. It is in Wyoming.</p>	<p>This is the 4th landmark will we find. It is in Wyoming.</p>
<p>This is the 5th landmark will we find. It is in Wyoming.</p>	<p>This is the 6th landmark will we find. It is in Idaho.</p>
<p>This is the 7th landmark will we find. It is in Idaho.</p>	<p>This is the 8th landmark will we find. It is in Idaho.</p>
<p>This is the 9th landmark will we find. It is in Washington.</p>	<p>This is the 10th landmark will we find. It is in Oregon.</p>

Consult 4 Kids Lesson Plans

Picture Cards



Soda Springs



The Dalles Mission
(in 1849)



Whitman Mission



Boise City
(50 mi. east of the fort)



Fort Hall



Fort Bridger



Independence Rock



Fort Laramie (in 1868)



Chimney Rock



Courthouse
Rock

Jail Rock

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Traveling the Oregon Trail- Oregon Trail BINGO
Focus:	An American Story

Materials:

- Oregon Trail Map (found in Day 1 materials) and marker
- Oregon Trail 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 those on traveling the Oregon Trail.
- To move further along the Oregon Trail.

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”)

Oregon Trail Walk

Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.

Return to the classroom and move your marker HALFWAY between Fort Boise and Whitman Mansion. You are one step closer to completing the Oregon Trail

Instructions for Food on the Trail.

Write the following word list on the board:

flour, bread, bacon, rice, coffee, tea, sugar, dried beans, dried fruit, baking soda, salt, corn meal, corn, vinegar, wagon, pioneer, oxen, wood, rope, campfire, Independence Rock, Fort Bridger, Fort Hall, Fort Boise, Courthouse Rock, Independence Rock, Chimney Rock

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

*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

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 Oregon Trails BINGO winner!

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!)

1. Ask students to think about what they did today..
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. 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)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them

Modification:

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

Oregon Trail BINGO

T	R	A	I	L

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Traveling the Oregon Trail- Creative Writing
Focus:	An American Story

Materials:

- Oregon Trail Map (found in Day 1 materials) and marker
- Drawing/Writing paper and drawing/writing utensils

Opening

State the objective

- To practice our creative writing skills.
- To move further along the Oregon Trail.

Gain prior knowledge by asking students the following questions

- How would you fare if you lived in the 1800's and traveled the Oregon Trail?

Content (the "Meat")

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

Oregon Trail Walk

Take students outside (or inside a large room if weather does not permit.) Allow time for students to walk the equivalent of one mile.

Return to the classroom and move your marker to Whitman Mansion. You are one step closer to completing the Oregon Trail.

Instructions for Creative Writing Assignment

Write the following writing prompt on the board.

"What would you like about traveling the Oregon Trail? What would you dislike?"

Students Practice ("You do")

K-1: Give students drawing paper and crayons. Allow them to answer the question by drawing pictures of the items and writing words to describe them.

2-5: Give students writing paper and pencils. Allow time for students to write grade level appropriate responses.

Students can share with a partner or the whole group when they have completed their assignment.

***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!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. 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)
4. 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 Is An Inventor?
Focus:	Inventors and Inventions

Materials:

- Food and Drink Timeline Template
- Reading Selection HO- What Is An Inventor?
- Story Map #4

Opening

State the objective

- Introduce students to the Inventors theme by exploring the definition of an inventor

Gain prior knowledge by asking students the following questions

- What is an inventor?

Content (the “Meat”)

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

Invention Timeline- Food and Drink

*K-2 Recreate the Food and Drink Timeline on a large chart paper. As you introduce a new invention each day, add it to the class timeline, writing or drawing important information from the Fun Facts listed. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*3-5 Give each student a copy of the Food and Drink Timeline Handout. As you move through the week, read the Fun Facts for the day to students and allow them to draw or write facts they find interesting. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*If you are not using the lesson plans daily, for any grade level, just read the Fun Facts to students and discuss.

Fun Facts: The Invention of the Sandwich

- The sandwich was invented in 1762 by John Montagu. He was the 4th Earl of a place called Sandwich.
- The stories say that Montagu was playing cards for 24 hours straight one night. He didn't want to stop playing, but he was hungry. So, he put a slice of beef in between two slices of bread so he only had to use one hand and could keep playing cards!

Reading the Selection-

***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>Depending on the age level of your group, choose one of the following ways to read the story:</p> <ul style="list-style-type: none"> • 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. 	
<p style="text-align: center;">Students Practice (“You do”)</p> <p>Map It Out!</p> <ul style="list-style-type: none"> • Give each student a Story Map #4 Handout. • Students will use words or pictures to describe the topic and three details about it. <p>Students can share their story maps with a partner or the whole group when completed.</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 in math.
- 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!)

What Is An Inventor?

An inventor is considered the first person to create a new item or different way of doing something. Inventors are highly original thinkers who tend to look for ways to solve problems and improve on existing ideas to develop a useful item that fills a need. Some early famous inventors have changed the way entire nations of people live.

Thomas Edison, born 11 February 1847 in Milan, Ohio, was an inventor who certainly changed the world with his invention of the light bulb in 1880. Edison not only invented the light bulb, but also the systems to use it with such as electricity generators for homes. He also created systems for sound and film recording.

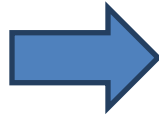
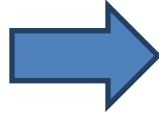
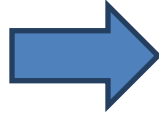
It's important to note that perfecting an invention until it's completely usable is an important quality of being an inventor. Inventors aren't people who just come up with a new idea. Rather, inventors actually create a finished product or method of doing something. Anyone could potentially become an inventor, but few people have the perseverance to follow an idea through to an original, perfected product or method because this takes a great deal of time, research and experimenting.

Consult 4 Kids Lesson Plans



Topic

Details



Consult 4 Kids Lesson Plans

The Invention of Food and Drink



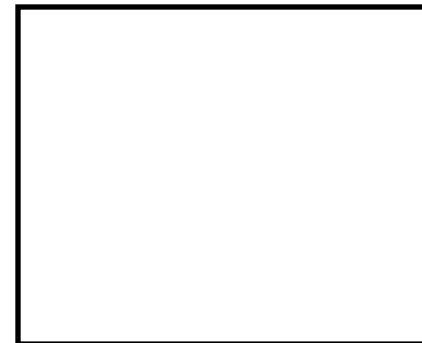
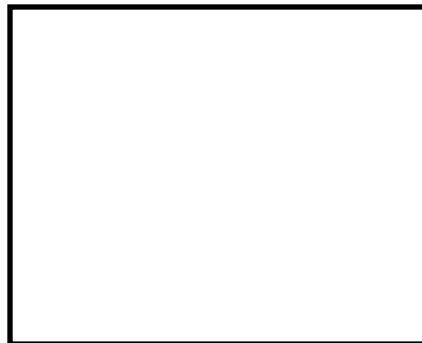
1792

1886

1930

1853

1894



Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Food and Drink Timeline
Focus:	Inventors and Inventions

Materials:

- Food and Drink Timeline Template (found in Day 1 materials)
- Drawing/Writing paper and drawing/writing utensils

Opening

State the objective

- To practice our creative writing skills

Gain prior knowledge by asking students the following questions

- What is your favorite cereal?
- Have you ever eaten Cornflakes? Did you like them? Why or why not?

Content (the “Meat”)

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

Invention Timeline- Food and Drink

***K-2** Recreate the Food and Drink Timeline on a large chart paper. As you introduce a new invention each day, add it to the class timeline, writing or drawing important information from the Fun Facts listed. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

***3-5** Give each student a copy of the Food and Drink Timeline Handout. As you move through the week, read the Fun Facts for the day to students and allow them to draw or write facts they find interesting. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*If you are not using the lesson plans daily, for any grade level, just read the Fun Facts to students and discuss.

Fun Facts: The Invention of Cornflakes

- An American man named Will Kellogg worked with his family at a health resort. They made healthy vegetarian meals.
- In 1894, he was experimenting with boiled wheat. He found that when the coiled wheat dried, and was crushed between rollers, it broke into little flakes.
- He began to sell Toasted Corn Flakes by mail and later they started to sell in stores.
- In 1906, he added sugar and salt to the Cornflakes.
- Twenty years after he invented them, Cornflakes were being sold everywhere and Will

***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>Kellogg was very rich!</p> <p>Instructions for Creative Writing Assignment</p> <p>Say: We have learned about the invention of the light bulb, the sandwich, potato chips, Coke, and Cornflakes.</p> <p>Write the following writing prompt on the board. "\"What is your favorite invention and why?\""</p>	
<p style="text-align: center;">Students Practice ("You do")</p> <p>K-1: Give students drawing paper and crayons. Allow them to answer the question by drawing pictures of the items and writing words to describe them.</p> <p>2-5: Give students writing paper and pencils. Allow time for students to write grade level appropriate responses.</p> <p>Students can share with a partner or the whole group when they have completed their assignment.</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>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.</p> <p>Step 1: Describe: Student(s) describe what they did during the activity.</p> <p>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?</p> <p>Step 3: Generalize: How can you use the skills or your key learnings in your life?</p> <p>Step 4: Apply: How can you use the skills or your key learnings at school?</p>
<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today in math. • 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) <p style="text-align: center;">Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</p>

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	The History of Ketchup
Focus:	Inventors and Inventions

Materials:

- Engine Power Timeline Template (found in Day 6 materials)
- Reading Selection HO- the History of Ketchup?
- Story Map #1

Opening

State the objective

- Introduce students to the invention and history of ketchup, a popular condiment that all students will have prior background for.

Gain prior knowledge by asking students the following questions

- What is ketchup? Do you like ketchup? How do you use it?

Content (the “Meat”)

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

Invention Timeline- Engine Power

*K-2 Recreate the Engine Power Timeline on a large chart paper. As you introduce a new invention each day, add it to the class timeline, writing or drawing important information from the Fun Facts listed. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*3-5 Give each student a copy of the Engine Power Timeline Handout. As you move through the week, read the Fun Facts for the day to students and allow them to draw or write facts they find interesting. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*If you are not using the lesson plans daily, for any grade level, just read the Fun Facts to students and discuss.

Fun Facts: The Invention of the Bicycle

- The bicycle was invented in 1838 by Kirkpatrick MacMillan from Scotland.
- The bicycle that he invented and that we used today was an improved model of a velocipede. MacMillan added pedals to the velocipede and called it a bicycle.

Reading the Selection-

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

***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

<ul style="list-style-type: none"> 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. 	
<p style="text-align: center;">Students Practice (“You do”)</p> <p>Map It Out!</p> <ul style="list-style-type: none"> Give each student a Story Map #1 Handout. Students will use words or pictures to describe the sequence of events. <p>Students can share their story maps with a partner or the whole group when completed.</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 in math.
- 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 History of Ketchup

Indonesian and Asian culture invented what we know today as ketchup. The spicy, pickled fish sauce made of anchovies, walnuts, mushrooms and kidney beans, dating back thousands of years was called ke-tsiap or kecap and was popular in 17th-century China. British seamen brought ke-tsiap home with them where the name was changed to catchup and then finally ketchup. It wasn't until the late 1700s though that canny New Englanders added tomatoes to the blend.

Henry J. Heinz began making ketchup in 1876 but he was neither the inventor nor the first to bottle it. His recipe remains the same to this day.

When Heinz introduced commercial ketchup to American kitchens it became so popular that other manufacturers rushed to catch-up to the ketchup craze. Soon there were Ketchup, Catsup, Catchup, Katsup, Catsip, Cotsup, Kotchup, Kitsip, Catsoup, Katshoup, Katsock, Cackchop, Cornchop, Cotpock, Kotpock, Kutpuck, Kutchpuck and Cutchpuck. All were tomato based and bottled and vied to become a household word. Only 3 major brands remained to steal the spotlight...Heinz Ketchup, Del Monte Catsup, and Hunts, who could not decide on a spelling and bottled under the names Hunts Catsup (east of the Mississippi), Hunts Ketchup (west of the Mississippi), and Hunts Tomato Cornchops (in Iowa only). In the 1980's ketchup was declared a vegetable by the government for school lunch menus. Suddenly Del Monte's Catsup, because of its spelling, was not on the approved list. Shortly afterward Del Monte changed the product's name to Del Monte Ketchup. So ketchup it is.

Read more at globalgourmet.com



Story Map #1

Story Title: _____

Sequence of Events:

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

Consult 4 Kids Lesson Plans



1838



1896



1959



1885



1952



Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Crayon Rubbings
Focus:	Inventions and Inventors

Materials:

- Food and Drink Timeline Template (found in Day 1 materials)
- Paper
- Crayons

Opening

State the objective

- To learn about how crayons were invented
- To use crayons to make art

Gain prior knowledge by asking students the following questions

- How do you use crayons?
- How do you think crayons are made?

Content (the “Meat”)

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

Invention Timeline- Food and Drink

*K-2 Recreate the Food and Drink Timeline on a large chart paper. As you introduce a new invention each day, add it to the class timeline, writing or drawing important information from the Fun Facts listed. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*3-5 Give each student a copy of the Food and Drink Timeline Handout. As you move through the week, read the Fun Facts for the day to students and allow them to draw or write facts they find interesting. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*If you are not using the lesson plans daily, for any grade level, just read the Fun Facts to students and discuss.

Fun Facts: The Invention of Chocolate Chip Cookies

- Chocolate Chip cookies were invented, like a lot of things, by accident.
- One day in 1930, Ruth Wakefield, from America, was going to make chocolate cookies.
- Instead of putting in the chocolate powder she usually did, she put in chopped up pieces of chocolate candy bar.
- Instead of making the whole cookie chocolate, the chocolate bar didn’t melt all of the way and stayed in little chips when it was baked.

***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

- This is how the chocolate chip cookie was invented...by accident!!!

Instructions

Share this information about crayons with students:

- Crayola crayons were invented by two cousins named Edward Binney and C. Harold Smith in 1903.
- When they first made them, there were only eight colors. Can you guess which colors were the original eight colors? (black, brown, blue, red, purple, orange, yellow, green).
- They were sold for a nickel a pack!
- Today, there are more than one hundred different types and colors of crayons. Some have glitter and sparkles in them, some glow in the dark and some even smell like flowers!

Demonstration

Show students how to create crayon rubbings. Choose an item, such as a leaf, a paper clip or any other relatively flat, textured item. Place the item under a sheet of paper. Choose a crayon to color over the top. You will be able to see the outline and details of the item under the paper in the crayon rubbing!

Students Practice (“You do”)

Give each student access to crayons and paper. Allow students time to gather items to create their crayon rubbings.

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.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Invention Convention-Transportation
Focus:	Inventions and Inventors

Materials:

- Food and Drink Timeline Template (found in Day 1 materials)
- Junk Box items- cardboard tubes (paper towel rolls, toilet paper rolls, pipe cleaners, scratch paper, buttons, cotton balls, toothpicks, etc.. Whatever extra supplies you have lying around!!)
- Glue, tapes, scissors, etc

Opening

State the objective

- To experience what it feels like to be an inventor
- To invent a new creation

Gain prior knowledge by asking students the following questions

- What is transportation? What are different modes of transportation?

Content (the "Meat")

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

Invention Timeline- Food and Drink

*K-2 Recreate the Food and Drink Timeline on a large chart paper. As you introduce a new invention each day, add it to the class timeline, writing or drawing important information from the Fun Facts listed. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*3-5 Give each student a copy of the Food and Drink Timeline Handout. As you move through the week, read the Fun Facts for the day to students and allow them to draw or write facts they find interesting. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*If you are not using the lesson plans daily, for any grade level, just read the Fun Facts to students and discuss.

Fun Facts: The Invention of Coca-Cola

- Coke was invented in Atlanta, Georgia by Dr. John Pemberton.
- On May 8, 1886, Dr. Pemberton, created a pitcher of syrup. The people that tried it said it was "excellent"!
- They added carbonated water to the syrup. This created the Coca-Cola that we drink today!

***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 original Coca-Cola was sold for 5 cents a glass!

Instructions for the Invention Convention

Write the word transportation on the board. Ask students to talk about current forms of transportation.

Explain to students that inventions are often created because people want to solve a problem with the current way something is made. Ask students if they have any ideas about current problems with transportation? How might they change or fix that?

Explain to students that inventions are also created by someone that has a new idea. Ask students if they have any new ideas about transportation. What new transportation idea would they create?

Students Practice ("You do")

Place students in small groups.

Allow groups to choose items from the Junk Box to create new inventions regarding transportation.

Allow groups time to complete their model inventions.

Allow groups to share their inventions with the other groups.

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:	Inventor Skits
Focus:	Inventions and Inventors

Materials:

- Food and Drink Timeline Template (found in Day 1 materials)
- Inventor Information Cards Handout
- Junk Box items- cardboard tubes (paper towel rolls, toilet paper rolls, pipe cleaners, scratch paper, buttons, cotton balls, toothpicks, etc.. Whatever extra supplies you have lying around!!)
- Glue, tapes, scissors, etc

Opening

State the objective

- To experience what it feels like to be an inventor
- To learn about an inventor and their invention

Gain prior knowledge by asking students the following questions

- What is a skit?
- What is an inventor?

Content (the "Meat")

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

Invention Timeline- Food and Drink

*K-2 Recreate the Food and Drink Timeline on a large chart paper. As you introduce a new invention each day, add it to the class timeline, writing or drawing important information from the Fun Facts listed. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*3-5 Give each student a copy of the Food and Drink Timeline Handout. As you move through the week, read the Fun Facts for the day to students and allow them to draw or write facts they find interesting. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*If you are not using the lesson plans daily, for any grade level, just read the Fun Facts to students and discuss.

Fun Facts: The Invention of Chocolate Chip Cookies

- Chocolate Chip cookies were invented, like a lot of things, by accident.
- One day in 1930, Ruth Wakefield, from America, was going to make chocolate cookies.

***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

- Instead of putting in the chocolate powder she usually did, she put in chopped up pieces of chocolate candy bar.
- Instead of making the whole cookie chocolate, the chocolate bar didn't melt all of the way and stayed in little chips when it was baked.
- This is how the chocolate chip cookie was invented...by accident!!!

Instructions for the Inventor Skits

Split students into groups. Give each group an Inventor Information Card.

Allow students time to read their cards.

Explain to students that they will have time to create a model of the invention that their Inventor created. They will share out their model invention and the information about their inventor.

During their group time, they should build the model and prepare their presentation.

Students Practice ("You do")

Group Time:

Allow students time to build their models with materials from the Junk Box. Remind students to prepare their presentations of the model and inventor information.

Allow time for each group to perform their Inventor's Skit, sharing their model and the information about the inventor.

Closing

Review

Say:

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

Debrief

WHI?

Ask the following three question:

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!)

Consult 4 Kids Lesson Plans

<p style="text-align: center;"><u>Lego</u></p> <ul style="list-style-type: none"> ● Invented in 1932 ● Ole Kirk Christianson invented the automatic binging blocks ● In 1955, his son, Godfried Christianson began selling them. ● Today, seven Lego sets are sold each second. 	<p style="text-align: center;"><u>Monopoly</u></p> <ul style="list-style-type: none"> ● Invented in by American Charles B. Darrow ● In 1935, he sold his idea to Parker Brothers. ● Darrow got his idea for Monopoly from a game called Landlord’s Game. ● Landlord’s Game was designed to show how people renting houses were exploited by landlords.
<p style="text-align: center;"><u>The Walkman</u></p> <ul style="list-style-type: none"> ● Invented in 1979 ● Invented by Masura Ibuka, the head of Sony ● It was created for business people on long flights to relieve their boredom without disturbing other people. 	<p style="text-align: center;"><u>Basketball</u></p> <ul style="list-style-type: none"> ● Invented in 1891 ● Invented by James Naismith ● Naismith was a PE teacher in Springfield, Massachusetts. ● It was originally played using two baskets used to collect peaches, called bushel baskets. This is how it gets its name.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Giant Hat Inventions
Focus:	Inventions and Inventors

Materials:

- Internet Timeline Template (found in Day 11 materials)
- 1 large paper bag per student
- Scissors
- Stapler (adult use only)
- Crayons or markers
- Odds and ends (pipe cleaners, pom poms, sequins, etc)
- Glue

Opening

State the objective

- To create our own invention
- To experience the feeling of being an inventor

Gain prior knowledge by asking students the following questions

- Have you ever invented anything before? What? How did you do it?
- Have you ever invented or designed your own hat before? What did it look like?

Content (the “Meat”)

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

Invention Timeline- Internet

*K-2 Recreate the Internet Timeline on a large chart paper. As you introduce a new invention each day, add it to the class timeline, writing or drawing important information from the Fun Facts listed. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*3-5 Give each student a copy of the Internet Timeline Handout. As you move through the week, read the Fun Facts for the day to students and allow them to draw or write facts they find interesting. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*If you are not using the lesson plans daily, for any grade level, just read the Fun Facts to students and discuss.

Fun Facts: The Invention of the Yahoo!

- Yahoo!- a search engine- was created in 1994. David Filo and Jerry Young, two

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

During the lesson check in with students repeatedly.

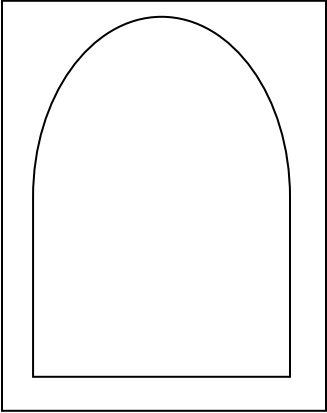
Check in about what is happening and what they are thinking.

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

<p>students at Stanford University are credited with the creation.</p> <ul style="list-style-type: none"> • A search engine allows you to put in a topic; the search engine will search for websites that relate to your topic. • Since 1994, many other search engines have been created. <p>Instructions</p> <p>Explain to students that today they will be inventing their own design for a really gigantic hat!</p> <p>Demonstration</p> <p>Show students how to draw a hat outline on the paper bag.</p> <div style="text-align: center; margin: 20px 0;">  </div> <p>Show students how to cut this shape out of one side of the paper bag, then trace it onto the other side. Cut the other hat shape out.</p>	<p>opportunity and have the student become the teacher.</p>
<p>Students Practice (“You do”)</p> <p>Allow students to begin their drawing, tracing and cutting. As students finish, staple around the outside edges of the hat, leaving the bottom open to fit over students heads.</p> <p>When the hat is stapled together, allow students to use the art supplies to create their hat designs.</p> <p>Allow time for students to share their hats with the group.</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?

Consult 4 Kids Lesson Plans

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:	3-5
Lesson Title:	Inventor Skits
Focus:	Inventions and Inventors

Materials:

- Engine Power Timeline Template (found in Day 6 materials)
- Inventor Information Cards Handout
- Junk Box items- cardboard tubes (paper towel rolls, toilet paper rolls, pipe cleaners, scratch paper, buttons, cotton balls, toothpicks, etc.. Whatever extra supplies you have lying around!!)
- Glue, tapes, scissors, etc

Opening

State the objective

- To experience what it feels like to be an inventor.
- To learn about an inventor and their invention.

Gain prior knowledge by asking students the following questions

- What is a skit?
- What is an inventor?

Content (the “Meat”)

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

Invention Timeline- Engine Power

*K-2 Recreate the Engine Power Timeline on a large chart paper. As you introduce a new invention each day, add it to the class timeline, writing or drawing important information from the Fun Facts listed. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*3-5 Give each student a copy of the Engine Power Timeline Handout. As you move through the week, read the Fun Facts for the day to students and allow them to draw or write facts they find interesting. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*If you are not using the lesson plans daily, for any grade level, just read the Fun Facts to students and discuss.

Fun Facts: The Invention of the Seat Belt

- Seat belts were invented by a man named Nils Bohlin in 1959.
- He created them to strap people into the car.
- They prevent millions of injuries! Always wear your seat belt! These days, it is against

***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>the law in many places to ride in a car without one.</p> <p>Instructions for the Inventor Skits</p> <p>Split students into groups. Give each group an Inventor Information Card.</p> <p>Allow students time to read their cards.</p> <p>Explain to students that they will have time to create a model of the invention that their Inventor created. They will share out their model invention and the information about their inventor. During their group time, they should build the model and prepare their presentation.</p>	
<p style="text-align: center;">Students Practice (“You do”)</p> <p>Group Time:</p> <ul style="list-style-type: none"> • Allow students time to build their models with materials from the Junk Box. Remind students to prepare their presentations of the model and inventor information. • Allow time for each group to perform their Inventor’s Skit, sharing their model and the information about the inventor. 	

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 question:</p> <ul style="list-style-type: none"> • What were some of the questions that came up in your group? • How did you go about including everyone? • If you were to try this again, what might you do differently?
Reflection (Confirm, Tweak, Aha!)
<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

Inventors Cards

Postage Stamps

- In the 1800's people used to pay for their letters based on how long it had to travel and how many pages it was. The person who received the letter had to pay for it, not the sender.
- In 1840, the British Post Office created the first adhesive postage stamp.
- Postage stamps were printed in black and white, and were called penny stamps.
- Today, stamps are printed in all different shapes and colors, with pictures and characters on them.

Cells Phones

- The 1st cell phone call was made in 1973.
- The 1st text message was sent in 1992. It read "Merry Christmas!"
- In 2000, the first camera phone was created.
- August of 2001 marked the first month that 1 billion text messages were sent by cell phones.

The Telephone

- Invented by Alexander Graham Bell and his assistant Thomas Watson, in 1876.
- The first words spoken on the telephone were 'Mr. Watson, come here, I want you!'



Direct Dial Phone

- When phone were first created, you would dial the operator and tell him whom you would want to speak with. They would then push a plug into that person's socket on a large board.
- In 1889, in Kansas, a phone company owner learned that his operator was married to one of his rivals. She was pushing all of the calls people made to her husband, so that he could make the money!
- Her boss, Almon Strowger, invented the first automatic telephone switch. This switch could connect on phone to another, so you could dial through directly.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	The Magic Key
Focus:	Inventors and Inventions

Materials:

- Reading Selection HO- The Magic Key
- Story Map #1

Opening

State the objective

- To remind students that imagination leads to invention.

Gain prior knowledge by asking students the following questions

- Do you like to read? Why or why not?
- What is imagination? When do you use your imagination?

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 #1 Handout.
- Students will use words or pictures to describe the sequence of events.
- 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.

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!)

Consult 4 Kids Lesson Plans

The Magic Key

Martin was now so old that for his birthday that year his father gave him a book without any pictures in it! Martin's father noticed his disappointment, and told him,

"Son, this isn't just any old book, it's a magic book. But, to discover its magic you'll have to read it."

Well, that was better; Martin liked everything to do with magic. He started reading it, even though he wasn't overly enthusiastic. The next morning, his father asked him,

"Have you found the magic key?"

So... there was a key to find! Martin ran off and flicked through the book, but there was no sign of the key. He came back, very annoyed, but his father warned him,

"You won't find it like that. You have to read the book."

Martin didn't have much patience, and he stopped reading the book, thinking his father was trying to trick him into reading a bit more, just as Martin's teacher had suggested to his dad. A little later, his sister, Angela, who was just a bit younger than him, asked him for the book so she could try reading it. After several days of trying to read it without great success, she appeared in the lounge, happily screaming,

"I've found it! I've found the key of the magic book!" And she would not stop talking about all the worlds and places she had visited using that magic key.

All the talk ended up convincing Martin to resume reading the book. At first it was a pain; there wasn't even one miserable picture in the thing. But, gradually, the story started springing to life, and Martin got interested in the adventurous Prince's life. Then, suddenly, he was there.

The book itself was the key!

It was true that whenever he opened it, he felt transported to its valleys and seas, and he lived the adventures of its pirates, Princes, and wizards, as though they were himself. And his head and his dreams filled with adventures whenever they got a chance.

However, the best thing about that story was that from then on, in every new book, he saw a new key to a thousand worlds and adventures. Martin never stopped travelling and travelling on those letters and words.

From freestoriesforkids.com



Story Map #1

Story Title: _____

Sequence of Events:

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

Moral of the Story: _____

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Reasons People Use the Internet
Focus:	Inventors and Inventions

Materials:

- Internet Timeline Template
- Reading Selection HO- 9 Reasons People Use the Internet
- Story Map #2

Opening

State the objective

- To familiarize students with how the Internet came to be.
- To learn ways in which the Internet can be used responsibly.

Gain prior knowledge by asking students the following questions

- What is the Internet? Why do you use it?
- What are some Internet safety rules that you have been taught?

Content (the “Meat”)

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

Invention Timeline- Internet

*K-2 Recreate the Internet Timeline on a large chart paper. As you introduce a new invention each day, add it to the class timeline, writing or drawing important information from the Fun Facts listed. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*3-5 Give each student a copy of the Internet Timeline Handout. As you move through the week, read the Fun Facts for the day to students and allow them to draw or write facts they find interesting. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*If you are not using the lesson plans daily, for any grade level, just read the Fun Facts to students and discuss.

Fun Facts: The Invention of the Email

- The first email was sent in 1971 by Roy Tomlinson, a computer engineer.

Reading the Selection-

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

***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

<ul style="list-style-type: none"> 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”)	
<p>Map It Out!</p> <ul style="list-style-type: none"> Give each student a Story Map #2 Handout. Students will use words or pictures to describe the sequence of events. Students can share their story maps with a partner or the whole group when completed. 	

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 in math.
- 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

9 Reasons People Use the Internet

1. Education- Many people are choosing to go to school on the Internet. There are many programs or certificates that you can receive by taking classes on the Internet. People who live far away from colleges can take classes on their home computer through the Internet.
2. Marketing- Businesses and other companies can do their marketing on the Internet. There are a lot of people who use the Internet and will see their advertisements. They use the Internet for advertising like you may see commercials on TV.
3. Make Money- People can make money using the Internet. They can sell things to people far away who wouldn't be able to come into their stores.
4. Save Time- People use the Internet to save time. They can pay their bills online, do things that they would normally have to drive to the bank to do and even make reservations and buy tickets online.
5. Entertainment- There are many videos, movies and games that people enjoy playing on the Internet. You can play BINGO in California with someone from Japan!
6. Current Events- People can get up-to-the-minute news on the Internet. They can also participate in popular activities such as Fantasy Football.
7. Transferring of Information- People use the Internet to transfer documents instead of sending them in the mail.
8. Communication- Whether through video chat, email or Instant Messaging, people can communicate with their friends and family who are far away.
9. Information- Many students and adults use the Internet for researching projects for school or looking at encyclopedias.

It is important that your parent or teacher always know what you are doing on the Internet and that you have permission to be on the Internet. The Internet, like most things, must be used properly.

Consult 4 Kids Lesson Plans



Story Map #2

Reason



Picture



Description



Consult 4 Kids Lesson Plans

Invention Timeline of the Internet

1971

1979

1994

1973-1974

1983

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Invention Convention-School and Education
Focus:	Inventions and Inventors

Materials:

- Engine Power Timeline Template (found in Day 6 materials)
- Junk Box items- cardboard tubes (paper towel rolls, toilet paper rolls, pipe cleaners, scratch paper, buttons, cotton balls, toothpicks, etc.. Whatever extra supplies you have lying around!!)
- Glue, tapes, scissors, etc

Opening

State the objective

- To experience what it feels like to be an inventor
- To invent a new creation

Gain prior knowledge by asking students the following questions

- What is education? How do you receive education?

Content (the "Meat")

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

Invention Timeline- Engine Power

*K-2 Recreate the Engine Power Timeline on a large chart paper. As you introduce a new invention each day, add it to the class timeline, writing or drawing important information from the Fun Facts listed. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*3-5 Give each student a copy of the Engine Power Timeline Handout. As you move through the week, read the Fun Facts for the day to students and allow them to draw or write facts they find interesting. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*If you are not using the lesson plans daily, for any grade level, just read the Fun Facts to students and discuss.

Fun Facts: The Invention of Ford Motor Company

- In 1896, in Detroit, Michigan, Henry Ford built his first car in his backyard.
- In 1903, he opened up the Ford Motor Company.
- He is most famous for creating the assembly line, in 1913, where a car moves along a mechanical track and at each station a worker added one more piece to the car until it was completed. This proved to be very efficient.

***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

- Ford cars and trucks are bought and sold by the millions today!

Instructions for the Invention Convention

Write the words school and education on the board. Ask students to talk about what they currently like and dislike about school or education.

Explain to students that inventions are often created because people want to solve a problem with the current way something is made. Ask students if they have any ideas about current problems with school or education? How might they change or fix that?

Explain to students that inventions are also created by someone that has a new idea. Ask students if they have any new ideas about school or education. What new school or education idea would they create?

Students Practice (“You do”)

Place students in small groups.

Allow groups to choose items from the Junk Box to create new inventions regarding school and education.

Allow groups time to complete their model inventions.

Allow groups to share their inventions with the other groups.

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three “what” questions:

- What did you enjoy most about this activity?
- What was the biggest challenge with this activity?
- 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:	3-5
Lesson Title:	Inventor Skits 2
Focus:	Inventions and Inventors

Materials:

- Airplanes Timeline Template (found in Day 11 materials)
- Inventor Information Cards Handout
- Junk Box items- cardboard tubes (paper towel rolls, toilet paper rolls, pipe cleaners, scratch paper, buttons, cotton balls, toothpicks, etc.. Whatever extra supplies you have lying around!!)
- Glue, tapes, scissors, etc

Opening

State the objective

- To experience what it feels like to be an inventor
- To learn about an inventor and their invention

Gain prior knowledge by asking students the following questions

- What is a skit?
- What is an inventor?

Content (the "Meat")

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

Invention Timeline- Airplanes

*K-2 Recreate the Airplanes Timeline on a large chart paper. As you introduce a new invention each day, add it to the class timeline, writing or drawing important information from the Fun Facts listed. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*3-5 Give each student a copy of the Airplanes Timeline Handout. As you move through the week, read the Fun Facts for the day to students and allow them to draw or write facts they find interesting. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*If you are not using the lesson plans daily, for any grade level, just read the Fun Facts to students and discuss.

Fun Facts: The Invention of the First Flight Around the World

- While it's not exactly an invention, the first flight around the world is pretty important to the timeline of the airplane.

***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

- In 1986, the first nonstop flight was made by two Americans- Richard Rutan and Jeana Yeagar.
- The flight lasted 9 nine days. The pilots didn't even have to stop to refuel!

Instructions for the Inventor Skits

Split students into groups. Give each group an Inventor Information Card.

Allow students time to read their cards.

Explain to students that they will have time to create a model of the invention that their Inventor created. They will share out their model invention and the information about their inventor.

During their group time, they should build the model and prepare their presentation.

Students Practice ("You do")

Group Time:

- Allow students time to build their models with materials from the Junk Box. Remind students to prepare their presentations of the model and inventor information.
- Allow time for each group to perform their Inventor's Skit, sharing their model and the information about the inventor.

Closing

Review

Say:

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

Debrief

WHI?

Ask the following three question:

- What were some of the questions that came up in your group?
- How did you go about including everyone?
- 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!)

Consult 4 Kids Lesson Plans

Inventors' Cards

<p style="text-align: center;"><u>The First Flushing Toilet</u></p> <ul style="list-style-type: none"> • In 1596, the godson of Queen Elizabeth I, created a joke book that included the drawings of the first flushing toilet. People didn't take it very seriously. He built only two of his designs, one for himself, the other for the queen. • In the 1800's, a man named Thomas Crapper, began to develop the toilet even more. These became the toilets that we use today. 	<p style="text-align: center;"><u>Diapers</u></p> <ul style="list-style-type: none"> • Baby diapers used to be made from cloth and pins. Some people still use this method today. • An American man named Vic Mills, didn't like the cloth diapers his granddaughter wore, so he wrote a letter to Proctor & Gamble asking them to invent a solution. • Many years later, in 1961, plastic diapers called Pampers began to sell. These are the types of diapers many use today!
<p style="text-align: center;"><u>Jeans</u></p> <ul style="list-style-type: none"> • Many people were having problems with their work pants ripping. Tailor, Jacob Davis, came up with the idea of using metal rivets to hold pants together where they would normally rip. This worked very well. • Jacob teamed up with Levi Strauss and on May 20, 1873, they sent their denim pants design to be patented. This was the birth of blue jeans. • The term "jeans" began to be used to describe the pants in 1960. 	<p style="text-align: center;"><u>The Raincoat</u></p> <ul style="list-style-type: none"> • The raincoat was invented in 1823. • Charles Macintosh invented a way to use rubber to make a waterproof cloth. • His name became a very popular brand of raincoats.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	How Are Airplanes Built?
Focus:	Inventors and Inventions

Materials:

- Airplanes Timeline Template
- Reading Selection HO- How Are Airplanes Built?
- Story Map #4

Opening

State the objective

- To familiarize students with how modern airplanes are built
- To learn new science vocabulary

Gain prior knowledge by asking students the following questions

- Have you ever flown on an airplane? What was it like?
- If you haven't, would you want to? Why or why not?

Content (the "Meat")

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

Invention Timeline- Airplanes

*K-2 Recreate the Airplanes Timeline on a large chart paper. As you introduce a new invention each day, add it to the class timeline, writing or drawing important information from the Fun Facts listed. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*3-5 Give each student a copy of the Airplanes Timeline Handout. As you move through the week, read the Fun Facts for the day to students and allow them to draw or write facts they find interesting. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*If you are not using the lesson plans daily, for any grade level, just read the Fun Facts to students and discuss.

Fun Facts: The Invention of the Airplane

- On December 17, 1903 brothers Wilbur and Orville Wright fly their plane in North Carolina. The plane was called the Flyer.
- Only 5 people saw this first flight.
- The flight only last 12 seconds. It does not go as high as the planes we can fly today. Wilbur ran alongside the plane and held its wing to keep it on course.
- This was credited as the first airplane flight!

***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>Reading the Selection-</p> <p>Depending on the age level of your group, choose one of the following ways to read the story:</p> <ul style="list-style-type: none"> • 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. 	
<p style="text-align: center;">Students Practice (“You do”)</p> <p>Map It Out!</p> <ul style="list-style-type: none"> • Give each student a Story Map #4 Handout. • Students will use words or pictures to describe the sequence of events. <p>Students can share their story maps with a partner or the whole group when completed.</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 in math.
- 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

How Are Airplanes Built?

Airplanes are made of materials that are hard, strong, and lightweight. The first airplanes were made from fabric and wood that were light but strong. Later, they were built with lightweight sheet metal. Today, airplanes are built from a mix of metals and other materials such as plastics, which provide strength without being very heavy.

Airplanes have to be very strong to fly when the four forces of flight—weight, lift, thrust and drag—are at work. They must be hard so that each part stays in the right place while the aircraft is flying. Airplanes can be made harder and stronger by using heavier material. However, airplanes that are too heavy cannot carry as much cargo or as many passengers. So, airplane designers need to make airplanes strong but also as light as possible so they will fly.

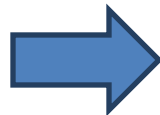
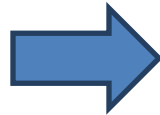
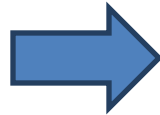
There are five main parts on an airplane. These are: the main body, the wings, the tail, the engines, and the landing gear. The main body is also known as the fuselage.

Learn more at wingsovermars.acr.nasa.gov

Story Map #4

Topic

Details



The Invention Timeline of Airplanes



1903



1932



1986

1907



1952



Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Paper Airplanes
Focus:	Inventions and Inventors

Materials:

- Airplane Timeline Template (found in Day 11 materials)
- Paper, 8 ½ x 11, white copy paper
- Crayons

Opening

State the objective

- To learn about flight
- To use airplane vocabulary to make paper airplanes

Gain prior knowledge by asking students the following questions

- Have you ever made a paper airplane? Did it fly well? How did you make it?

Content (the “Meat”)

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

Invention Timeline- Airplanes

*K-2 Recreate the Airplanes Timeline on a large chart paper. As you introduce a new invention each day, add it to the class timeline, writing or drawing important information from the Fun Facts listed. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*3-5 Give each student a copy of the Airplanes Timeline Handout. As you move through the week, read the Fun Facts for the day to students and allow them to draw or write facts they find interesting. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*If you are not using the lesson plans daily, for any grade level, just read the Fun Facts to students and discuss.

Fun Facts: The Invention of the First Flight Around the World

- While it’s not exactly an invention, the first flight around the world is pretty important to the timeline of the airplane.
- In 1986, the first nonstop flight was made by two Americans- Richard Rutan and Jeana Yeagar.
- The flight lasted 9 nine days. The pilots didn’t even have to stop to refuel!

Instructions

***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>Use the Paper Airplanes Directions Handout to lead students through making their own paper airplanes. This can be done individually or in pairs. Encourage students to decorate their airplanes with crayon, so they are able to distinguish among airplanes.</p> <p>Demonstration Once airplanes have been made, take students outside. Demonstrate how to throw the airplanes to maximum flight efficiency (this may take some trial and error).</p>	
<p style="text-align: center;">Students Practice (“You do”)</p> <p>Allow students to practice throwing their airplanes. You may want to set up competitions for longest flight with students.</p>	

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?

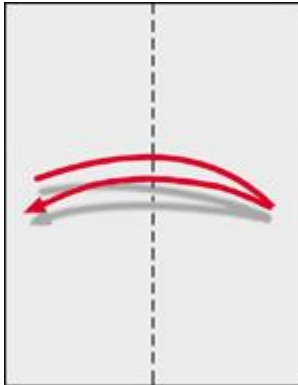
Reflection (Confirm, Tweak, Aha!)

- 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!)

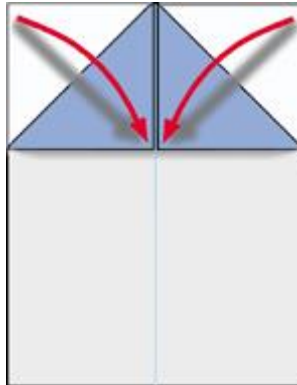
Directions from: www.amazingpaperairplanes.com

Basic Dart

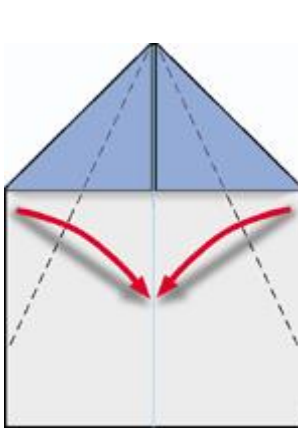
Folding Instructions



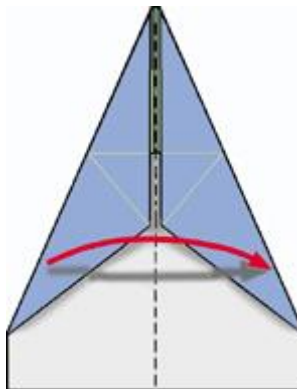
Step 1



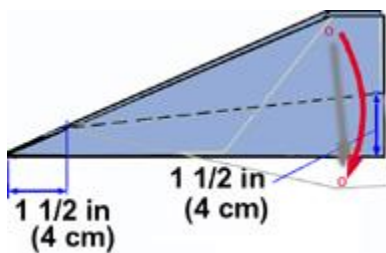
Step 2



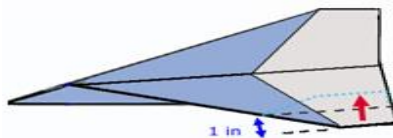
Step 3



Step 4



Step 5



Step 6

Step 1.

Use a sheet of 8 1/2-by-11 inch paper. Fold the paper in half lengthwise and run thumbnail along the fold to crease it sharply. Now, unfold the paper.

Step 2

Fold down the top corners as indicated by the arrows.

Step 3

Fold the two edges toward the center line, as indicated.

Step 4.

Make a valley fold in half. Turn the plane 90 degrees as shown in figure of Step 5.

Step 5

Create a wing crease that begins at the nose as shown.

Step 6.

Form 3-dimensional shape as shown in figure. The Basic Dart is complete.

Bend up the tailing edge of the wings for lift if it has a tendency to nose-dive.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Invention of Air Bags
Focus:	Inventors and Inventions

Materials:

- Engine Power Timeline Template (found in Day 6 materials)
- Drawing/Writing paper and drawing/writing utensils

Opening

State the objective

- To practice our creative writing skills

Gain prior knowledge by asking students the following questions

- What is important about practicing writing skills?
- When would you use good writing skills in your life?

Content (the “Meat”)

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

Invention Timeline- Engine Power

***K-2** Recreate the Engine Power Timeline on a large chart paper. As you introduce a new invention each day, add it to the class timeline, writing or drawing important information from the Fun Facts listed. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

***3-5** Give each student a copy of the Engine Power Timeline Handout. As you move through the week, read the Fun Facts for the day to students and allow them to draw or write facts they find interesting. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*If you are not using the lesson plans daily, for any grade level, just read the Fun Facts to students and discuss.

Fun Facts: The Invention of Air Bags

- Air Bags were first invented in 1952 by an American man. His name was John Hetrick.
- It was updated in 1973, and by 1988, most US cars had air bags.
- Air bags are important features in cars and have saved many lives.

Instructions for Creative Writing Assignment

***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

Say: We have learned many things about the inventions and creations in Engine Power. Review what students have learned about the bicycle, the automobile, motorcycle, Ford Motor Company and Air Bags.

Write the following writing prompt on the board.

“How do you think our lives would be different if these things had never been invented?”

Students Practice (“You do”)

K-1: Give students drawing paper and crayons. Allow them to answer the question by drawing pictures of the items and writing words to describe them.

2-5: Give students writing paper and pencils. Allow time for students to write grade level appropriate responses.

Students can share with a partner or the whole group when they have completed their assignment.

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

Component	Theme
Grade Level:	K-5
Lesson Title:	Invention of Jet Airplanes
Focus:	Inventors and Inventions

Materials:

- Airplanes Timeline Template (found in Day 11 materials)
- Drawing/Writing paper and drawing/writing utensils

Opening

State the objective

- To practice our creative writing skills

Gain prior knowledge by asking students the following questions

- What is important about practicing writing skills?
- When would you use good writing skills in your life?

Content (the “Meat”)

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

Invention Timeline- Airplanes

***K-2** Recreate the Airplanes Timeline on a large chart paper. As you introduce a new invention each day, add it to the class timeline, writing or drawing important information from the Fun Facts listed. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

***3-5** Give each student a copy of the Airplanes Timeline Handout. As you move through the week, read the Fun Facts for the day to students and allow them to draw or write facts they find interesting. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*If you are not using the lesson plans daily, for any grade level, just read the Fun Facts to students and discuss.

Fun Facts: The Invention of Jet Airplanes

- The idea for a jet airplane had been around for many years. In 1930, a man created the first jet engine.
- It wasn't until 1952, that the jet airliner was available for flight. It was the first jet airliner, meaning that it carried passengers, in the world.
- It carried passengers between London, England and Johannesburg, South Africa.

Instructions for Creative Writing Assignment

Say: We have learned many things about the inventions and creations in Engine Power.

***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>Review what students have learned about the bicycle, the automobile, motorcycle, Ford Motor Company and Air Bags.</p> <p>Write the following writing prompt on the board. “If you could take a trip to any place on an airplane, where would you go?”</p> <p>Encourage students to use describing words (adjectives) to describe the plane ride, as well as the destination.</p>	
<p>Students Practice (“You do”)</p>	
<p>K-1: Give students drawing paper and crayons. Allow them to answer the question by drawing pictures of the items and writing words to describe them.</p> <p>2-5: Give students writing paper and pencils. Allow time for students to write grade level appropriate responses.</p> <p>Students can share with a partner or the whole group when they have completed their assignment.</p>	

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.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Invention Convention-Cooking and Eating
Focus:	Inventions and Inventors

Materials:

- Airplanes Timeline Template (found in Day 11 materials)
- Junk Box items- cardboard tubes (paper towel rolls, toilet paper rolls, pipe cleaners, scratch paper, buttons, cotton balls, toothpicks, etc.. Whatever extra supplies you have lying around!!)
- Glue, tapes, scissors, etc

Opening

State the objective

- To experience what it feels like to be an inventor
- To invent a new creation

Gain prior knowledge by asking students the following questions

- Do you know how to cook? What are some of the things you can make? Do you know anyone who likes to cook?
- What are some of your favorite things to eat?

Content (the “Meat”)

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

Invention Timeline- Airplanes

*K-2 Recreate the Airplanes Timeline on a large chart paper. As you introduce a new invention each day, add it to the class timeline, writing or drawing important information from the Fun Facts listed. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*3-5 Give each student a copy of the Airplanes Timeline Handout. As you move through the week, read the Fun Facts for the day to students and allow them to draw or write facts they find interesting. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*If you are not using the lesson plans daily, for any grade level, just read the Fun Facts to students and discuss.

Fun Facts: The Invention of Hot Air Balloon

- The hot air balloon had already been invented, but in 1932, a man named August Piccard set a record.
- His balloon went 53,152 feet in the air. This was a very dangerous attempt.

Instructions for the Invention Convention

***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

Write the words cooking and eating on the board. Ask students to talk about what they currently like and dislike about cooking and eating.

Explain to students that inventions are often created because people want to solve a problem with the current way something is made. Ask students if they have any ideas about current problems with cooking and eating? How might they change or fix that?

Explain to students that inventions are also created by someone that has a new idea. Ask students if they have any new ideas about cooking and eating. What new school or education idea would they create?

Students Practice (“You do”)

Place students in small groups.

Allow groups to choose items from the Junk Box to create new inventions regarding cooking and eating.

Allow groups time to complete their model inventions.

Allow groups to share their inventions with the other groups.

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three “what” questions:

- What did you enjoy most about this activity?
- What was the biggest challenge with this activity?
- 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:	Inventor Skits 3
Focus:	Inventions and Inventors

Materials:

- Internet Timeline Template (found in Day 16 materials)
- Inventor Information Cards Handout
- Junk Box items- cardboard tubes (paper towel rolls, toilet paper rolls, pipe cleaners, scratch paper, buttons, cotton balls, toothpicks, etc.. Whatever extra supplies you have lying around!!)
- Glue, tapes, scissors, etc

Opening

State the objective

- To experience what it feels like to be an inventor
- To learn about an inventor and their invention

Gain prior knowledge by asking students the following questions

- What is a skit?
- What is an inventor?

Content (the "Meat")

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

Invention Timeline- Internet

*K-2 Recreate the Internet Timeline on a large chart paper. As you introduce a new invention each day, add it to the class timeline, writing or drawing important information from the Fun Facts listed. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*3-5 Give each student a copy of the Internet Timeline Handout. As you move through the week, read the Fun Facts for the day to students and allow them to draw or write facts they find interesting. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*If you are not using the lesson plans daily, for any grade level, just read the Fun Facts to students and discuss.

Fun Facts: The Invention of the Yahoo!

- Yahoo!- a search engine- was created in 1994. David Filo and Jerry Young, two students at Stanford University are credited with the creation.
- A search engine allows you to put in a topic; the search engine will search for websites

***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>that relate to your topic.</p> <ul style="list-style-type: none"> • Since 1994, many other search engines have been created. <p>Instructions for the Inventor Skits</p> <ul style="list-style-type: none"> • Split students into groups. Give each group an Inventor Information Card. • Allow students time to read their cards. • Explain to students that they will have time to create a model of the invention that their Inventor created. They will share out their model invention and the information about their inventor. During their group time, they should build the model and prepare their presentation. 	
<p>Students Practice (“You do”)</p> <p>Group Time:</p> <p>Allow students time to build their models with materials from the Junk Box. Remind students to prepare their presentations of the model and inventor information.</p> <p>Allow time for each group to perform their Inventor’s Skit, sharing their model and the information about the inventor.</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 question:</p> <ul style="list-style-type: none"> • What were some of the questions that came up in your group? • How did you go about including everyone? • 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!)

Consult 4 Kids Lesson Plans

Inventors' Cards

<p style="text-align: center;"><u>Tennis For Two</u></p> <ul style="list-style-type: none"> • Tennis for Two is the name of the first computer game. • It was invented by William A. Higinbothom who worked in a laboratory in New York. • He created the game to help pass the time for people who visited the laboratory. 	<p style="text-align: center;"><u>Nintendo Game Boy</u></p> <ul style="list-style-type: none"> • Invented in 1989 • The Game Boy was the first video game to be hand held.
<p style="text-align: center;"><u>Battlezone</u></p> <ul style="list-style-type: none"> • The first 3-D game was made in 1980. • Battlezone was so popular and such a breakthrough in technology, the US government used it to train their troops 	<p style="text-align: center;"><u>Playstation 2</u></p> <ul style="list-style-type: none"> • The first Playstation was made in 1994, but only released in Japan. It was released worldwide in 1995. • In 2000, the Playstation 2 came out. It sold out all over the world within just a few days.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-2
Lesson Title:	Glittery Fireworks
Focus:	Inventions and Inventors

Materials:

- Engine Power Timeline Template (found in Day 6 materials)
- Black construction paper
- Glue bottles
- Glitter, in a variety of colors

Opening

State the objective

- To learn about how glitter was invented
- To use glitter to make art

Gain prior knowledge by asking students the following questions

- How do you use glitter?
- How do you think glitter is made?

Content (the “Meat”)

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

Invention Timeline- Engine Power

*K-2 Recreate the Engine Power Timeline on a large chart paper. As you introduce a new invention each day, add it to the class timeline, writing or drawing important information from the Fun Facts listed. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*3-5 Give each student a copy of the Engine Power Timeline Handout. As you move through the week, read the Fun Facts for the day to students and allow them to draw or write facts they find interesting. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*If you are not using the lesson plans daily, for any grade level, just read the Fun Facts to students and discuss.

Fun Facts: The Invention of the Seat Belt

- Seat belts were invented by a man named Nils Bohlin in 1959.
- He created them to strap people into the car.
- They prevent millions of injuries! Always wear your seat belt! These days, it is against the law in many places to ride in a car without one.

***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

Instructions

Share this information about glitter with students:

- Glitter is made from sheets of colored plastic and foil that are cut into millions and millions of very tiny pieces.
- The machine that cuts the plastic into glitter was created by Henry Ruschmann in 1934, almost 60 years ago. He raised cattle in New Jersey.
- Today, the glitter company that he started, called Meadowbrook Inventions, makes the most glitter in the world.

Demonstration

Follow the below instructions for Glittery Fireworks and demonstrate how to create them for students.

1. Place a black piece of construction paper in front of you.
2. Use the glue to create a firework. Place a small dab (about the size of a dime) on the paper. Use the tip of the glue bottle, place in the center of the dab of glue and pull straight out. This should create a line. Continue many times; circle the dab of glue, until you have a shape resembling a firework.
3. Over a paper plate, sprinkle glitter over the firework, letting excess glitter fall off onto the paper plate.
4. Repeat to make more fireworks on your paper!

Students Practice ("You do")

Give each student access to materials. Allow students to create their Glittery Fireworks and share with others, if 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:	Invention Convention-Entertainment
Focus:	Inventions and Inventors

Materials:

- Internet Timeline Template (found in Day 16 materials)
- Junk Box items- cardboard tubes (paper towel rolls, toilet paper rolls, pipe cleaners, scratch paper, buttons, cotton balls, toothpicks, etc.. Whatever extra supplies you have lying around!!)
- Glue, tapes, scissors, etc

Opening

State the objective

- To experience what it feels like to be an inventor.
- To invent a new creation.

Gain prior knowledge by asking students the following questions

- What is entertainment? What are some forms of entertainment you enjoy?

Content (the "Meat")

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

Invention Timeline- Internet

*K-2 Recreate the Internet Timeline on a large chart paper. As you introduce a new invention each day, add it to the class timeline, writing or drawing important information from the Fun Facts listed. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*3-5 Give each student a copy of the Internet Timeline Handout. As you move through the week, read the Fun Facts for the day to students and allow them to draw or write facts they find interesting. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*If you are not using the lesson plans daily, for any grade level, just read the Fun Facts to students and discuss.

Fun Facts: The Invention of Emoticons

- In 1979, people began to add emoticons to their emails. Emoticons are typed symbols that represent feelings. By the 1980's, many people are using :-) and :- (

Instructions for the Invention Convention

***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

Write the word entertainment on the board. Ask students to talk about what they currently like and dislike about entertainment.

Explain to students that inventions are often created because people want to solve a problem with the current way something is made. Ask students if they have any ideas about current problems with entertainment? How might they change or fix that?

Explain to students that inventions are also created by someone that has a new idea. Ask students if they have any new ideas about entertainment. What new school or education idea would they create?

Students Practice (“You do”)

Place students in small groups.

Allow groups to choose items from the Junk Box to create new inventions regarding entertainment.

Allow groups time to complete their model inventions.

Allow groups to share their inventions with the other groups.

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three “what” questions:

- What did you enjoy most about this activity?
- What was the biggest challenge with this activity?
- 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:	Inventions and Inventors Memory
Focus:	Inventions and Inventors

Materials:

- Engine Power Timeline Template (found in Day 1 materials)
- Invention Memory Set #1 (1 set per every pair or small group of students)
- Invention 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 Inventors and Inventions.

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”)

Invention Timeline- Engine Power

*K-2 Recreate the Engine Power Timeline on a large chart paper. As you introduce a new invention each day, add it to the class timeline, writing or drawing important information from the Fun Facts listed. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*3-5 Give each student a copy of the Engine Power Timeline Handout. As you move through the week, read the Fun Facts for the day to students and allow them to draw or write facts they find interesting. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*If you are not using the lesson plans daily, for any grade level, just read the Fun Facts to students and discuss.

Fun Facts: The Invention of the Automobile and Motorcycle

- Both the automobile (car) and motorcycle were invented in 1885.
- The automobile was created in Germany by Karl Benz (hence Mercedes-Benz!). This first car had three wheels and went only 8 miles per hour!
- The motorcycle was invented Gottlieb Daimler and Wilhelm Maybach, in Germany.

Instructions for Invention Memory- Review with Students!

Each game set consists of picture cards (Set #1) and fact cards (Set #2). Group students into

***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.

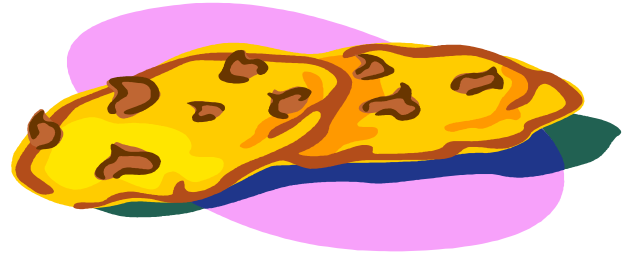
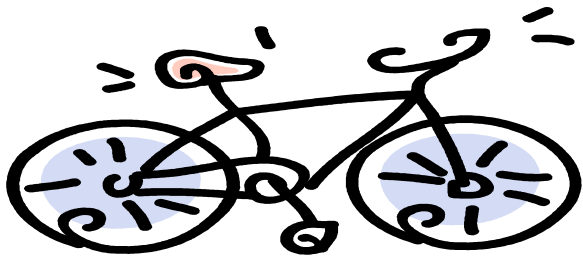
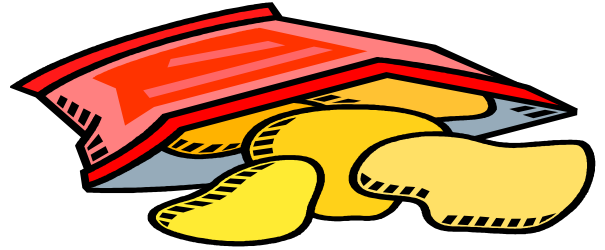
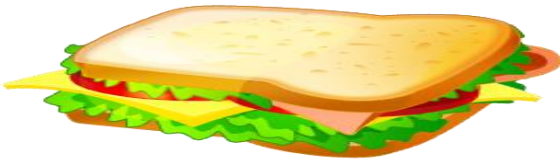
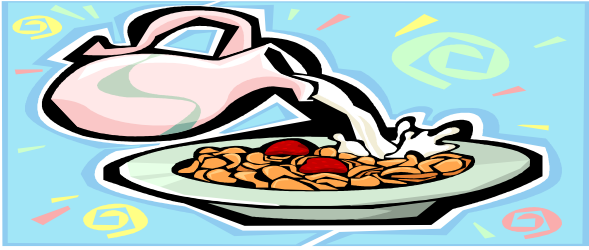
When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans











<p>groups of 2-4 players. Each group will cut out all cards in the game set. To play:</p> <ol style="list-style-type: none"> 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. <p>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.</p>	
Students Practice ("You do")	
Students can play multiple times, as time allows.	

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



Consult 4 Kids Lesson Plans

 <p>Cornflakes Invented 1894</p>	 <p>Coca Cola Invented 1886</p>
 <p>Sandwich Invented 1762</p>	 <p>Potato Chips Invented 1853</p>
 <p>Bicycle Invented 1838</p>	 <p>Chocolate Chip Cookies Invented 1930</p>
 <p>Automobile and Motorcycles Invented 1885</p>	 <p>Assembly Line Invented 1913</p>
 <p>Air Bags Invented 1952</p>	 <p>Seat Belts Invented 1959</p>

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Inventions and Inventors Memory 2
Focus:	Inventions and Inventors

Materials:

- Internet Timeline Template (found in Day 16 materials)
- Invention Memory Set #1 (1 set per every pair or small group of students)
- Invention 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 Inventors and Inventions.

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”)

Invention Timeline- Internet

***K-2** Recreate the Internet Timeline on a large chart paper. As you introduce a new invention each day, add it to the class timeline, writing or drawing important information from the Fun Facts listed. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

***3-5** Give each student a copy of the Internet Timeline Handout. As you move through the week, read the Fun Facts for the day to students and allow them to draw or write facts they find interesting. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*If you are not using the lesson plans daily, for any grade level, just read the Fun Facts to students and discuss.

Fun Facts: The Invention of the Internet

- The Internet was created by Vent Cerf and Bob Kahn. It began as a network of computers and cables. It was only available for a small number of people and for business purposes only.

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:

***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

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.

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.

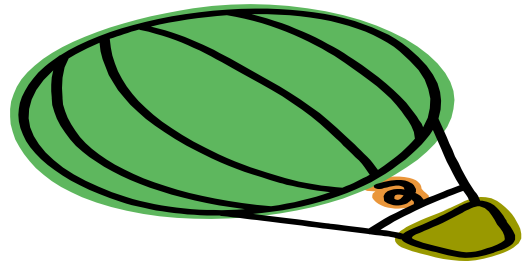
Reflection (Confirm, Tweak, Aha!)

- 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



Yahoo!



Consult 4 Kids Lesson Plans

 <p>Email Invented in 1971</p>	 <p>Internet Invented in 1973-74</p>
 <p>Internet for Everyone Invented in 1983</p>	 <p>Emoticons Invented in 1979</p>
<p>Yahoo!</p> <p>Yahoo Invented in 1994</p>	 <p>First Flight Around the World Occurred in 1986</p>
 <p>Helicopter Invented in 1994</p>	 <p>Highest Hot Air Balloon Invented in 1932</p>
 <p>Jet Airliner Invented in 1952</p>	 <p>First Flight Occurred in 1903</p>

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Inventions and Inventors BINGO
Focus:	Inventions and Inventors

Materials:

- Airplanes Timeline Template (found in Day 11 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 Inventors and Inventions

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”)

Invention Timeline- Airplanes

*K-2 Recreate the Airplanes Timeline on a large chart paper. As you introduce a new invention each day, add it to the class timeline, writing or drawing important information from the Fun Facts listed. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*3-5 Give each student a copy of the Airplanes Timeline Handout. As you move through the week, read the Fun Facts for the day to students and allow them to draw or write facts they find interesting. The line above the date is meant for the name of the invention, while the box above the line is meant for drawings or facts.

*If you are not using the lesson plans daily, for any grade level, just read the Fun Facts to students and discuss.

Fun Facts: The Invention of the Helicopter

- A French mechanic named Paul Cornu was the first person to build and fly a helicopter.
- He did this in 1907. It hovered off of the ground for only 20 seconds and didn't go very high.
- The flight ended in a crash landing.

Instructions for BINGO

***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

Write the following word list on the board: chips, sandwich, cornflakes, coca-cola, cookies, ketchup, airplane, weight, lift, thrust, drag, bicycle, automobile, motorcycle, assembly line, Henry Ford, air bag, seat belt, telephone, stamp, direct dial, Alexander Graham Bell, cell phone, text message

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!

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.



Inventions and Inventors BINGO

B	I	N	G	O

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Introduction- Vocabulary Exploration
Focus:	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.

Consult 4 Kids Lesson Plans

<p>the same thing?</p> <p>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.</p> <p>8. Repeat the same process, (steps 6 and 7) for the words courage and journey using the following starter sentences with synonyms.</p> <ul style="list-style-type: none"> • We went on a trip to Disneyland. (Replace “trip: with “journey”). • It takes bravery to go into a dark cave. (Replace “bravery” with “courage”). 	
Students Practice (“You do”)	
<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

Component	Theme
Grade Level:	K-5
Lesson Title:	A Picture Story- The Great Cookie Crusade
Focus:	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.

Consult 4 Kids Lesson Plans

<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>	
Students Practice (“You do”)	
<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

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

Materials:

- K-1st Creative Writing- The Great Cookie Crusade Template (for leader use only)
- 2nd-5th 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.

Consult 4 Kids Lesson Plans

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

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 _____

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

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 _____

Story written by _____

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Woman Paddles 40 Miles
Focus:	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.

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.

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

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Fun Friday- Classroom Scavenger Hunt
Focus:	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.

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!)

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

Component	Theme
Grade Level:	K-5
Lesson Title:	Picture Story- Jungle Fever
Focus:	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.

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 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>	
Students Practice (“You do”)	
<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

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

Materials:

- K-1st Creative Writing- Jungle Fever Template (for leader use only)
- 2nd-5th 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.

Consult 4 Kids Lesson Plans

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:

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!)

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:

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

_____.
At the end of my quest, we found _____

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

Component	Theme
Grade Level:	K-5
Lesson Title:	The Gift of Communication
Focus:	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

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Journeys and Quests BINGO 1
Focus:	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	I	N	G	O

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Fun Friday- Playground Geometry Scavenger Hunt
Focus:	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?

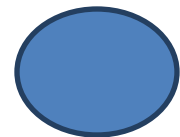
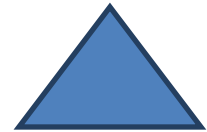
How many SMALL rectangles can you find?

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

Component	Theme
Grade Level:	K-5
Lesson Title:	Picture Story- A Treasure Hunt
Focus:	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>	
Students Practice (“You do”)	
<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

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

Materials:

- K-1st Creative Writing- A Treasure Hunt Template (for leader use only)
- 2nd-5th 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 _____

_____. We searched far and wide and had many adventures.

_____.
At the end of our journey, we found _____

Story written by _____

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Story of Abby Sunderland
Focus:	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 31st, 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!

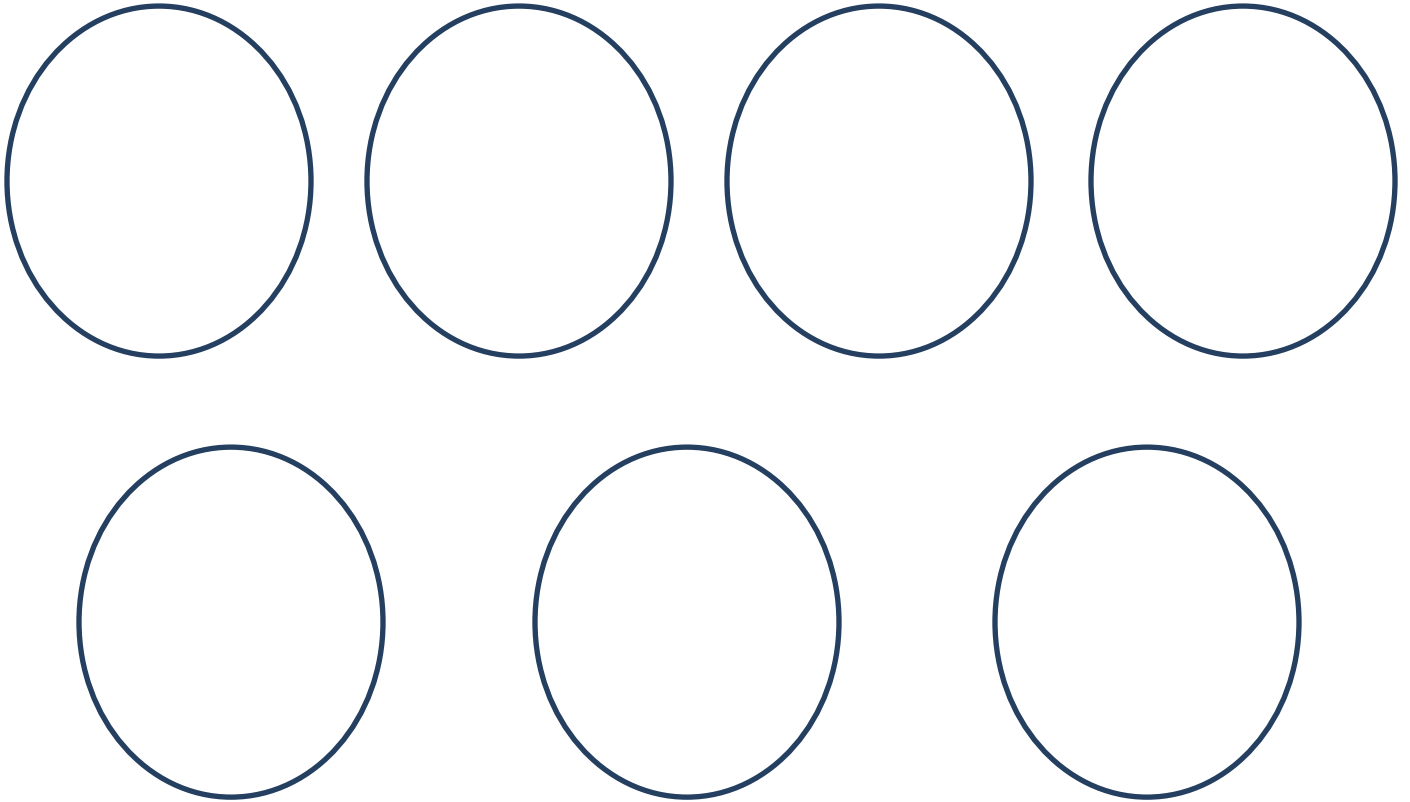
Consult 4 Kids Lesson Plans

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

Component	Theme
Grade Level:	K-5
Lesson Title:	Journeys and Quests BINGO 2
Focus:	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	I	N	G	O

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Fun Friday- Nature Scavenger Hunt
Focus:	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

Component	Theme
Grade Level:	K-5
Lesson Title:	Picture Story- Space Quest
Focus:	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>	
Students Practice (“You do”)	
<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

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

Materials:

- K-1st Creative Writing- Space Quest Template (for leader use only)
- 2nd-5th 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

Component	Theme
Grade Level:	K-5
Lesson Title:	Kdahijah Williams
Focus:	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 11th 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

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Journeys and Quests BINGO
Focus:	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	I	N	G	O

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Fun Friday- Newspaper Scavenger Hunt
Focus:	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

Component	Theme
Grade Level:	K-5
Lesson Title:	Journeys and Quests Memory
Focus:	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?

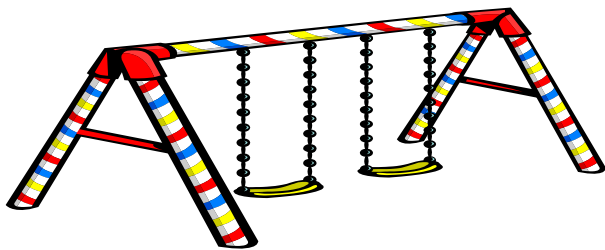
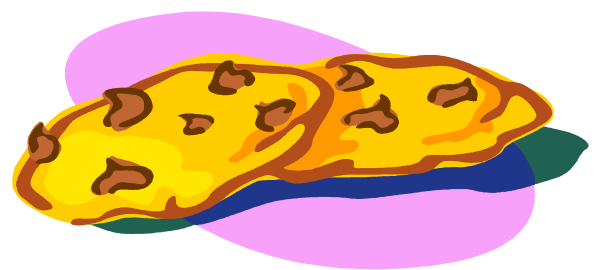
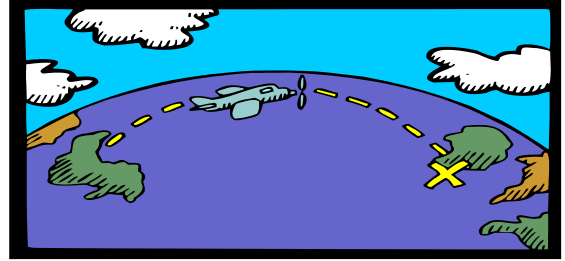
Debrief

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)
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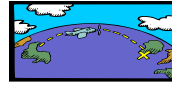
Picture Cards Set #1



Picture Cards Set #2



Courage



Quest



Journey



School is important to Khadijah Williams



Khadijah made her college dreams come true



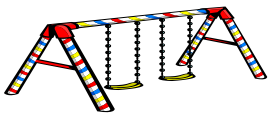
The paddle boarder was kept company on her quest by a whale



Space Quest



The Great Cookie Crusade



Playground Scavenger Hunt



Classroom Scavenger Hunt

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Journeys and Quests Memory 2
Focus:	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

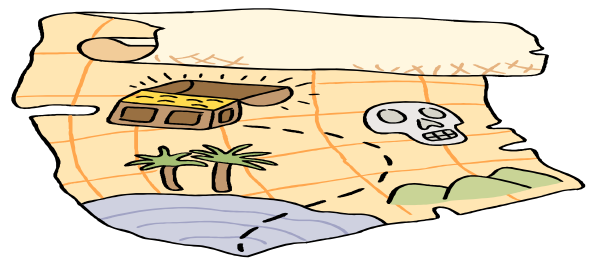
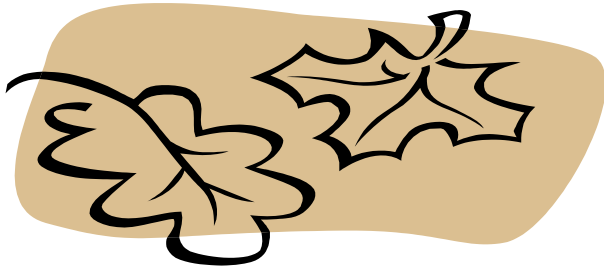
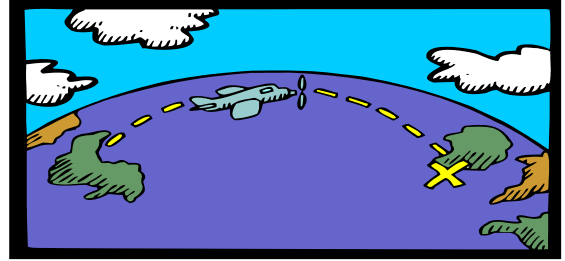
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Reflection (Confirm, Tweak, Aha!)

- 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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Consult 4 Kids Lesson Plans

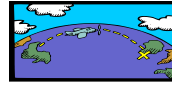
Picture Cards Set #1



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

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Climbing The World's Highest Mountains
Focus:	Incredible Stories

Materials:

- Reading Selection Handout-Climbing the World's Highest Mountains
- Story Map #3

Opening

State the objective

- Share the incredible true stories of people or animals.

Gain prior knowledge by asking students the following questions

- What is a continent? What are the names of the 7 continents on Earth?
- Have you ever been mountain climbing? What skills do you think a good mountain climber needs to have?

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 #1 Handout.

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.

Climbing the World's Highest Mountains

George Atkinson (born May 29, 1994) is a British climber from Surbiton. At the age of sixteen he became the youngest ever person to complete the Seven Summits Challenge by climbing to the summit of the highest mountain on each of seven continents.

He completed the challenge at May 26, 2011 when he reached the summit of Mount Everest.

Atkinson was 16 years and 362 days old when he completed the challenge which beat previous record holder Johnny Collinson who completed the challenge at 17 years and 296 days old.

Seven Summits

Atkinson embarked on a world record attempt to be the youngest person to climb the tallest mountain on each of the seven continents when he was 11 years old. He completed it nearly six years later just a few days before his 17th birthday. He climbed the **Mount Kilimanjaro**, tallest mountain in Africa first. This was followed by Europe's **Mount Elbrus** at age 13. Shortly before his 14th birthday Atkinson reached the summit of Australasia's **Puncak Jaya** and returned safely from the summit despite the arrest of his guides and ultimately his own arrest. Peak four was **Aconcagua** in South America. At age 16, Atkinson climbed **Mount Denali** in North America, reaching the summit on July 12, 2010, followed by **Mount Vinson** the highest mountain in Antarctica. The final peak was the world's highest mountain **Mount Everest** in Asia. Atkinson completed the record attempt when he reached the summit on May 26, 2011 simultaneously becoming both the youngest person to complete the Seven Summits as well as the youngest to reach the summit of Everest.

**Story found at www.ripleys.com

Story Map #3

What happened?

Who was there?

Why did it happen?

When did it happen?

Where did it happen?

Consult 4 Kids Lesson Plans

Component:	Theme Activity
Grade Level:	K-5
Lesson Title:	Little Red Riding Hood
Focus:	Incredible Stories

Materials:

- Drawing materials: crayons, markers, colored pencils, etc
- 2 copies of the Storyboard per student or group (depending on how you choose to set them up)
- Paper and pencils (optional)

Opening

State the Objective

Today we will:

- Revisit a classic fairy tale
- Create our own incredible stories by creating our own versions.
- Discuss the differences and similarities between the two.

Gain prior knowledge by asking students:

- What is a fairy tale? (A fairy tale is a short story that usually involves some sort of fantasy element (like magic or faraway places) or fantasy creatures (like goblins, fairies and elves). Many fairy tales come from different cultures and depict their lives and morals. Many fairy tales use these elements to teach a lesson).
- What fairy tales are you familiar with? (Make a list.)

Content (the “Meat”)

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

Begin by asking students to create a circle on the floor. Ask students to help you tell the story of “Little Red Riding Hood”. As a group, tell the story out loud, asking questions such as:

- Who are the characters?
- Where did the story take place?
- What happened first, next, etc?

If students are not familiar with the story, you may have to do the majority of the retelling.

Ask students to return to their seats. Students will use the drawing materials to recreate “Little Red Riding Hood” using pictures on 1 of the storyboards. (You can have students do this individually or work in partners or small groups). Students can circle ORIGINAL on the bottom of the storyboard, as this is the fairy tale in its original form.

Once students have completed their Original storyboards, explain to students that they will now have the opportunity to create an INCREDIBLE story, by remaking the original “Little Red Riding Hood” into a story of their own. Students may choose to:

- Change character names or characteristics
- Change settings
- Change aspects or details of the plot

*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

<p>Anything goes in creating their Incredible stories, as long as they stick to the main premise of the original story.</p> <p>Note: With younger youth, you may choose to recreate your Incredible story as a class. As you recreate the story, write it on the board or chart paper. Students can then use their 2nd storyboard to draw the story out in the boxes. Circle the INCREDIBLE at the bottom of the page, as this is the Incredible version of the story!</p> <p>With older youth, you may choose to have them work individually, with a partner, or in small groups and write their recreation by themselves before drawing it out on the 2nd storyboard. Circle the INCREDIBLE at the bottom of the page, as this is the Incredible version of the story!</p> <p>Allow students to share their Incredible stories with others.</p> <p>If time allows, discuss the similarities and difference between the Original fairy tale and the Incredible story recreations.</p>	<p>opportunity and have the student become the teacher.</p>
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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 Questions</p> <p>Ask the following three questions:</p> <ol style="list-style-type: none"> 1. What was your best learning from this lesson? 2. What didn't you like about the lesson? 3. Next time, how would you make the lesson better?

<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 if what they did today was something they already knew how to do. (Confirmation) • Ask them to comment on what they did that was 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!).
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Consult 4 Kids Lesson Plans



Story Title: _____

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

Original

Incredible

Consult 4 Kids Lesson Plans

Component:	Theme Activity
Grade Level:	K-5
Lesson Title:	Incredible.....Octopus!!!
Focus:	Incredible Stories

Materials:

- none

Opening

State the Objective

Today we will:

- Learn a few fun facts about octopus.
- Play a physical active octopus game.

Gain prior knowledge by asking students:

- What do you know about octopus? (List on board).
- Have you ever seen an octopus? What did it look like?

Content (the "Meat")

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

Begin by sharing these fun facts about the incredible octopus. Take time after each fact to check in with students. Ask for comments and questions.

- "Octo" means eight.
Why might this animal be called an "octo"pus? (Because it has eight legs).
- The octopus can change color.
Why would it want to change color? (To communicate with others and hide from predators).
- If "frogs" is plural for frog, and "geese" is plural for goose, what do you think is plural for octopus? (Octopi or octopuses)
- What are octopi arms called? (Tentacles).
- An octopus uses ink to cause a distraction and escape from its enemies.
- On an octopus' tentacles are suction cups which help it hold onto objects (like food).
- Octopus meals consist of shellfish, such as crabs.

Take students outside to play Beware the Octopus!

Directions:

Don't let the hungry octopus gobble you up!

- Choose one person to be the octopus. Then, draw two lines that are at least 20 feet apart.
- The other players, the crabs, then line up on either line.
- When the octopus shouts "I'm hungry," all of the crabs try to cross to the other side without being "eaten" or tagged by the octopus.
- When a crab is tagged, he becomes a tentacle and has to hold hands with the octopus, working with him to try to tag the other crabs.
- The last crabs left win!

*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

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 if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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:	Building Models
Focus:	Incredible Stories

Materials:

- Hogwarts Castle Matchstick Picture Example (to find, Google “Hogwarts Castle matchsticks) (optional)
- Toothpicks (1 large box per group) or popsicle sticks (1 box per group)
- Glue bottles (1-2 per group)

Opening

State the objective

- To create a model of a known building

Gain prior knowledge by asking students the following questions

- What is a building model? What buildings could you recreate out of popsicle sticks?
- Who is familiar with Harry Potter? Where does Harry Potter attend school?

Content (the “Meat”)

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

Show students the Picture Example of the Hogwarts School of Wizardry. (optional)

Explain to students that a man by the name of Patrick Acton from Iowa, makes models of buildings using only matchsticks. This process takes a very long time. His models are quite incredible and are on display all over the world.

Group students in groups of 4-5.

Each group will choose a building to design a model after.

Show students how to use the glue (or tape) to hold the toothpicks or popsicle sticks together.

Students Practice (“You do”)

Students will work together to create their miniature building models.

Allow students to share completed models with the 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

Consult 4 Kids Lesson Plans

Component:	Theme Activity
Grade Level:	K-5
Lesson Title:	Jeopardy I
Focus:	Incredible Stories

Materials:

- Jeopardy Money Cards
- Jeopardy Question and Answer Sheet

Opening

State the Objective

Today we will:

- Review facts and lessons from previous days (Days 1-4)

Gain prior knowledge by asking students:

- Have you ever played Jeopardy?
- What are the rules?
- Why is it important to review what we have learned?

Content (the “Meat”)

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

Begin by cutting out the Jeopardy Money Cards and Categories. Lay the cards out on a table or tape them on the board so students can see them. Lay them out like they were formatted before you cut them out.

Divide students into even teams. Inform students of the directions for playing Jeopardy.

- Each team will choose one representative each time it is their turn. The representative from Team 1 will choose a money amount for their team. There is a question that will be asked (questions and answers found on the Jeopardy Question and Answer Sheet). If Team 1 answers the question correctly, they will keep the Money Card they choose. If they answer it incorrectly, they will return the money card to the proper position on the playing board.
- Team 2 will choose a money amount and have their question asked. Teams will continue answering questions until all questions have been answered and all money cards have been collected.
- The team with the most money at the end of the game wins!

*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

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 if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Climbing the World's Highest Mountain

\$100 (\$1.00)- How many continents are there on Earth? (Answer: 7)

\$200 (\$2.00)- What is the name of the climber who became the youngest person to climb the highest mountain on each continent? (Answer: George Atkinson)

\$300 (\$3.00)- How old was George when he accomplished the incredible task of climbing to the top of the seven highest mountain peaks? (Answer: 16).

\$400 (\$4.00)- Name 1 of the 7 mountains George climbed. (Answer: Kilimanjaro, Elbrus, Puncak Jaya, Anconcagua, Denali, Vinson, or Everest)

\$500 (\$5.00)- What is the name of the highest mountain in Africa? (Answer: Mount Kilimanjaro)

Little Red Riding Hood

\$100 (\$1.00)- Give an example of a fairy tale. (Answer: Answers will vary)

\$200 (\$2.00)- What is the difference between the ORIGINAL story and the INCREDIBLE stories? (Answer: The Incredible stories were stories remade by students based on the original)

\$300 (\$3.00)- In the original story of Little Red Riding Hood, who was Little Red Riding Hood going to visit? (Answer: Grandma).

\$400 (\$4.00)- In the original story, who was the villain (the scary character)? (Answer: The Big Bad Wolf)

\$500 (\$5.00)- How did the Big Bad Wolf try to trick Little Red Riding Hood? (Answer: By disguising himself as her grandmother)

Building Models

\$100 (\$1.00)- What is a building model? (Answer: A much smaller replica or copy of a large building)

\$200 (\$2.00)- What did you learn while building your model? (Answer: Answers will vary)

\$300 (\$3.00)- What are some lesson you learned while building with your team that you could apply to your schoolwork? (Answer: Answers will vary).

\$400 (\$4.00)- What is the name of the man who builds model buildings out of matchsticks? (Answer: Patrick Acton)

\$500 (\$5.00)- In what state does Patrick Acton live? (Answer: Iowa)

The Incredible...Octopus!

\$100 (\$1.00)- How many legs does an octopus have? (Answer: 8)

\$200 (\$2.00)- What are an octopus' legs called? (Answer: Tentacles)

\$300 (\$3.00)- What does an octopus enjoy eating? (Answer: Shellfish or crabs).

\$400 (\$4.00)- What does an octopus use to distract and get away from an enemy? (Answer: Ink)

\$500 (\$5.00)- What does and octopus do to communicate and hide? (Answer: Change colors)

K-2 Money Cards and Categories

Climbing The World's Highest Mountains	Little Red Riding Hood	Building Models	The Incredible Octopus
\$1.00	\$1.00	\$1.00	\$1.00
\$2.00	\$2.00	\$2.00	\$2.00
\$3.00	\$3.00	\$3.00	\$3.00
\$4.00	\$4.00	\$4.00	\$4.00
\$5.00	\$5.00	\$5.00	\$5.00

3-5 Money Cards and Categories

Climbing The World's Highest Mountains	Little Red Riding Hood	Building Models	The Incredible Octopus
\$100	\$100	\$100	\$100
\$200	\$200	\$200	\$200
\$300	\$300	\$300	\$300
\$400	\$400	\$400	\$400
\$500	\$500	\$500	\$500

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	LynZ Adams Hawkins
Focus:	Incredible Stories

Materials:

- Reading Selection Handout-Lyn-Z Adams Hawkins
- Story Map #4

Opening

State the objective

- Share the incredible true stories of people or animals.

Gain prior knowledge by asking students the following questions

- What is skateboarding?
- Have you ever been to a skateboarding competition?

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.

Students Practice (“You do”)

Map It Out!

- Give each student a Story Map Handout.

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

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

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.

Consult 4 Kids Lesson Plans

Lyn-Z Adams Hawkins

Lyn-Z Adams Hawkins was born in San Diego and raised in Cardiff-by-the-Sea, California, although spent part of her childhood growing up in Sayulita, Mexico, just outside Puerto Vallarta. Her legal name is Lyndsey, and Adams is her middle name. She started using the nickname Lyn-Z in the 4th grade.

Hawkins was very athletic and started surfing at the age of 6. She also participated in a variety of sports like soccer, baseball, basketball, and gymnastics. Lyn-Z got into skateboarding after her brother, Tyler, bought her a membership at the Encinitas YMCA when she was six years old.

Hawkins is at the forefront of a very small group of professional female skaters. She is also one of a few skaters to skate the DC Mega Ramp, and the first female skater to do so.

Due to a broken arm in 2005, and a torn ACL (resulting in surgery) in 2006, Lyn-Z has missed out on many competitions. In lieu of participating, she was the on-camera host for the girls competition at the West 49 Canadian Open in Hamilton, Ontario in September 2006.

In 2007, Hawkins returned to competition, and won the gold medal in the Women's Vert competition at X Games 13 in Los Angeles. In 2008, she placed second in the same competition, and in 2009 she returned to win another gold medal in 1st place, also in the Women's Vert competition.

On November 21, 2009, Hawkins became the first female to land a 540 McTwist during the "Quiksilver Tony Hawk Show" in Paris, France.

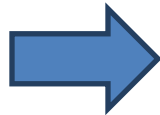
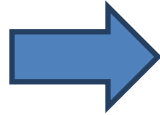
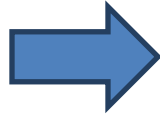
**Biographical Information from Wikipedia

Consult 4 Kids Lesson Plans



Story Map #4

Topic



Details

Consult 4 Kids Lesson Plans

Component:	Theme Activity
Grade Level:	K-5
Lesson Title:	The Three Little Pigs
Focus:	Incredible Stories

Materials:

- Drawing materials: crayons, markers, colored pencils, etc
- 2 copies of the Storyboard per student or group (depending on how you choose to set them up)
- Paper and pencils (optional)

Opening

State the Objective

Today we will:

- Revisit a classic fairy tale
- Create our own incredible stories by creating our own versions.
- Discuss the differences and similarities between the two.

Gain prior knowledge by asking students:

- What is a fairy tale? (A fairy tale is a short story that usually involves some sort of fantasy element (like magic or faraway places) or fantasy creatures (like goblins, fairies and elves). Many fairy tales come from different cultures and depict their lives and morals. Many fairy tales use these elements to teach a lesson).
- What fairy tales are you familiar with? (Make a list.)

Content (the "Meat")

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

Begin by asking students to create a circle on the floor. Ask students to help you tell the story of "The Three Little Pigs". As a group, tell the story out loud, asking questions such as:

- Who are the characters?
- Where did the story take place?
- What happened first, next, etc?

If students are not familiar with the story, you may have to do the majority of the retelling.

Ask students to return to their seats. Students will use the drawing materials to recreate "The Three Little Pigs" using pictures on 1 of the storyboards. (You can have students do this individually or work in partners or small groups). Students can circle ORIGINAL on the bottom of the storyboard, as this is the fairy tale in its original form.

Once students have completed their Original storyboards, explain to students that they will now have the opportunity to create an INCREDIBLE story, by remaking the original "The Three Little Pigs" into a story of their own. Students may choose to:

- Change character names or characteristics
- Change settings
- Change aspects or details of the plot

*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>Anything goes in creating their Incredible stories, as long as they stick to the main premise of the original story.</p> <p>Note: With younger youth, you may choose to recreate your Incredible story as a class. As you recreate the story, write it on the board or chart paper. Students can then use their 2nd storyboard to draw the story out in the boxes. Circle the INCREDIBLE at the bottom of the page, as this is the Incredible version of the story!</p> <p>With older youth, you may choose to have them work individually, with a partner, or in small groups and write their recreation by themselves before drawing it out on the 2nd storyboard. Circle the INCREDIBLE at the bottom of the page, as this is the Incredible version of the story!</p> <p>Allow students to share their Incredible stories with others.</p> <p>If time allows, discuss the similarities and difference between the Original fairy tale and the Incredible story recreations.</p>	<p>student become the teacher.</p>
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Closing

Review

Say:

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

Debrief

Three Questions

Ask the following three questions:

1. What was your best learning from this lesson?
2. What didn't you like about the lesson?
3. Next time, how would you make the lesson better?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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



Story Title: _____

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

Original

Incredible

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Crop Art
Focus:	Incredible Stories

Materials:

- Crop Art Picture Examples (can be found and printed by Googling “Crop Art”) (optional)
- Cardstock Paper
- Glue bottles
- Pencils
- Nature Items (to be gathered outdoors by students)

Opening

State the objective

- To use materials found in nature to create a picture similar to Crop Art

Gain prior knowledge by asking students the following questions

- What is a crop? What types of foods are grown in crops?

Content (the “Meat”)

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

Introduce students to Sam Herd. He is a farmer who lives in Kansas. He is also very artistic. One day when he was flying over his crops in his airplane, he got the idea to combine art with farming. He began to create Crop Art.

Show students the Crop Art Picture Examples (if available).

Explain that students will create their own art projects using nature, by gathering items found in nature, such as grass, dirt, small rocks, twigs, leaves, etc, to create a picture.

Demonstrate this for students by choosing a simple item to draw such as a sun or a tree. Using a pencil draw the item on a piece of cardstock. Use glue to trace the item and fill it in if necessary. Place gathered nature items on the glue.

Encourage students to use the nature items to “color” their picture.

*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”)

- Give each student a piece of cardstock. Allow students time to draw their pictures using pencil.
- Take students outside to gather their nature materials.
- Once inside again, allow student time to fill in their pictures with their nature items.

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

Consult 4 Kids Lesson Plans

Component:	Theme Activity
Grade Level:	K-5
Lesson Title:	The Incredible.....Penguin!!!
Focus:	Incredible Stories

Materials:

- 1 medium to large rubber ball for each relay team.

Opening

State the Objective

Today we will:

- Learn a few fun facts about penguins
- Play a physically active penguin themed game

Gain prior knowledge by asking students:

- What do you know about penguins? (List on board).
- Have you ever seen a penguin? What did it look like?

Content (the “Meat”)

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

Begin by sharing these fun facts about the incredible penguin. Take time after each fact to check in with students. Ask for comments and questions.

- Penguins are birds that cannot fly.
- They are great swimmers and divers.
- Their wings work as paddle for swimming.
- The torpedo shape of their body helps them swim at high speeds.
- They can also waddle on land.
- Penguins have two eggs.
- Male penguins take care of their chicks.
- Female penguins go for searching foods.
- They eat snow as a source of fresh water.
- They take small naps in the water.
- Penguins use sign language to communicate with each other. They make use of their flippers and head to talk to other penguins.

Take students outside to play Penguin Relay!

Directions:

- Mark a beginning and end line. At least 20 feet apart. Create even teams.
- When a leader says, “Start”, the first player on each team places a ball between his/her feet. Then, he/she waddles to the end line and back, like a penguin. If the ball comes lose, the player must pick it up and replaces it at the point that the ball dropped.
- When the players get back to the starting line and their team, they tag the next player.
- The first team of “penguins” to return to the starting line are the winners.

*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

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 if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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 Activity
Grade Level:	K-5
Lesson Title:	Jeopardy II
Focus:	Incredible Stories

Materials:

- Jeopardy Money Cards
- Jeopardy Question and Answer Sheet

Opening

State the Objective

Today we will:

- Review facts and lessons from previous days (Days 6-9)

Gain prior knowledge by asking students:

- Have you ever played Jeopardy?
- What are the rules?
- Why is it important to review what we have learned?

Content (the “Meat”)

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

Begin by cutting out the Jeopardy Money Cards and Categories. Lay the cards out on a table or tape them on the board so students can see them. Lay them out like they were formatted before you cut them out.

Divide students into even teams. Inform students of the directions for playing Jeopardy.

- Each team will choose one representative each time it is their turn. The representative from Team 1 will choose a money amount for their team. There is a question that will be asked (questions and answers found on the Jeopardy Question and Answer Sheet). If Team 1 answers the question correctly, they will keep the Money Card they choose. If they answer it incorrectly, they will return the money card to the proper position on the playing board.
- Team 2 will choose a money amount and have their question asked. Teams will continue answering questions until all questions have been answered and all money cards have been collected.
- The team with the most money at the end of the game wins!

*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

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 if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Lyn-Z Adams Hawkins

\$100 (\$1.00)- Where did Lyn-Z grow up? (Answer: Sayulita, Mexico)

\$200 (\$2.00)- What was Lyn-Z's favorite sport? (Answer: skateboarding)

\$300 (\$3.00)- In what year did a broken arm keep Lyn-Z from competing? (Answer: 2005).

\$400 (\$4.00)- Why was she the on-camera host for the West 49 Canadian Open? (Answer: She was injured--broken arm and torn ACL)

\$500 (\$5.00)- What did Lyn-Z do on November 21, 2009? (Answer: Became first female to land a 540 McTwist)

The Three Little Pigs

\$100 (\$1.00)- How many little pigs are there in the 3 little? (Answer: 3)

\$200 (\$2.00)- What is a fairy tale? (Answer: A fairy tale is a short story that usually involves some sort of fantasy element (like magic or faraway places) or fantasy creatures (like goblins, fairies and elves). Many fairy tales come from different cultures and depict their lives and morals. Many fairy tales use these elements to teach a lesson).

\$300 (\$3.00)- Name another character in the original story. (Answer: Answers vary).

\$400 (\$4.00)- How did your Incredible story differ from the original? (Answer: Answers vary).

\$500 (\$5.00)- How is your Incredible story similar to the original? (Answer: Answers vary)

Crop Art

\$100 (\$1.00)- What is a crop? (Answer: A cultivated plant that is grown as food)

\$200 (\$2.00)- What did you learn while building your model? (Answer: Answers will vary)

\$300 (\$3.00)- What is the name of the farmer who creates crop art? (Answer: Sam Herd).

\$400 (\$4.00)- In addition to being a farmer, Sam considers himself an _____? (Answer: Artist)

\$500 (\$5.00)- In what state does Sam Herd live? (Answer: Kansas)

The Incredible...Penguin!

\$100 (\$1.00)- Can penguins fly? (Answer: No)

\$200 (\$2.00)- Penguins eat what for fresh water? (Answer: Snow)

\$300 (\$3.00)- How many eggs do penguins have? (Answer: 2).

\$400 (\$4.00)- Sometimes penguins take naps. Where do they take them? (Answer: In the water)

\$500 (\$5.00)- Male penguins watch over the eggs and take care of the baby penguins. What do the female penguins do? (Answer: Find food)

K-2 Money Cards and Categories

Lyn-Z Adams Hawkins	The Three Little Pigs	Crop Art	The Incredible Penguin
\$1.00	\$1.00	\$1.00	\$1.00
\$2.00	\$2.00	\$2.00	\$2.00
\$3.00	\$3.00	\$3.00	\$3.00
\$4.00	\$4.00	\$4.00	\$4.00
\$5.00	\$5.00	\$5.00	\$5.00

3-5 Money Cards and Categories

Lyn-Z Adams Hawkins	The Three Little Pigs	Crop Art	The Incredible Penguin
\$100	\$100	\$100	\$100
\$200	\$200	\$200	\$200
\$300	\$300	\$300	\$300
\$400	\$400	\$400	\$400
\$500	\$500	\$500	\$500

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Incredible Story of Chris Ridgway
Focus:	Incredible Stories

Materials:

- Reading Selection Handout-The Incredible Story of Chris Ridgway
- Story Map #4

Opening

State the objective

- Share the incredible true stories of people or animals

Gain prior knowledge by asking students the following questions

- What are the X Games? What sports do people compete in while at the X Games?

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 Handout.

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

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.

Consult 4 Kids Lesson Plans

July 29, 2009 | 10:47 am

Chris Ridgway has become an unintentional inspiration to many.

But don't remind him of that. He's just doing what he enjoys, and if it motivates others, so be it.

It's not just his riding abilities that inspire people, but also his positive attitude.

Chris is an amputee, and competes wearing a prosthetic left leg.

The Apple Valley resident will be defending his title in the Moto X Super X Adaptive event Friday at the Home Depot Center as part of X Games 15. The final will be televised on ESPN between 5-8 p.m.

Sustaining severe injuries to both legs in 1995 after a motorcycle malfunction during a practice session, Chris was rushed to the emergency room.

"The doctors told me that they would have to amputate the first night I was in the hospital, and I begged them not to; to give me a chance because I heal well," Chris, 38, said.

He left the hospital with both legs, but still suffered.

"I was in tremendous pain and still racing," he said. "In 1999 I had the points lead in the U.S. Hot Rod Off-Road Series and my leg broke again. I ended up finishing third in points."

Chris was confined to a wheelchair for the better part of two years, except for when competing and wearing the riding boots that helped stabilize his leg. But he stayed positive.

"I never got down. I was racing and knew what I was getting into."

Doctors told Ridgway that he would have to change his lifestyle, as every step he took caused agonizing pain.

When at an event in Phoenix, Chris saw what he wanted to do, thanks to a delivery person in the pits.

"I was sitting with a fellow racer and we saw this {} delivery guy. My buddy points to him and says, 'That's what you need.' I thought he was talking about the {product} until I noticed he [the delivery man] was wearing a full prosthesis. It woke me up when I noticed that he was walking better than I had been in five years."

"I started asking doctors to amputate and they wouldn't. I basically was on the last doctor and threatened to take it off myself by shooting myself in the foot in their parking lot, because I didn't want to spend my life on pain medication."

Consult 4 Kids Lesson Plans

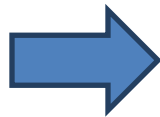
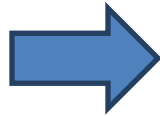
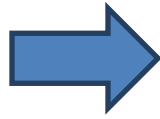
The doctor agreed to do as Chris requested, without his resorting to the drastic measure. His left leg was amputated in 2002. (Article written in the LATimes by Kelly Burgess).

Chris went on to become the first amputee to win at the X Games on July 31, 2009. This incredible feat earned him a spot in the Guinness Book of World Records.

Consult 4 Kids Lesson Plans

Story Map #4

Topic



Details

Consult 4 Kids Lesson Plans

Component:	Theme Activity
Grade Level:	K-5
Lesson Title:	Cinderella
Focus:	Incredible Stories

Materials:

- Drawing materials: crayons, markers, colored pencils, etc
- 2 copies of the Storyboard per student or group (depending on how you choose to set them up)
- Paper and pencils (optional)

Opening

State the Objective

Today we will:

- Revisit a classic fairy tale
- Create our own incredible stories by creating our own versions.
- Discuss the differences and similarities between the two.

Gain prior knowledge by asking students:

- What is a fairy tale? (A fairy tale is a short story that usually involves some sort of fantasy element (like magic or faraway places) or fantasy creatures (like goblins, fairies and elves). Many fairy tales come from different cultures and depict their lives and morals. Many fairy tales use these elements to teach a lesson).
- What fairy tales are you familiar with? (Make a list.)

Content (the "Meat")

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

Begin by asking students to create a circle on the floor. Ask students to help you tell the story of "Cinderella". As a group, tell the story out loud, asking questions such as:

- Who are the characters?
- Where did the story take place?
- What happened first, next, etc?

If students are not familiar with the story, you may have to do the majority of the retelling.

Ask students to return to their seats. Students will use the drawing materials to recreate "Cinderella" using pictures on 1 of the storyboards. (You can have students do this individually or work in partners or small groups). Students can circle ORIGINAL on the bottom of the storyboard, as this is the fairy tale in its original form.

Once students have completed their Original storyboards, explain to students that they will now have the opportunity to create an INCREDIBLE story, by remaking the original "Cinderella" into a story of their own. Students may choose to:

- Change character names or characteristics
- Change settings
- Change aspects or details of the plot

*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

Anything goes in creating their Incredible stories, as long as they stick to the main premise of the original story.

Note: With **younger youth**, you may choose to recreate your Incredible story as a class. As you recreate the story, write it on the board or chart paper. Students can then use their 2nd storyboard to draw the story out in the boxes. Circle the INCREDIBLE at the bottom of the page, as this is the Incredible version of the story!

With **older youth**, you may choose to have them work individually, with a partner, or in small groups and write their recreation by themselves before drawing it out on the 2nd storyboard. Circle the INCREDIBLE at the bottom of the page, as this is the Incredible version of the story!

Allow students to share their Incredible stories with others.

If time allows, discuss the similarities and difference between the Original fairy tale and the Incredible story recreations.

Closing

Review

Say:

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

Debrief

Three Questions

Ask the following three questions:

1. What was your best learning from this lesson?
2. What didn't you like about the lesson?
3. Next time, how would you make the lesson better?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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



Story Title: _____

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

Original

Incredible

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Wearing Your Food
Focus:	Incredible Stories

Materials:

- Hamburger Dress Picture Examples (Google “Hamburger Crochet dress”) (optional)
- Drawing paper
- Crayons, markers, etc
- T-Shirt Pattern Example (optional)

Opening

State the objective

- To create clothing inspired by food!

Gain prior knowledge by asking students the following questions

- What is the craziest outfit you have ever worn?
- What are some of your favorite foods?

Content (the “Meat”)

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

Show students the Hamburger Dress Picture Example (optional)

Explain that a clothing designer created this dress that is supposed to resemble a hamburger.

Ask students to each choose their favorite food and share it with a partner.

Give students a piece of paper and coloring materials. (You can use the t-Shirt Pattern as a guide for students).

Instruct students to create any type of clothing that they wish that resembles their favorite food.

Students Practice (“You do”)

Allow students time to complete their designs and share them with the large group. Encourage students to create other designs from other foods, if 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

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

Consult 4 Kids Lesson Plans

Component:	Theme Activity
Grade Level:	K-5
Lesson Title:	Incredible.....Chopsticks!!!
Focus:	Incredible Stories

Materials:

- 1 pair of chopsticks for each team
- 2 bowls for each team
- An equal amount of marshmallows or marbles for each team.

Opening

State the Objective

Today we will:

- Learn a few fun facts about chopsticks
- Play a chopstick themed game

Gain prior knowledge by asking students:

- What do you know about chopsticks? (List on board).
- Have you ever used chopsticks? What was your experience?

Content (the "Meat")

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

Begin by sharing these fun facts about the incredible chopsticks. Take time after each fact to check in with students. Ask for comments and questions.

- Chopsticks are commonly used in some Asian cultures as utensils.
- Although they are used to eat, chopsticks are also used as decorations and personalized gifts.
- Chopsticks can be made of wood, porcelain, animal bone, precious stones, metal and other materials.
- Chopsticks can also be made into pieces of artwork. People paint them elaborately and give them beautiful designs. Some artists use chopsticks to create artwork like sculptures.

To practice and experience using chopsticks, Play Chopstick Pick-Em-Up!

Directions:

- Divide the group into teams. Players should line up relay style.
- Prepare each team a "station". On the station should be a pair of chopsticks, an empty bowl and a bowl filled with marshmallows/marbles (an even number of items per team).
- When the leader says go, one member from each team will approach their station and, using only the chopsticks, moves the items, one at a time, to the empty bowl. Each player gets 15-30 seconds (depending on age). When time is called, the player returns

*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 his/her team and a new player approaches the stations. <ul style="list-style-type: none"> • The team with the largest number of items transferred is the winner! 	
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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 if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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 Activity
Grade Level:	K-5
Lesson Title:	Jeopardy III
Focus:	Incredible Stories

Materials:

- Jeopardy Money Cards
- Jeopardy Question and Answer Sheet

Opening

State the Objective

Today we will:

- Review facts and lessons from previous days (Days 11-14)

Gain prior knowledge by asking students:

- Have you ever played Jeopardy?
- What are the rules?
- Why is it important to review what we have learned?

Content (the “Meat”)

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

Begin by cutting out the Jeopardy Money Cards and Categories. Lay the cards out on a table or tape them on the board so students can see them. Lay them out like they were formatted before you cut them out.

Divide students into even teams. Inform students of the directions for playing Jeopardy.

- Each team will choose one representative each time it is their turn. The representative from Team 1 will choose a money amount for their team. There is a question that will be asked (questions and answers found on the Jeopardy Question and Answer Sheet). If Team 1 answers the question correctly, they will keep the Money Card they choose. If they answer it incorrectly, they will return the money card to the proper position on the playing board.
- Team 2 will choose a money amount and have their question asked. Teams will continue answering questions until all questions have been answered and all money cards have been collected.
- The team with the most money at the end of the game wins!

*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

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 if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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 Incredible Story of Chris Ridgway

\$100 (\$1.00)- Chris Ridgway completed in what games? (Answer: The X Games)

\$200 (\$2.00)- Name one sport that Chris was involved in. (Answer: Motorcycling)

\$300 (\$3.00)- What event almost ended his career? (Answer: A motorcycle crash).

\$400 (\$4.00)- How would you describe Chris Ridgway's character? (Answer: Answers vary.)

\$500 (\$5.00)- Chris had one of his legs amputated. After this, he became the first person to do what? (Answer: Win at the X Games)

Cinderella

\$100 (\$1.00)-What is the main characters name in the fairy tale Cinderella? (Answer: Cinderella)

\$200 (\$2.00)- Describe Cinderella. (Answer: Answers will vary.)

\$300 (\$3.00)- Cinderella has a fairy _____. (Answer: Godmother).

\$400 (\$4.00)- What does Cinderella's fairy godmother give her? (Answer: Answers vary).

\$500 (\$5.00)- What is the plot of the original Cinderella? (Answer: Answers vary)

Wearing Your Food

\$100 (\$1.00)- Describe the food outfit you created? (Answer: Answer will vary)

\$200 (\$2.00)- What real food could you use to create a piece of clothing? What would you create? (Answer: Answers will vary)

\$300 (\$3.00)- What does edible mean? (Answer: able to be eaten).

\$400 (\$4.00)- What is your favorite type of food and why?? (Answer: Answers will vary)

\$500 (\$5.00)- If you could invent one new food product, what would you invent and why? (Answer: Answers will vary)

The Incredible...Chopsticks!

\$100 (\$1.00)- What are chopsticks used for? (Answer: Eating, decoration, gifts)

\$200 (\$2.00)- Why are some chopsticks described as works of art? (Answer: Because they are painted with beautiful designs)

\$300 (\$3.00)- Based on the chopstick game you played, what skills do you think it takes to handle chopsticks well?? (Answer: Answers vary).

\$400 (\$4.00)- Name two materials that can be used to make chopsticks. (Answer: wood, porcelain, animal bone, precious stones, metal)

\$500 (\$5.00)- Chopsticks are used in many Asian cultures as _____? (Answer: utensils)

K-2 Money Cards and Categories

The Incredible Story of Chris Ridgway	Cinderella	Wearing Your Food	The Incredible Chopsticks
\$1.00	\$1.00	\$1.00	\$1.00
\$2.00	\$2.00	\$2.00	\$2.00
\$3.00	\$3.00	\$3.00	\$3.00
\$4.00	\$4.00	\$4.00	\$4.00
\$5.00	\$5.00	\$5.00	\$5.00

3-5 Money Cards and Categories

The Incredible Story of Chris Ridgway	Cinderella	Wearing Your Food	The Incredible Chopsticks
\$100	\$100	\$100	\$100
\$200	\$200	\$200	\$200
\$300	\$300	\$300	\$300
\$400	\$400	\$400	\$400
\$500	\$500	\$500	\$500

Consult 4 Kids Lesson Plans..

Component	Theme
Grade Level:	K-5
Lesson Title:	Incredible Feats
Focus:	Incredible Stories

Materials:

- Reading Selection Handout-Incredible Feats
- Story Map #3

Opening

State the objective

- Share the incredible true stories of people or animals

Gain prior knowledge by asking students the following questions

- What is the Guinness Book of World Records? What does it mean to hold a world record?
- What is a feat?

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 Handout.
- Students will choose to of their favorite Incredible Feats and complete the story map using words and/or pictures.

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.

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

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.

Consult 4 Kids Lesson Plans..

Incredible Feats!

- The largest bubble gum bubble was blown by Chad Fell in Alabama on 8/24/2004. It was 20 inches wide!
- The most Christmas trees to be chopped down in 2 minutes is 27! This feat was accomplished by Erin Lavoie in Germany on 12/19/08.
- The dog with the longest tongue is Puggy, who lives in Texas. As of May 8, 2009, Puggy's tongue was 4 ½ inches long!
- The record holder who can blow up the most balloons with his nose in 3 minutes is Andrew Dahl! He blew up 23 balloons with his nose in 3 minutes on March 18, 2010 in Italy!
- Stephen Taylor from the United Kingdom has the world's longest tongue. As of February 11, 2009 his tongue measures 3.86 inches! That's almost 4 inches long!
- In New York, on July 14, 2010, Ashrita Furman won the record for the fastest piggy back race. He raced one mile with a person on his back in just 12 minutes and 47 seconds! That's fast!
- The largest playing card structure had 218,792 cards! The record was set by Bryan Berg on March 10, 2010 in China.

Story Map #3

What happened?
Who was there?
Why did it happen?
When did it happen?
Where did it happen?

What happened?
Who was there?
Why did it happen?
When did it happen?
Where did it happen?

Consult 4 Kids Lesson Plans

Component:	Theme Activity
Grade Level:	K-5
Lesson Title:	Princess and the Pea
Focus:	Incredible Stories

Materials:

- Drawing materials: crayons, markers, colored pencils, etc
- 2 copies of the Storyboard per student or group (depending on how you choose to set them up)
- Paper and pencils (optional)

Opening

State the Objective

Today we will:

- Revisit a classic fairy tale
- Create our own Incredible stories by creating our own versions.
- Discuss the differences and similarities between the two.

Gain prior knowledge by asking students:

- What is a fairy tale? (A fairy tale is a short story that usually involves some sort of fantasy element (like magic or faraway places) or fantasy creatures (like goblins, fairies and elves). Many fairy tales come from different cultures and depict their lives and morals. Many fairy tales use these elements to teach a lesson).
- What fairy tales are you familiar with? (Make a list.)

Content (the “Meat”)

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

Begin by asking students to create a circle on the floor. Ask students to help you tell the story of “The Princess and the Pea”. As a group, tell the story out loud, asking questions such as:

- Who are the characters?
- Where did the story take place?
- What happened first, next, etc?

If students are not familiar with the story, you may have to do the majority of the retelling.

Ask students to return to their seats. Students will use the drawing materials to recreate “The Princess and the Pea” using pictures on 1 of the storyboards. (You can have students do this individually or work in partners or small groups). Students can circle ORIGINAL on the bottom of the storyboard, as this is the fairy tale in its original form.

Once students have completed their Original storyboards, explain to students that they will now have the opportunity to create an INCREDIBLE story, by remaking the original “The Princess and the Pea” into a story of their own. Students may choose to:

- Change character names or characteristics
- Change settings
- Change aspects or details of the plot

*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>Anything goes in creating their Incredible stories, as long as they stick to the main premise of the original story.</p> <p>Note: With younger youth, you may choose to recreate your Incredible story as a class. As you recreate the story, write it on the board or chart paper. Students can then use their 2nd storyboard to draw the story out in the boxes. Circle the INCREDIBLE at the bottom of the page, as this is the Incredible version of the story!</p> <p>With older youth, you may choose to have them work individually, with a partner, or in small groups and write their recreation by themselves before drawing it out on the 2nd storyboard. Circle the INCREDIBLE at the bottom of the page, as this is the Incredible version of the story!</p> <p>Allow students to share their Incredible stories with others.</p> <p>If time allows, discuss the similarities and difference between the Original fairy tale and the Incredible story recreations.</p>	<p>student become the teacher.</p>
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Closing

Review

Say:

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

Debrief

Three Questions

Ask the following three questions:

1. What was your best learning from this lesson?
2. What didn't you like about the lesson?
3. Next time, how would you make the lesson better?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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



Story Title: _____

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

Original

Incredible

Consult 4 Kids Lesson Plans

Component:	Theme Activity
Grade Level:	K-5
Lesson Title:	Incredible Dot Art
Focus:	Incredible Stories

Materials:

- White construction paper (or plain copy paper)
- Pencils with erasers
- Various colors of paint

Opening

State the Objective

Today we will:

- Learn how to make dot art
- Create incredible works of art

Gain prior knowledge by asking students:

- In art, what does the term medium mean? (A medium is whatever you are making your piece of art out of such as; paint for a painting, clay for a clay bowl, oil pastels for a mural, etc.). Ask students to list examples of art mediums.
- What art mediums do you like to use when creating artwork?

Content (the “Meat”)

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

Begin by explaining to students that the art mediums that you will be using today to create your incredible artwork are paint and pencil erasers. This type of artwork is known as dot painting.

Demonstrate show students should use the eraser of a pencil, dipping it gently into the paint and pressing it down on your paper. Continue doing this showing show to create a simple shape and fill it in with dots. See sample below.

Show students how to wash the eraser off gently with water and dry before using a new color.

Allow several students to volunteer to add a few dots to your beginning painting to check for understanding and provide more demonstration for other students.

When students understand the dot painting concepts, allow students to gather materials and begin their paintings. Walk around assisting as needed.

Allow time for students to share their incredible pieces of art!

*Activity → Teachable Moment (s) Throughout

During the lesson, check in with students repeatedly.

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

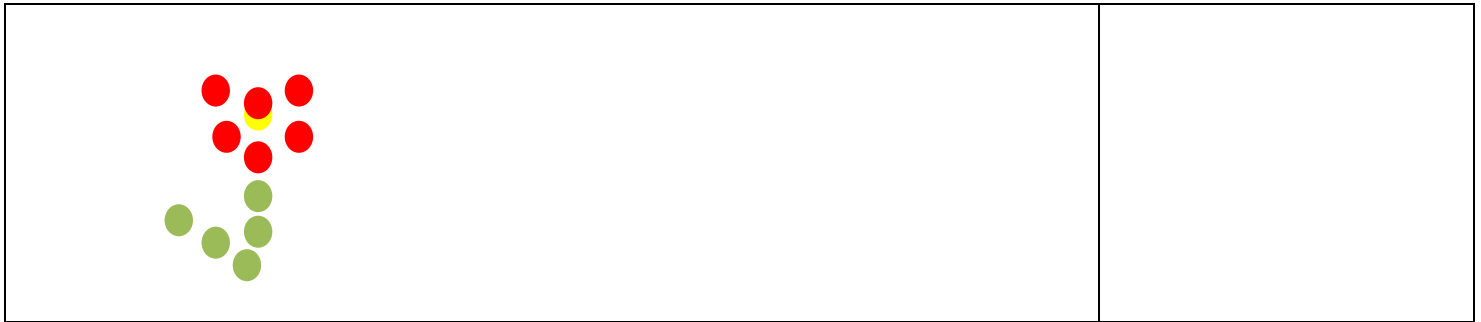
Take advantage of any teachable moments.

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 if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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 Activity
Grade Level:	K-5
Lesson Title:	Incredible.....Frog!!!
Focus:	Incredible Stories

Materials:

- Lily pads (pieces of paper or other item can be used to represent lily pads), 1 per participants minus one Example: If 25 students are participating; you will need 24 lily pads.
- Radio or other music player

Opening

State the Objective

Today we will:

- Learn a few fun facts about frogs
- Play a physically active frog themed game

Gain prior knowledge by asking students:

- What do you know about frogs? (List on board).
- Have you ever touched a frog? What was your experience? What did it feel like?

Content (the “Meat”)

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

Begin by sharing these fun facts about the incredible frog. Take time after each fact to check in with students. Ask for comments and questions.

- There is a difference between frogs and toads. Frogs have smooth, slimy skin, while toads have dry bumpy skin. Frogs have strong, long legs and webbed feet for jumping and swimming. Toads have short hind legs and walk instead of hop.
- A bunch of cows is called a herd of cattle, a bunch of geese is called a gaggle of geese, a bunch of fish is called a school of fish. What are a bunch of frogs called? (An army of frogs).
- What do you call a bunch of toads? (A knot of toads).
- It’s hard to tell how long a frog will live, but it is estimated that they live anywhere between 4-15 years.

Play Musical Frogs!

- Set the lily pads in a large circle. Ask students to stand in a circle around the lily pads.
- When the music plays, players will hop like a frog around the circle.
- When the music stops, all players will hop onto a lily pad. The player left without a lily pad is out. Take out one of the lily pads from the circle. (There should always be one fewer lily pads than the number of players left.)
- Continue until there is only one lily pad left, with two frogs. Whoever lands on the last lily pad when the music stops, wins!

***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

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 if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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 Activity
Grade Level:	K-5
Lesson Title:	Jeopardy IV
Focus:	Incredible Stories

Materials:

- Jeopardy Money Cards
- Jeopardy Question and Answer Sheet

Opening

State the Objective

Today we will:

- Review facts and lessons from previous days (Days 16-19)

Gain prior knowledge by asking students:

- Have you ever played Jeopardy?
- What are the rules?
- Why is it important to review what we have learned?

Content (the “Meat”)

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

Begin by cutting out the Jeopardy Money Cards and Categories. Lay the cards out on a table or tape them on the board so students can see them. Lay them out like they were formatted before you cut them out.

Divide students into even teams. Inform students of the directions for playing Jeopardy.

- Each team will choose one representative each time it is their turn. The representative from Team 1 will choose a money amount for their team. There is a question that will be asked (questions and answers found on the Jeopardy Question and Answer Sheet). If Team 1 answers the question correctly, they will keep the Money Card they choose. If they answer it incorrectly, they will return the money card to the proper position on the playing board.
- Team 2 will choose a money amount and have their question asked. Teams will continue answering questions until all questions have been answered and all money cards have been collected.
- The team with the most money at the end of the game wins!

*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

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 if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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!).

Incredible Feats

- \$100 (\$1.00)- What was your favorite incredible feat? (Answer: Answers will vary)
- \$200 (\$2.00)- What do you think you could earn a world record for doing? (Answer: Answers will vary.)
- \$300 (\$3.00)- What is something incredible that you have done? (Answer: Answers will vary).
- \$400 (\$4.00)- What is the name of the dog with the longest tongue? (Answer: Puggy.)
- \$500 (\$5.00)- To set the record, a person chopped down how many Christmas trees in 2 minutes? (Answer: 27)

The Princess and The Pea

- \$100 (\$1.00)-Name at least one of the main characters. (Answer: Answers will vary)
- \$200 (\$2.00)- Where does this fairy tale take place? (Answer: Answers will vary.)
- \$300 (\$3.00)- Describe the plot of The Princess and the Pea. (Answer: Answers will vary).
- \$400 (\$4.00)- How does the original story differ from your Incredible story? (Answer: Answers vary).
- \$500 (\$5.00)- How is the original story similar to your Incredible story? (Answer: Answers vary)

Dot Painting

- \$100 (\$1.00)- How would you give instructions about how to do dot painting to someone who has never done it before? (Answer: Answer will vary)
- \$200 (\$2.00)- Why is dot painting incredible? (Answer: Answers will vary)
- \$300 (\$3.00)- Describe your dot painting. (Answer: Answers will vary).
- \$400 (\$4.00)- What other pictures, other than the one you already did, would you like to make as a dot painting? (Answer: Answers will vary)
- \$500 (\$5.00)- How can you use dot painting in your life at home? (Answer: Answers will vary)

The Incredible...Frog!

- \$100 (\$1.00)- What is a group of frogs called? (Answer: An army of frogs)
- \$200 (\$2.00)- What is a group of toads called? (Answer: A knot of toads)
- \$300 (\$3.00)- What did you enjoy most about the Musical Frogs activity? (Answer: Answers vary).
- \$400 (\$4.00)- How long do frogs generally live? (Answer: 4-15 years)
- \$500 (\$5.00)- Name one difference between a frog and a toad. (Answer: Frogs have smooth, slimy skin, while toads have dry bumpy skin. Frogs have strong, long legs and webbed feet for jumping and swimming. Toads have short hind legs and walk instead of hop.)

K-2 Money Cards and Categories

Incredible Feats	The Princess and the Pea	Dot Painting	The Incredible Frog
\$1.00	\$1.00	\$1.00	\$1.00
\$2.00	\$2.00	\$2.00	\$2.00
\$3.00	\$3.00	\$3.00	\$3.00
\$4.00	\$4.00	\$4.00	\$4.00
\$5.00	\$5.00	\$5.00	\$5.00

3-5 Money Cards and Categories

Incredible Feats	The Princess and the Pea	Dot Painting	The Incredible Frog
\$100	\$100	\$100	\$100
\$200	\$200	\$200	\$200
\$300	\$300	\$300	\$300
\$400	\$400	\$400	\$400
\$500	\$500	\$500	\$500

Consult 4 Kids Lesson Plans

Component:	Theme Activity
Grade Level:	K-5
Lesson Title:	Snow White and the Seven Dwarfs
Focus:	Incredible Stories

Materials:

- Drawing materials: crayons, markers, colored pencils, etc
- 2 copies of the Storyboard per student or group (depending on how you choose to set them up)
- Paper and pencils (optional)

Opening

State the Objective

Today we will:

- Revisit a classic fairy tale
- Create our own incredible stories by creating our own versions.
- Discuss the differences and similarities between the two.

Gain prior knowledge by asking students:

- What is a fairy tale? (A fairy tale is a short story that usually involves some sort of fantasy element (like magic or faraway places) or fantasy creatures (like goblins, fairies and elves). Many fairy tales come from different cultures and depict their lives and morals. Many fairy tales use these elements to teach a lesson).
- What fairy tales are you familiar with? (Make a list.)

Content (the “Meat”)

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

Begin by asking students to create a circle on the floor. Ask students to help you tell the story of “Snow White and the Seven Dwarfs”. As a group, tell the story out loud, asking questions such as:

- Who are the characters?
- Where did the story take place?
- What happened first, next, etc?

If students are not familiar with the story, you may have to do the majority of the retelling.

Ask students to return to their seats. Students will use the drawing materials to recreate “Snow White and the Seven Dwarfs” using pictures on 1 of the storyboards. (You can have students do this individually or work in partners or small groups). Students can circle ORIGINAL on the bottom of the storyboard, as this is the fairy tale in its original form.

Once students have completed their Original storyboards, explain to students that they will now have the opportunity to create an INCREDIBLE story, by remaking the original “Snow White and the Seven Dwarfs” into a story of their own. Students may choose to:

- Change character names or characteristics
- Change settings
- Change aspects or details of the plot

*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

Anything goes in creating their Incredible stories, as long as they stick to the main premise of the original story.

Note: With **younger youth**, you may choose to recreate your Incredible story as a class. As you recreate the story, write it on the board or chart paper. Students can then use their 2nd storyboard to draw the story out in the boxes. Circle the INCREDIBLE at the bottom of the page, as this is the Incredible version of the story!

With **older youth**, you may choose to have them work individually, with a partner, or in small groups and write their recreation by themselves before drawing it out on the 2nd storyboard. Circle the INCREDIBLE at the bottom of the page, as this is the Incredible version of the story!

Allow students to share their Incredible stories with others.

If time allows, discuss the similarities and difference between the Original fairy tale and the Incredible story recreations.

Closing

Review

Say:

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

Debrief

Three Questions

Ask the following three questions:

1. What was your best learning from this lesson?
2. What didn't you like about the lesson?
3. Next time, how would you make the lesson better?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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



Story Title: _____

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

Original

Incredible

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Multiple Intelligences Intro and Exploration Stations
Focus:	Introducing A Very Talented You

Materials:

Paper and pencils at every station

Station #1: 4 Story Starters (attached)

Station #2: Copies of number puzzles for students, dependent on grade level (attached)

Station #3: a box or bucket filled with a variety of twigs, leaves, rocks, or other items found in nature

Station #4: Journal Topic (attached)

Opening

State the objective

Today we will:

- Participate in 4 Exploration Stations. At each station, you will participate in a different activity.

Gain prior knowledge by asking students the following questions

(You do not need to introduce students to the Multiple Intelligences for this day. They will spend time exploring the activities at the stations without and understanding of what they are just yet. You can label the station with the Intelligence it represents, but you do not need to make it a focus or draw background information on it at this time.)

- What are some experiences that you have had where you have had to rotate from place to place?
- What did you do during that time to be safe?
- What did you do during that time to be respectful and responsible while rotating?
- What are some of the things we need to do in this environment to be safe, respectful and responsible when we rotate through stations?

Content (the "Meat")

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

As a whole group, introduce students to the 4 Exploration Stations that they will be rotating through today. Give specific instructions on youth should be doing at each station.

#1 Verbal/Linguistic Station: Students will use choose one story starter. They will take turns writing sentences to complete the story. One student will write a sentence and share it with the group. The next student will pick up where the other left off and add a sentence of their own. Continue until time runs out. (The leader may want to assist at this station for younger students).

#2 Logical/Mathematical Station: Students will work individually, in pairs or in teams to complete the number puzzles.

*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-

Consult 4 Kids Lesson Plans

<p>#3 Naturalist Station: Youth will work individually or as a team to sort the bucket of nature items. They can sort in whichever they agree (by tem, by color, by size). Older students should make a list of the items they sorted and the categories they belong to. Younger students should draw pictures to represent their sort.</p> <p>#4 Interpersonal/Intrapersonal: Students can choose to complete this task by themselves or with a partner or group. Students will respond to the posted Journal Question. Answers to the Journal Question should be written.</p>	<p>ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
<p>Students Practice (“You do”)</p>	
<p>Split students into 4 even groups. Assist as needed, as students rotate through the stations. Students should spend 7-10 minutes at each station, leaving plenty of time for a debrief.</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>Initiate a classroom discussion, by asking the following questions to debrief.</p> <ul style="list-style-type: none"> • At station #1, you completed a story starter as a group. Who enjoyed this activity? Why did you enjoy it? Who did not enjoy this activity? Why not? • At station #2, you worked on number puzzles. Who enjoyed this activity? Why did you enjoy it? Who did not enjoy this activity? Why not? • At station #3, you sorted items from nature. Who enjoyed this activity? Why did you enjoy it? Who did not enjoy this activity? Why not? • At station #4, you responded to a journal topic. Who enjoyed this activity? Why did you enjoy it? Who did not enjoy this activity? Why not? Did anyone choose to work by themselves? Why? Did anyone choose to work as a pair or a group? Why? • What skills did we use in completing these activities? Which of these skills do you think you are good at?

<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!)
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Consult 4 Kids Lesson Plans

It was a dark and cold night.

Maggie May was walking to the store when she saw something odd.

Consult 4 Kids Lesson Plans

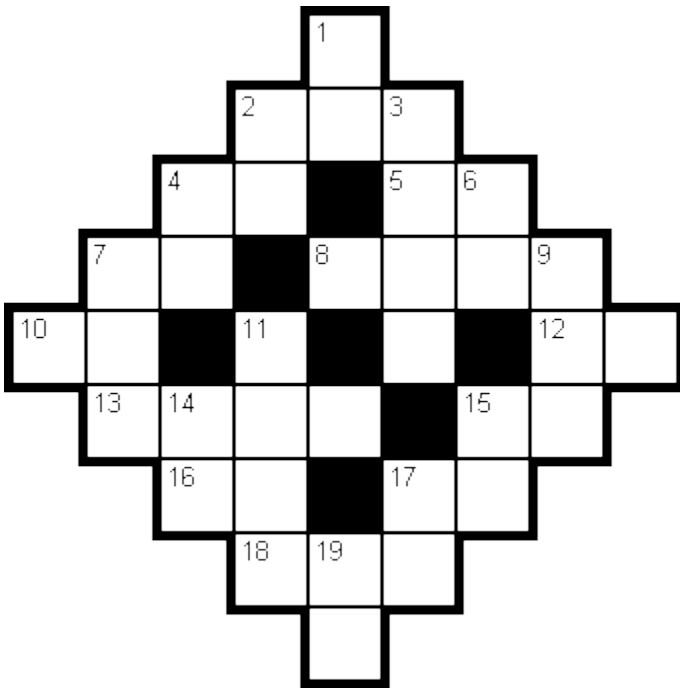
Every time it rains something strange happens to my dog.

Last Saturday, I found a magic penny.

Consult 4 Kids Lesson Plans

4th and 5th Grade

Look at the clues below and fill all the numbers you can into the grid. Then start again and use your answers to help solve the other clues.



Down

1. Four times eight
2. 12 across minus 16 across
3. 1640 doubled
4. 6 down minus 5 across
6. Nine times nine
7. Five times 121
9. Half of 1450
11. 716 doubled
14. A third of sixty-three
15. Number of hours in two days
17. Half of 164
19. 100 divided by five

Across

2. 7 down minus 482
4. Number of weeks in a year
5. Number of days in four weeks
7. Seven times nine
8. 7168 rearranged
10. 15 down plus forty-two
12. Quarter of 100
13. Half of 10486
15. Half of 10 across
16. Quarter of 4 across
17. Four times twenty-two
18. $82+62+78$

Consult 4 Kids Lesson Plans

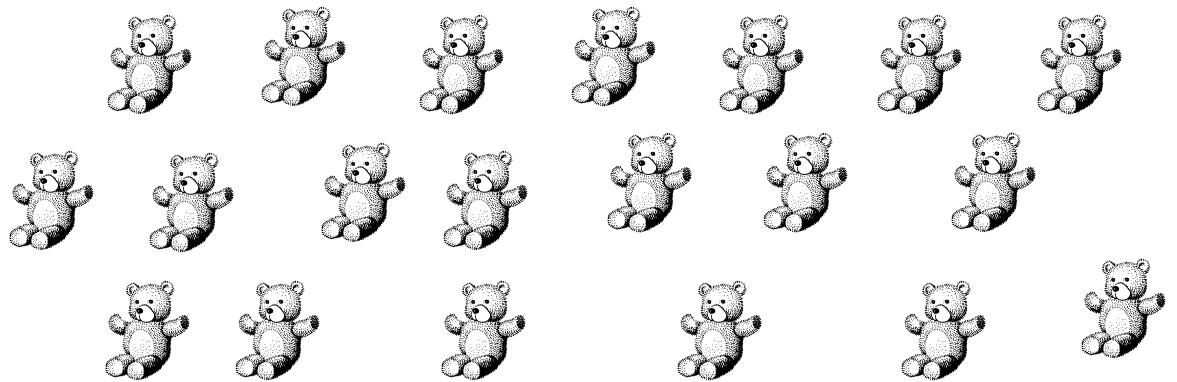
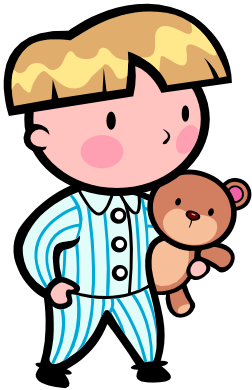
3rd Grade

There are 9 numbers in the box between 16 and 96. The numbers increase by 6. Can you figure out which numbers are missing?

16	96	46	70
84	28	40	
58			52

K, 1st and 2nd Grades

Timmy has 20 bears.



He has 3 purple bears.

He has 1 less blue bear than purple bears.

He has 1 more red bear than purple bear.

To find the number of pink bears he has, add the number of blue bears to the number of red bears.

The rest of Timmy's bears are brown.

How many purple bears does Timmy have? _____

How many blue bears does Timmy have? _____

How many red bears does Timmy have? _____

How many pink bears does Timmy have? _____

How many brown bears does Timmy have? _____

Consult 4 Kids Lesson Plans

4th and 5th Graders

Down

1. 32
2. 12
3. 3280
4. 53
6. 81
7. 605
9. 725
11. 1432
14. 21
15. 48
17. 82
19. 20

Across

2. 123
4. 52
5. 28
7. 63
8. 8617
10. 90
12. 25
13. 5243
15. 45
16. 13
17. 88
18. 222

3rd Grade

16 22 28 34 40 46 52 58 64 70 72 78 84 90 96

K, 1st and 2nd Grades

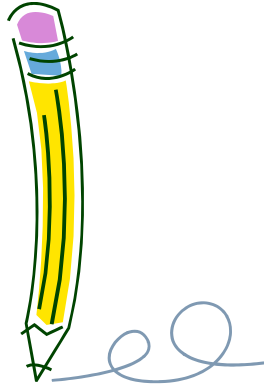
How many purple bears does Timmy have? 3

How many blue bears does Timmy have? 2

How many red bears does Timmy have? 4

How many pink bears does Timmy have? 6

How many brown bears does Timmy have? 5



What are important skills for people to have when they work or play with one another? Why?

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Exploring Our Bodily Kinesthetic Talents
Focus:	Introducing A Very Talented You

Materials:

- “My Multiple Intelligences” Book- page 6 (1 per student)
- Modeling clay, various colors

Opening

State the objective

Today we will:

- Review the 8 Multiple Intelligences we are learning about.
- Learn about the Bodily Kinesthetic Intelligence and participate in an activity that uses Bodily Kinesthetic talents
- Complete the Bodily Kinesthetic page of our “My Multiple Intelligences” Book

Gain prior knowledge by asking students the following questions

Review the concept of Multiple Intelligences by sharing the information (as appropriate to your grade level) found on the “A Leader Information Sheet”.

Explain to students that they will be learning about the Bodily Kinesthetic Intelligence today, doing an activity that uses Bodily Kinesthetic talents, and assessing themselves on their level of intelligence in this area. To gain prior knowledge, ask students:

- How do you like to be active?
- What are some ways you use your body to help you learn?

Content (the “Meat”)

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

Remind students of the Action Charades activity during the Exploration Stations. Revisit their likes and dislikes about the activity. This was an activity that used Bodily Kinesthetic intelligence and talents!

Share the following information with students:

What does it mean to have Bodily Kinesthetic Intelligence? People with Bodily Kinesthetic intelligence have good hand-eye coordination. They are good at body movement and have good physical control.

Ask students to turn to a partner and discuss the following question: Does this sound like you? Why or why not?

*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>What are some common characteristics of people with strong Bodily Kinesthetic Intelligence?</p> <ul style="list-style-type: none"> Good at dancing and sports. Enjoy creating things with their hands. Excellent physical coordination. Tends to remember by doing, rather than hearing or seeing. <p>What are some activities that people with a strong Bodily Kinesthetic Intelligence might enjoy?</p> <p>Ask students to brainstorm ideas.</p> <p><u>Experiential Activity</u></p> <p>To experience an activity using Bodily Kinesthetic Intelligence, students will be creating Clay Creatures.</p> <ul style="list-style-type: none"> • Each student will receive a base color modeling clay to build their clay creatures. They can borrow small pieces of different colored clay to use as accents from classmates. • Students will design their creatures. Students should create a brief story about their creature including a name and how the creature came to be. • Allow time for students to come to the front of the classroom and share their clay creatures and their stories. 	<p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
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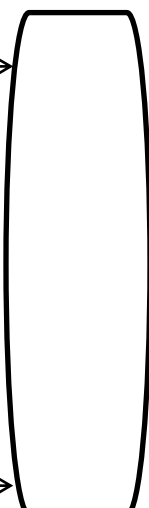
Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p><u>“My Multiple Intelligences” Book- Page 6</u></p> <p>After learning about an intelligence, students will complete a page for their book. These pages should be kept, if you are completing all of the lesson plans this month, to create a book of their learning and experiences at the end of the thematic unit.</p> <ul style="list-style-type: none"> • Give each student a copy of page 4. • Ask students to refer to the “What Does THAT mean?” box. Ask students to write a description of what this intelligence means in the box. (Younger students can draw a picture or you can lead the whole class in writing 1 or 2 guided sentences). • Ask students to refer to the Examples or Careers box (depending on the grade level). Assist students in listing or drawing examples of things people with this intelligence enjoy. If you are working with older students, help them brainstorm a list of careers that people with these talents would be interested in or good at. Some examples include: dancer, athlete, sculptor, actor, mechanic • Ask students to refer to the box labeled “Me!”. Students should color in the gauge dependent on whether they think that they have strong talents in this intelligence or not. Remember, everyone has all of the intelligences, but they are not strong in all of them. Students can use two different colors- one representing each of the intelligences. • Ask students to refer to the “My Real Life” box. Have students jot down notes, ideas or pictures for how they can or do use the talents of this intelligence in their real lives (at home or at school).

Consult 4 Kids Lesson Plans

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!)

Bodily Kinesthetic Intelligence

<p>What Does THAT Mean?</p>	<p>Examples or Careers</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Me!</p> <p>This is a perfect match for me! →</p> <p>This describes me a little bit. →</p> <p>This is not me at all! →</p> 	<p>My Real Life</p>

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Exploration Stations Part 2
Focus:	Introducing A Very Talented You

Materials:

- Paper and pencils at every station
- Station #1: Poem directions (attached)
- Station #2: Various art supplies such as crayons, markers, paints, etc.
- Station #3: Musical Instrument Cards (attached)
- Station #4: Action Charades Cards (attached)

Opening

State the objective

Today we will:

- Participate in 4 Exploration Stations. At each station, you will participate in a different activity.

Gain prior knowledge by asking students the following questions

(You do not need to introduce students to the Multiple Intelligences for this day. They will spend time exploring the activities at the stations without an understanding of what they are doing just yet. You can label the station with the Intelligence it represents, but you do not need to make it a focus or draw background information on it at this time.)

- What are some experiences that you have had where you have had to rotate from place to place?
- What did you do during that time to be safe?
- What did you do during that time to be respectful and responsible while rotating?
- What are some of the things we need to do in this environment to be safe, respectful and responsible when we rotate through stations?

Content (the “Meat”)

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

As a whole group, introduce students to the 4 Exploration Stations that they will be rotating through today. Give specific instructions on youth should be doing at each station.

#1 Verbal/Linguistic Station: Students will be following written directions to create a poem.

#2 Visual/Spatial Station: Students will use the art supplies to create a piece of artwork of their choice. .

#3 Musical Station: Students will each draw a card. The instrument that is named on the card is the one that they must try and represent with their mouth or body parts. Students

*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

Consult 4 Kids Lesson Plans

<p>should work together to sound like a band, with each student performing his/her “instrument”.</p> <p>#4 Bodily-Kinesthetic Station: Students will each choose a card. One at a time, they must act out their card without using their voices and without making any noises. The other students should try and guess is on the actor’s card.</p>	<p>understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
<p>Students Practice (“You do”)</p>	
<p>Split students into 4 even groups. Assist as needed, as students rotate through the stations. Students should spend 7-10 minutes at each station, leaving plenty of time for a debrief.</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>Initiate a classroom discussion, by asking the following questions to debrief.</p> <ul style="list-style-type: none"> • At station #1, you created poems. Who enjoyed this activity? Why did you enjoy it? Who did not enjoy this activity? Why not? • At station #2, you created artwork. Who enjoyed this activity? Why did you enjoy it? Who did not enjoy this activity? Why not? • At station #3, you made musical instruments out of your body and played in a band. Who enjoyed this activity? Why did you enjoy it? Who did not enjoy this activity? Why not? • At station #4, played Action Charades. Who enjoyed this activity? Why did you enjoy it? Who did not enjoy this activity? Why not? • What skills did we use in completing these activities? Which of these skills do you think you are good at?

<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!)
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2nd- 5th Grades

Create A Haiku Poem

Five syllables: _____
Seven syllables: _____
Five syllables: _____

Example:

Spring is nearly here.
The flowers start popping up
Oh my, how pretty!

K-1st Grades

Rewrite and fill in the blanks.

My name is _____.

I am _____.

I feel _____.

I love _____.

I'm scared _____.

I know _____.

My name is _____.

Consult 4 Kids Lesson Plans

DRUMS

TUBA

FLUTE

PIANO

BANJO

KAZOO

Consult 4 Kids Lesson Plans

DRUMS

TUBA

FLUTE

PIANO

BANJO

KAZOO

You are...

A mailman delivering mail.



You are...

A cowboy getting on a horse.



You are...

A dentist.



You are...

Washing your truck.



You are...

Making soup.



You are...

Weeding your garden.



Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Exploring Our Logical-Mathematical Talents
Focus:	Introducing A Very Talented You

Materials:

- Several boxes of large paper clips
- “My Multiple Intelligences” Book- page 2 (1 per student)

Opening

State the objective

Today we will:

- Review the 8 Multiple Intelligences we are learning about.
- Learn about the Logical-Mathematical Intelligence and participate in an activity that uses Logical-Mathematical talents
- Complete the Logical-Mathematical page of our “My Multiple Intelligences” Book

Gain prior knowledge by asking students the following questions

Review the concept of Multiple Intelligences by sharing the information (as appropriate to your grade level) found on the “A Leader Information Sheet”.

Explain to students that they will be learning about the Logical-Mathematical Intelligence today, doing an activity that uses Logical-Mathematical talents, and assessing themselves on their level of intelligence in this area. To gain prior knowledge, ask students:

- What does it mean to be logical?
- Do you enjoy math? Working with numbers and solving problems? Why or why not?
- Do you like to build things and find out how they work? Why or why not?

Content (the “Meat”)

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

Remind students of the Number Puzzles they worked on during the Exploration Stations. Revisit their likes and dislikes about the activity. This was an activity that used Logical-Mathematical intelligence and talents!

Share the following information with students:

What does it mean to have Logical-Mathematical Intelligence? People with Logical intelligence are abstract thinkers and are attracted to logic and reasoning. They are good at investigation and scientific processes. They learn best by logic.

Ask students to turn to a partner and discuss the following question: Does this sound like you? Why or why not?

What are some common characteristics of people with strong Logical-Mathematical

*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

Consult 4 Kids Lesson Plans

Intelligence?

- Can easily do math in their head.
- Good at strategy games.
- Have a mind "like a computer".
- Really like math.
- Enjoy science experiments.
- Organize things by category.
- Abstract thinker.
- Look for a rational explanations.
- Wonder how things work.

What are some activities that people with a strong Logical-Mathematical Intelligence might enjoy?

Ask students to brainstorm ideas.

Experiential Activity

To experience an activity using the Logical-Mathematical Intelligence, give students directions for how to complete Measurement Madness. Individually or in small groups, students will use paper clips to measure common classroom items.

- With student input, create a list of items that can be found inside the classroom.
- Give each student or group a handful of paper clips.
- Encourage them to measure the items using paper clips, noting the lengths next to the list item as they are measured. (Example: Pencil= 5 paper clips)
- Talk about the differences in length. With older students, you can ask them to measure the length of a paper clip in centimeters or inches and then convert the listed items to those measurements.

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

“My Multiple Intelligences” Book- Page 2

After learning about an intelligence, students will complete a page for their book. These pages should be kept, if you are completing all of the lesson plans this month, to create a book of their learning and experiences at the end of the thematic unit.

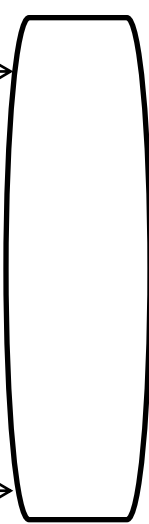
- Give each student a copy of page 2.
- Ask students to refer to the “What Does THAT mean?” box. Ask students to write a description of what this intelligence means in the box. (Younger students can draw a picture or you can lead the whole class in writing 1 or 2 guided sentences).
- Ask students to refer to the Examples or Careers box (depending on the grade level). Assist students in listing or drawing examples of things people with this intelligence enjoy. If you are working with older students, help them brainstorm a list of careers that people with these talents would be interested in or good at. Some examples include: math teacher, engineer, bonds trader, banker, accountant, computer programmer, business person, doctor or scientist.
- Ask students to refer to the box labeled “Me!”. Students should color in the gauge dependent on whether they think that they have strong talents in this intelligence or not. Remember, everyone has all of the intelligences, but they are not strong in all of them.
- Ask students to refer to the “My Real Life” box. Have students jot down notes, ideas or pictures for how they can or do use the talents of this intelligence in their real lives (at home or 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!)

Logistical-Mathematic Intelligence

Logistical-Mathematic Intelligence

<p>What Does THAT Mean?</p>	<p>Examples or Careers</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Me!</p> <p>This is a perfect match for me! →</p> <p>This describes me a little bit. →</p> <p>This is not me at all! →</p> 	<p>My Real Life</p>

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Exploring Our Musical Talents
Focus:	Introducing A Very Talented You

Materials:

- “My Multiple Intelligences” Book- page 3 (1 per student)
- “From Word To Song” Handout (1 per class, cut into individual poems)

Opening

State the objective

Today we will:

- Review the 8 Multiple Intelligences we are learning about.
- Learn about the Musical Intelligence and participate in an activity that uses Musical talents
- Complete the Musical page of our “My Multiple Intelligences” Book

Gain prior knowledge by asking students the following questions

Review the concept of Multiple Intelligences by sharing the information (as appropriate to your grade level) found on the “A Leader Information Sheet”.

Explain to students that they will be learning about the Musical Intelligence today, doing an activity that uses Musical talents, and assessing themselves on their level of intelligence in this area. To gain prior knowledge, ask students:

- What does it mean to be musical?
- Do you like to sing or hum? Why or why not?
- Are you good at repeating beats and rhythms? Why or why not?

Content (the “Meat”)

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

Remind students of the musical Instruments and Band Activity they worked on during the Exploration Stations. Revisit their likes and dislikes about the activity. This was an activity that used Musical intelligence and talents!

Share the following information with students:

What does it mean to have Musical Intelligence? People with musical intelligence love music. They appreciate rhythm and composition. They are gifted with the ability to compose, sing and/or play instrument(s). Able to recognize sounds, tones and rhythm, they have a “good ear” for music. They learn best through lectures and often use rhythm and music as a way to memorize things.

Ask students to turn to a partner and discuss the following question: Does this sound like

*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

Consult 4 Kids Lesson Plans

you? Why or why not?

What are some common characteristics of people with strong Musical Intelligence?

- Have good rhythm.
- Can easily memorize songs.
- Notice and enjoy different sounds.
- Often singing, whistling or tapping a song.
- Talented with an instrument or singing.
- Can tell when a note is off-key.
- Often have a song running through their head.
- Have an unquenchable passion for music.

What are some activities that people with a strong Musical Intelligence might enjoy?

Ask students to brainstorm ideas.

Experiential Activity

To experience an activity using the Musical Intelligence, give students directions for how to complete the From Word To Song activity. In small groups students will choose a poem from the attached list and turn it into a song.

- Group students into small groups of 3 or 4.
- Share the poems with students and allow each group to choose one.
- Give students time to create a melody and/or beat to turn their poem into a song.
- After groups have had an opportunity to practice, allow them to share their new “song” with the whole class.

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

“My Multiple Intelligences” Book- Page 3

After learning about an intelligence, students will complete a page for their book. These pages should be kept, if you are completing all of the lesson plans this month, to create a book of their learning and experiences at the end of the thematic unit.

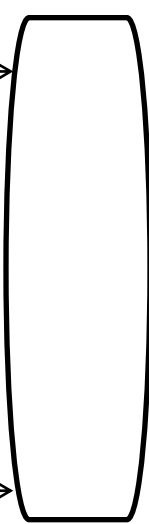
- Give each student a copy of page 3.
- Ask students to refer to the “What Does THAT mean?” box. Ask students to write a description of what this intelligence means in the box. (Younger students can draw a picture or you can lead the whole class in writing 1 or 2 guided sentences).
- Ask students to refer to the Examples or Careers box (depending on the grade level). Assist students in listing or drawing examples of things people with this intelligence enjoy. If you are working with older students, help them brainstorm a list of careers that people with these talents would be interested in or good at. Some examples include: music teacher, conductor, songwriter, singer, musician, choir director, record producer
- Ask students to refer to the box labeled “Me!” Students should color in the gauge dependent on whether they think that they have strong talents in this intelligence or not. Remember, everyone has all of the intelligences, but they are not strong in all of them.
- Ask students to refer to the “My Real Life” box. Have students jot down notes, ideas or pictures for how they can or do use the talents of this intelligence in their real lives (at home or 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!)

Musical Intelligence

Musical Intelligence

<p>What Does THAT Mean?</p>	<p>Examples or Careers</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Me!</p> <p>This is a perfect match for me! →</p> <p>This describes me a little bit. →</p> <p>This is not me at all! →</p> 	<p>My Real Life</p>

Consult 4 Kids Lesson Plans

From Word To Song

Diddle, diddle, dumpling, my son John,
Went to bed with his trousers on;
One shoe off, and one shoe on,
Diddle, diddle, dumpling, my son John!

Ladybug, ladybug fly away home,
Your house in on fire and your children are gone,
All except one and that's little Ann,
For she crept under the frying pan.

Old Mother Hubbard
Went to the cupboard
To get her poor doggie a bone,
When she got there
The cupboard was bare
So the poor little doggie had none.

Wee Willie Winkie runs through the town,
Upstairs and downstairs in his nightgown,
Tapping at the window and crying through the lock,
Are all the children in their beds, it's past eight o'clock?

Thirty days hath September,
April, June and November;
All the rest have thirty one
Except for February which has twenty eight!
(And twenty nine each leap year)

The lion and the unicorn were fighting for the crown
The lion beat the unicorn all around the town.
Some gave them white bread, and some gave them brown;
Some gave them plum cake and drummed them out of town.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Exploring Our Interpersonal and Intrapersonal Talents
Focus:	Introducing A Very Talented You

Materials:

- “My Multiple Intelligences” Book- page 5 (1 per student)
- “About” Poem Handouts (1 per student)

Opening

State the objective

Today we will:

- Review the 8 Multiple Intelligences we are learning about.
- Learn about the Interpersonal and Intrapersonal Intelligence and participate in an activity that uses Interpersonal and Intrapersonal talents
- Complete the Interpersonal and Intrapersonal page of our “My Multiple Intelligences” Book

Gain prior knowledge by asking students the following questions

Review the concept of Multiple Intelligences by sharing the information (as appropriate to your grade level) found on the “A Leader Information Sheet”.

Explain to students that they will be learning about the Interpersonal and Intrapersonal Intelligence today, doing an activity that uses Interpersonal and Intrapersonal talents, and assessing themselves on their level of intelligence in this area. To gain prior knowledge, ask students:

- Which would you prefer working or playing with others or by yourself? Why?

Content (the “Meat”)

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

Remind students of the journal response they wrote during the Exploration Stations. Remind students that they had the option of choosing to work with others or by themselves to complete the task. Revisit their likes and dislikes about the activity. This was an activity that used Interpersonal and Intrapersonal intelligence and talents!

Share the following information with students:

What does it mean to have Interpersonal and Intrapersonal Intelligence? People with Interpersonal Intelligence like to work with other people. They are good at communicating with other and easily build relationships. People with intrapersonal intelligences are very aware of ‘self- what they are feeling and what their strengths and weaknesses are. They understand why they do the things they do. They are often good self-reflectors and daydreamers.

Ask students to turn to a partner and discuss the following question: Which one sounds more

*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

like you? Why?

What are some common characteristics of people with strong Interpersonal Intelligence?

- Good at communicating verbally.
- Good at nonverbal communication.
- See situations from different perspectives.
- Create positive relationships with others.
- Good at resolving conflict in groups.

What are some activities that people with a strong Interpersonal Intelligence might enjoy?

Ask students to brainstorm ideas.

What are some common characteristics of people with strong Intrapersonal Intelligence?

- Good at analyzing their strengths and weaknesses.
- Enjoys analyzing theories and ideas.
- Excellent self-awareness.
- Clearly understands the basis for their own motivations and feelings.

What are some activities that people with a strong Intrapersonal Intelligence might enjoy?

Ask students to brainstorm ideas.

Experiential Activity

To experience an activity using the either Interpersonal or Intrapersonal Intelligence, students will be completing an “About” Poem. Students can choose to complete the poem about themselves (using Intrapersonal talents) or about someone else (using Interpersonal talents).

- Explain the assignment to students and allow them to choose which type of poem they will write.
- Give students the appropriate handout and allow time for students to complete. Students may choose to decorate their poem, if time allows.
- Allow volunteers to share their poems with the whole group or in partners.

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

“My Multiple Intelligences” Book- Page 5

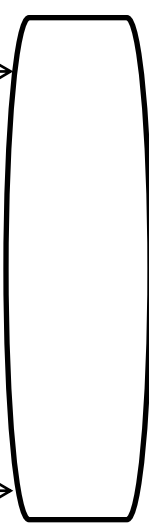
After learning about an intelligence, students will complete a page for their book. These pages should be kept, if you are completing all of the lesson plans this month, to create a book of their learning and experiences at the end of the thematic unit.

- Give each student a copy of page 4.
- Ask students to refer to the “What Does THAT mean?” box. Ask students to write a description of what this intelligence means in the box. (Younger students can draw a picture or you can lead the whole class in writing 1 or 2 guided sentences).
- Ask students to refer to the Examples or Careers box (depending on the grade level). Assist students in listing or drawing examples of things people with this intelligence enjoy. If you are working with older students, help them brainstorm a list of careers that people with these talents would be interested in or good at. Some examples include: Interpersonal- counselor, teacher, manager, guidance counselor, human resources. Intrapersonal- philosopher, writer, scientist
- Ask students to refer to the box labeled “Me!”. Students should color in the gauge dependent on whether they think that they have strong talents in this intelligence or not. Remember, everyone has all of the intelligences, but they are not strong in all of them. Students can use two different colors- one representing each of the intelligences.
- Ask students to refer to the “My Real Life” box. Have students jot down notes, ideas or pictures for how they can or do use the talents of this intelligence in their real lives (at home or 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!)

Interpersonal and Intrapersonal Intelligence

<p>What Does THAT Mean?</p>	<p>Examples or Careers</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Me!</p> <p>This is a perfect match for me! →</p> <p>This describes me a little bit. →</p> <p>This is not me at all! →</p> 	<p>My Real Life</p>

Interpersonal About Poem

A Poem About _____!

_____ is _____ years old.

_____ is _____.

_____ is afraid of _____,

but really loves _____.

_____ wants to _____

and grow up to be a _____.

_____ dreams of _____ and

_____.

Someday _____ will _____.

This is a poem about _____.

Intrapersonal About Poem

A Poem About _____!

I am _____ years old.

I am _____.

I am afraid of _____,

but I really love _____.

I want to _____

and grow up to be a _____.

I dream of _____ and

_____.

Someday I will _____.

This is a poem about _____.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Exploring Our Naturalistic Talents
Focus:	Introducing A Very Talented You

Materials:

- “My Multiple Intelligences” Book- page 7 (1 per student)
- “Nature Scavenger Hunt Checklist” Handout (1 per every group of three)
- Collection bags (plastic grocery bags or paper bags)

Opening

State the objective

Today we will:

- Review the 8 Multiple Intelligences we are learning about.
- Learn about the Naturalistic Intelligence and participate in an activity that uses Naturalistic talents
- Complete the Naturalistic page of our “My Multiple Intelligences” Book

Gain prior knowledge by asking students the following questions

Review the concept of Multiple Intelligences by sharing the information (as appropriate to your grade level) found on the “A Leader Information Sheet”.

Explain to students that they will be learning about the Naturalistic Intelligence today, doing an activity that uses Naturalistic talents, and assessing themselves on their level of intelligence in this area. To gain prior knowledge, ask students:

- What is nature?
- Do you like to be in nature/ Why or why not?

Content (the “Meat”)

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

Remind students of the Nature Sort activity during the Exploration Stations. Revisit their likes and dislikes about the activity. This was an activity that used Naturalistic intelligence and talents!

Share the following information with students:

What does it mean to have Naturalistic Intelligence? People with Naturalistic intelligence are in tune with nature. They are interested in exploring and preserving the environment and can notice even very small changes in the environment around them.

Ask students to turn to a partner and discuss the following question: Does this sound like you? Why or why not?

*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

What are some common characteristics of people with strong Bodily Kinesthetic Intelligence?

- Interested in subjects like botany, biology and zoology.
- Good at categorizing and cataloging information easily.
- May enjoy camping, gardening, hiking and exploring the outdoors.
- Doesn't enjoy learning unfamiliar topics that have no connection to nature.

What are some activities that people with a strong Bodily Kinesthetic Intelligence might enjoy?

Ask students to brainstorm ideas.

Experiential Activity

To experience an activity using Naturalistic Intelligence, students will be going on a nature Scavenger hunt

- Split students into teams of 3.
- Give each group a Nature Scavenger Hunt Checklist and a collection bag.
- Remind students of all safety agreements and set boundaries.
- Allow students to explore the campus looking for items listed on the Checklist.
- When all groups return, list items from the checklist and have groups share what they found. (Optional, you can award points to teams for correct items if you want to make it competitive).

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

“My Multiple Intelligences” Book- Page 6


After learning about an intelligence, students will complete a page for their book. These pages should be kept, if you are completing all of the lesson plans this month, to create a book of their learning and experiences at the end of the thematic unit.

- Give each student a copy of page 4.
- Ask students to refer to the “What Does THAT mean?” box. Ask students to write a description of what this intelligence means in the box. (Younger students can draw a picture or you can lead the whole class in writing 1 or 2 guided sentences).
- Ask students to refer to the Examples or Careers box (depending on the grade level). Assist students in listing or drawing examples of things people with this intelligence enjoy. If you are working with older students, help them brainstorm a list of careers that people with these talents would be interested in or good at. Some examples include: biologist, conservationist, farmer, gardner
- Ask students to refer to the box labeled “Me!”. Students should color in the gauge dependent on whether they think that they have strong talents in this intelligence or not. Remember, everyone has all of the intelligences, but they are not strong in all of them. Students can use two different colors- one representing each of the intelligences.
- Ask students to refer to the “My Real Life” box. Have students jot down notes, ideas or pictures for how they can or do use the talents of this intelligence in their real lives (at home or 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!)

Naturalistic Intelligence

<p>What Does THAT Mean?</p>	<p>Examples or Careers</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Me!</p> <p>This is a perfect match for me! →</p> <p>This describes me a little bit. →</p> <p>This is not me at all! →</p> 	<p>My Real Life</p>

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 thing 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

Component	Theme
Grade Level:	K-5
Lesson Title:	Exploring Our Verbal-Linguistic Talents
Focus:	Introducing A Very Talented You

Materials:

- Yankee Doodle Challenge Handout (one per group or pair)
- My Multiple Intelligence Book- Page 1 (one per student)

Opening

State the objective

Today we will:

- Introduce the 8 Multiple Intelligences we will be learning about.
- Learn about the Verbal/Linguistic Intelligence and participate in an activity that uses verbal-linguistic talents
- Complete the Verbal/Linguistic page of our “My Multiple Intelligences” Book

Gain prior knowledge by asking students the following questions

Introduce students to the concept of Multiple Intelligences by sharing the information (as appropriate to your grade level) found on the “A Leader Information Sheet”. Explain to students that they will be learning about the Verbal/Linguistic Intelligence today, doing an activity that uses verbal/linguistic talents, and assessing themselves on their level of intelligence in this area. To gain prior knowledge, ask students:

- What do you think the word verbal means? (Expressed in words, either spoken or written)
- What do you think verbal intelligence refers to?
- Do you enjoy reading? Writing? Learning new words? Why or why not?

Content (the “Meat”)

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

Remind students of the Story Starter activity and the poems they worked on during the Exploration Stations. Revisit their likes and dislikes about the activity. This was an activity that used Verbal-Linguistic intelligence and talents!

Share the following information with students:

What does it mean to have Verbal-Linguistic Intelligence? People with Verbal-Linguistic intelligence love words and are talented at using them. They enjoy reading, writing and learning languages. They have an ability to teach and explain things to others. They learn best by reading, taking notes and going to lectures.

Ask students to turn to a partner and discuss the following question: Does this sound like you? Why or why not?

*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

What are some common characteristics of people with strong Verbal-Linguistic Intelligence?

- Notices grammatical mistakes
- Often speaks of what they have read
- Likes to use "fancy" words
- Loves word games
- Cherishes their book collection
- Easily remembers quotes and famous sayings
- Likes puns and rhymes
- Enjoys writing
- Enjoys foreign language
- Always enjoyed English class

What are some activities that people with a strong Verbal-Linguistic Intelligence might enjoy?

Ask students to brainstorm ideas.

Experiential Activity

To experience an activity using the Verbal-Linguistic Intelligence, give students directions for how to complete the Yankee Doodle Challenge. In small groups, students will complete the rhyming patterns for alternate versions of the song "Yankee Doodle Went To Town".

- Share the original version with students:

"Yankee Doodle went to town
Riding on a pony.
Stuck a feather in his cap
And called it macaroni"

- Ask students to identify the rhyming lines.
- Share the Yankee Doodle Challenge Verses Handout with them. Encourage them to fill in the blanks and be creative. There are no right answers, so long as the 2nd and 4th lines rhyme.

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

“My Multiple Intelligences” Book- Page 1

After learning about an intelligence students will complete a page for their book. These pages should be kept, if you are completing all of the lesson plans this month, to create a book of their learning and experiences at the end of the thematic unit.

- Give each student a copy of page 1.
- Ask students to refer to the “What Does THAT mean?” box. Ask students to write a description of what this intelligence means in the box. (Younger students can draw a picture or you can lead the whole class in writing 1 or 2 guided sentences).
- Ask students to refer to the Examples or Careers box (depending on the grade level). Assist students in listing or drawing examples of things people with this intelligence enjoy. If you are working with older students, help them brainstorm a list of careers that people with these talents would be interested in or good at. Some examples include: teacher, lawyer, author, journalist, reporter, preacher or TV broadcaster
- Ask students to refer to the box labeled “Me!”. Students should color in the gauge dependent on whether they think that they have strong talents in this intelligence or not. Remember, everyone has all of the intelligences, but they are not strong in all of them.
- Ask students to refer to the “My Real Life” box. Have students jot down notes, ideas or pictures for how they can or do use the talents of this intelligence in their real lives (at home or 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

Yankee Doodle Challenge (3rd-5th)

Yankee Doodle went to town
Riding on a pickle

Yankee Doodle went to town
To fetch a pail of water

Yankee Doodle went to town
Holding a yellow flower

Yankee Doodle went to town
And forgot his father

Yankee Doodle went to town
To get some milk and honey

Yankee Doodle went to town
Riding on a rooster

Yankee Doodle went to town
With 2 dimes and a nickel.

Yankee Doodle went to town
To help his ailing grandpa

Yankee Doodle went to town
Riding on a ferry.

Yankee Doodle went to town
Riding on a log

Consult 4 Kids Lesson Plans

Yankee Doodle Challenge (K-2nd)

Yankee Doodle went to town
Riding on a pickle
It was wet and stinky
And boy, did it _____.

Yankee Doodle went to town
And forgot his father
“Who will buy my milk and cheese?
Oh, what a _____!”

Yankee Doodle went to town
Holding a yellow flower
He waved high o’er head
For nearly half an _____.

Yankee Doodle went to town
Riding on a rooster
The rooster’s legs were very short
And he had to use a _____.

Yankee Doodle went to town
To get some milk and honey
He came home and he was sad
‘Cause he forgot his _____.

Yankee Doodle went to town
To help his ailing grandpa
He fetched his cane and his soup
That he stole from his _____.

Yankee Doodle went to town
With 2 dimes and a nickel
He rode home with a smile
Because he bought a _____.

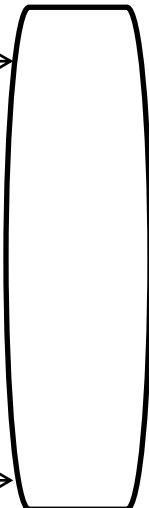
Yankee Doodle went to town
Riding on a log
“Oh, this log is so slow,
Next time I’ll take a _____.”

Yankee Doodle went to town
Riding on a ferry.
On the way he got a shave ‘cause
Gee, his head was _____.

Make up your own Yankee Doodle rhyme!

Yankee Doodle went to town
To fetch a pail of water
The water was boiled with fire
And that made him even _____.

Verbal-Linguistic Intelligence

<p>What Does THAT Mean?</p>	<p>Examples or Careers</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Me!</p> <p>This is a perfect match for me! →</p> <p>This describes me a little bit. →</p> <p>This is not me at all! →</p> 	<p>My Real Life</p>

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Exploring Our Visual Spatial Talents
Focus:	Introducing A Very Talented You

Materials:

- “My Multiple Intelligences” Book- page 4 (1 per student)
- “My Estimates” Handout (1 per student)
- Common classroom items to measure (ruler, pencil, stapler, desktop, chair leg, etc)
- Measuring Tools (paper clips, erasers, candies, etc)

Opening

State the objective

Today we will:

- Review the 8 Multiple Intelligences we are learning about.
- Learn about the Visual Spatial I Intelligence and participate in an activity that uses Visual Spatial talents
- Complete the Visual Spatial page of our “My Multiple Intelligences” Book

Gain prior knowledge by asking students the following questions

Review the concept of Multiple Intelligences by sharing the information (as appropriate to your grade level) found on the “A Leader Information Sheet”.

Explain to students that they will be learning about the Visual Spatial Intelligence today, doing an activity that uses Visual Spatial talents, and assessing themselves on their level of intelligence in this area. To gain prior knowledge, ask students:

- What does visual mean?
- Do you learn best from seeing a picture or reading words? What about seeing a picture helps you to remember better?

Content (the “Meat”)

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

Remind students of the artwork they created during the Exploration Stations. Revisit their likes and dislikes about the activity. This was an activity that used Visual Spatial intelligence and talents!

Share the following information with students:

What does it mean to have Visual Spatial Intelligence? People with a strong Visual Spatial Intelligence have the ability to represent the world and information in pictures in their minds. They often translate new information into pictures in their minds. People with this intelligence know where they are in space relative to other things and can have the ability to see things from other perspectives, like a “fly on the wall.”

Ask students to turn to a partner and discuss the following question: Does this sound like you? Why or why not?

*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

Consult 4 Kids Lesson Plans

What are some common characteristics of people with strong Visual Spatial Intelligence?

- likes art, drawing, sculpture, painting.
- good at directions, reading maps.
- can visualize or imagine vividly.
- remembers in pictures (photographic memory).
- appreciates colors.
- often found doodling.
- speaks fast.
- thinks in pictures
- likes to watch the video when listening to songs

What are some activities that people with a strong Visual Spatial Intelligence might enjoy?

Ask students to brainstorm ideas.

Experiential Activity

To experience an activity using the Visual Spatial Intelligence, students will be estimating the lengths of classroom items with a variety of tools. This activity is designed as a whole class activity, in order to use fewer supplies. You could turn this activity into a classroom competition, with students scoring points for guessing correctly or guessing the closest.

- Give each student a “My Estimates” handout.
- Hold up a common classroom item so that all students. A good practice item is a ruler.
- Now, hold up a paper clip for students to view.
- Ask students to guess how many paper clips it will take, laid end to end to equal the length of the ruler.
- Students should fill in the chart on their “My Estimates” handout. (The ruler and paper clip examples are modeled on the handout).
- Ask for volunteers to share their estimates.
- Lay paper clips end to end to find the length of the ruler in paper clips.
- Award student points for correct guesses. (optional)
- Repeat using as many items and measuring tools as time allows.

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

“My Multiple Intelligences” Book- Page 4

After learning about an intelligence, students will complete a page for their book. These pages should be kept, if you are completing all of the lesson plans this month, to create a book of their learning and experiences at the end of the thematic unit.

- Give each student a copy of page 4.
- Ask students to refer to the “What Does THAT mean?” box. Ask students to write a description of what this intelligence means in the box. (Younger students can draw a picture or you can lead the whole class in writing 1 or 2 guided sentences).
- Ask students to refer to the Examples or Careers box (depending on the grade level). Assist students in listing or drawing examples of things people with this intelligence enjoy. If you are working with older students, help them brainstorm a list of careers that people with these talents would be interested in or good at. Some examples include: graphic designer, painter, art teacher, architect, fashion designer, photographer, interior designer, stage or set designer.
- Ask students to refer to the box labeled “Me!”. Students should color in the gauge dependent on whether they think that they have strong talents in this intelligence or not. Remember, everyone has all of the intelligences, but they are not strong in all of them.
- Ask students to refer to the “My Real Life” box. Have students jot down notes, ideas or pictures for how they can or do use the talents of this intelligence in their real lives (at home or 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!)

Visual Spatial Intelligence

What Does THAT Mean?

Examples or Careers

Me!

This is a perfect match for me!



This describes me a little bit.

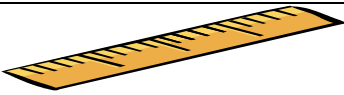
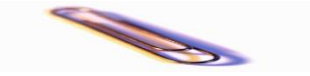


This is not me at all!



My Real Life

My Estimates

Item	Measuring Tool	My Estimate
 Ruler	 Paper Clip	8 paper clips equal 1 ruler

*Use the back of the page if you run out of space!

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Multiple Intelligences and Talents Review- Memory
Focus:	Introducing A Very Talented You

Materials:

- “Multiple Intelligences and Talents” Memory Sets (printed on heavy paper, such as cardstock); 1 per every pair or small group of students.
- Scissors (if students will be cutting out games cards)

Opening

State the objective

Today we will:

- Review the 8 Multiple Intelligences we are learning about.
- Play a game to review things we have learned about Multiple Intelligences and Talents

Gain prior knowledge by asking students the following questions

Review the concept of Multiple Intelligences by sharing the information (as appropriate to your grade level) found on the “A Leader Information Sheet”.

Explain to students that they will be playing a memory game to review the concepts we learned about Multiple Intelligences and talents.

- Has anyone ever played Memory?
- What are the rules of the game?
- What are some ways that we can behave so that everyone can learn at their best and have fun?

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.

*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

Students can play multiple times, as time allows.	students in a “teach to learn” opportunity and have the student become the teacher.
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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!)
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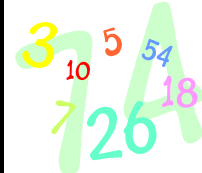
<p>Modification:</p> <p>You may want to have cards cut prior to student arrival for younger students.</p>
--



Verbal Linguistic

I like to:

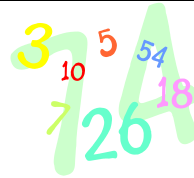
- play word games
- read
- write



Logical
Mathematical

I like:

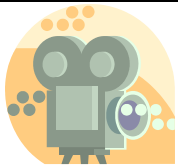
- numbers
- experiments
- math



Musical

I like:

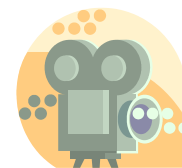
- rhythms and beats
- to listen to music
- to sing



Visual Spatial

I like:

- pictures
- maps
- art



Interpersonal

Intrapersonal



Bodily Kinesthetic



Multiple Intelligences

- I:
-am self-aware
-know my strengths and
weaknesses



- I:
-am in control of my body
-remember by doing



Multiple Intelligences

- I:
-like people
-work well in groups

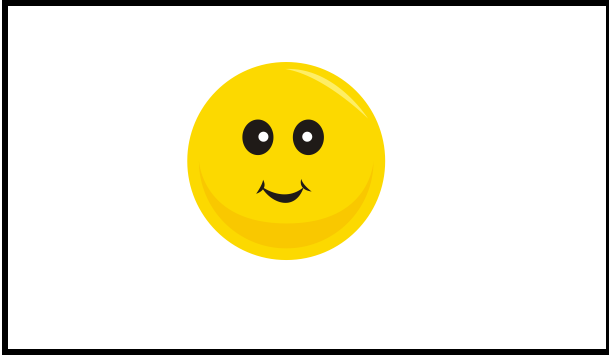
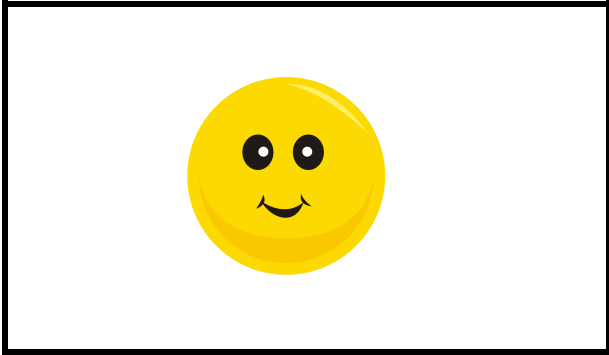


Naturalistic

- I like:
-camping
-nature
-hiking



Consult 4 Kids Lesson Plans



Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Multiple Intelligences and Talents- Book Assembly
Focus:	Introducing A Very Talented You

Materials:

- “My Multiple Intelligences” Book pages for each student OR blank drawing paper, if you do not have student completed pages.
- Table of Contents (1 per student), optional
- Drawing materials- crayons, markers, etc
- Construction paper 11x17 (1 per student)
- Stapler

Opening

State the objective

Today we will:

- Review the 8 Multiple Intelligences we are learning about.
- Assemble the book pages to create individual “My Multiple Intelligence” books

Gain prior knowledge by asking students the following questions

- What have you discovered about yourself by completing the activities and creating your book about Multiple Intelligences?

(If students have not completed all, or some, of the lessons on Multiple Intelligences, you will want to use the “Leader Information Sheet” to share with students so that they can complete this lesson).

Content (the “Meat”)

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

Instructions for Assembling The Books

- Give each student a sheet of construction paper and drawing materials. Fold paper in half to create the book cover.
- Allow students to decorate their covers with the title “My Multiple Intelligences” and their name. This will give you the opportunity to hand out completed student pages. (****If you do not have student pages, see the directions in the Modification section at the bottom of the page to complete this activity.****)
- Ask students to arrange their pages in the order they were presented. You may choose to give them a Table of Contents to add to their books or just write the order on the board.
- Allow students to draw pictures on the back of the pages that represent the

***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>Experiential Activity they participated in. This will allow you enough time to move through the students, stapling their books together.</p> <ul style="list-style-type: none"> • Allow students time to share their completed books with a partner. 	<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 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>If students have not completed any of the pages for My Multiple Intelligences, please use the following guide:</p> <ul style="list-style-type: none"> • Share the information, as appropriate for you grade level, with students. • Introduce them to the 7 types of intelligence that you will be discussing. Write each on the board. • Give each student 7 pieces of drawing paper. Ask students to label each page with a different intelligence as a heading. • As you discuss the meaning of each intelligence, you will want to brainstorm the following: <ul style="list-style-type: none"> -What might people who are strong in this intelligence enjoy doing? -What might be their talents or hobbies? Careers? -Does this sound like you? • Students will then draw or write their interpretation of the intelligence and results of the class brainstorm on the piece of paper with the appropriate heading. • With this completed, you are now ready to jump back up into the book assembly lesson plan, where you left off.
--

My Multiple Intelligences Table of Contents

Page	Intelligence	Activity
1	Verbal Linguistic	Yankee Doodle Challenge
2	Logical Mathematical	Measurement Madness
3	Musical	From Words to Song
4	Visual Spatial	My Estimates
5	Interpersonal and Intrapersonal	“About” Poems
6	Bodily Kinesthetic	Clay Creatures
7	Naturalistic	Nature Scavenger Hunt

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Exploration Stations Part 2
Focus:	Introducing A Very Talented You

Materials:

- Paper and pencils at every station
- Station #1: Poem directions (attached)
- Station #2: Various art supplies such as crayons, markers, paints, etc.
- Station #3: Musical Instrument Cards (attached)
- Station #4: Action Charades Cards (attached)

Opening

State the objective

Today we will:

- Participate in 4 Exploration Stations. At each station, you will participate in a different activity.

Gain prior knowledge by asking students the following questions

(You do not need to introduce students to the Multiple Intelligences for this day. They will spend time exploring the activities at the stations without an understanding of what they are doing just yet. You can label the station with the Intelligence it represents, but you do not need to make it a focus or draw background information on it at this time.)

- What are some experiences that you have had where you have had to rotate from place to place?
- What did you do during that time to be safe?
- What did you do during that time to be respectful and responsible while rotating?
- What are some of the things we need to do in this environment to be safe, respectful and responsible when we rotate through stations?

Content (the “Meat”)

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

As a whole group, introduce students to the 4 Exploration Stations that they will be rotating through today. Give specific instructions on youth should be doing at each station.

#1 Verbal/Linguistic Station: Students will be following written directions to create a poem.

#2 Visual/Spatial Station: Students will use the art supplies to create a piece of artwork of their choice. .

#3 Musical Station: Students will each draw a card. The instrument that is named on the card is the one that they must try and represent with their mouth or body parts. Students

*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

Consult 4 Kids Lesson Plans

<p>should work together to sound like a band, with each student performing his/her “instrument”.</p> <p>#4 Bodily-Kinesthetic Station: Students will each choose a card. One at a time, they must act out their card without using their voices and without making any noises. The other students should try and guess is on the actor’s card.</p>	<p>understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
<p>Students Practice (“You do”)</p>	
<p>Split students into 4 even groups. Assist as needed, as students rotate through the stations. Students should spend 7-10 minutes at each station, leaving plenty of time for a debrief.</p>	

Closing

Review

Say:

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

Debrief

Initiate a classroom discussion, by asking the following questions to debrief.

- At station #1, you created poems. Who enjoyed this activity? Why did you enjoy it? Who did not enjoy this activity? Why not?
- At station #2, you created artwork. Who enjoyed this activity? Why did you enjoy it? Who did not enjoy this activity? Why not?
- At station #3, you made musical instruments out of your body and played in a band. Who enjoyed this activity? Why did you enjoy it? Who did not enjoy this activity? Why not?
- At station #4, played Action Charades. Who enjoyed this activity? Why did you enjoy it? Who did not enjoy this activity? Why not?
- What skills did we use in completing these activities? Which of these skills do you think you are good at?

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!)

2nd- 5th Grades

Create A Haiku Poem

Five syllables: _____
Seven syllables: _____
Five syllables: _____

Example:

Spring is nearly here.
The flowers start popping up
Oh my, how pretty!

K-1st Grades

Rewrite and fill in the blanks.

My name is _____.

I am _____.

I feel _____.

I love _____.

I'm scared _____.

I know _____.

My name is _____.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Presentation Development- Bodily Kinesthetic
Focus:	Introducing A Very Talented You

Materials:

- None required

Opening

State the objective

Today we will:

- Review the Bodily Kinesthetic Intelligence
- Develop a talent presentation Bodily Kinesthetic Intelligences and Talents

Gain prior knowledge by asking students the following questions

- Recap what you learned about the Bodily Kinesthetic Intelligence through the classroom discussion and the activity, Clay Creatures. (Allow students to answer freely, prompting as necessary).

If you did not do the above activity, refer to the “A Leader’s Guide’ included with this month to give students enough background information to do this activity.

Content (the “Meat”)

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

Group Brainstorm

- What are some of the talents that people with Bodily Kinesthetic intelligence might possess?

Explain the Presentation Guidelines to students. (See Modifications for working with very young students).

-Students will create presentation/performance/display using talents that relate directly to this intelligence.

-Students can work individually, in pairs or in groups to complete their task. They only have the remainder of this Theme session to prepare their presentation.

-Performances will be on Days 5, 10, 15, and 20 (generally Fridays).*

- What are some possible presentations that you could do using talents from this intelligence?

Presentation Development

Allow students to prepare for their presentations, making any items or materials they may need available to them.

*If you are not using these lesson plans consecutively, you can shorten the preparation time and have students perform at the end of the session.

***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

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:

- If you are working with much younger youth, you may consider giving them a task to do for their performance instead of giving them multiple choices. For example, for the Verbal Linguistic presentation, you may group students into small groups and give them each a poem to memorize and recite.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Presentation Development- Logical Mathematical
Focus:	Introducing A Very Talented You

Materials:

- None required

Opening

State the objective

Today we will:

- Review the Logical Mathematical Intelligence
- Develop a talent presentation using Logical Mathematical Intelligences and Talents

Gain prior knowledge by asking students the following questions

- Recap what you learned about the Logical Mathematical Intelligence through the classroom discussion and the activity, Measurement Madness. (Allow students to answer freely, prompting as necessary).

If you did not do the above activity, refer to the "A Leader's Guide" included with this month to give students enough background information to do this activity.

Content (the "Meat")

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

Group Brainstorm

- What are some of the talents that people with Logical Mathematical intelligences might possess?

Explain the Presentation Guidelines to students. (See Modifications for working with very young students).

-Students will create presentation/performance/display using talents that relate directly to this intelligence.

-Students can work individually, in pairs or in groups to complete their task. They only have the remainder of this Theme session to prepare their presentation.

-Performances will be on Days 5, 10, 15, and 20 (generally Fridays).*

- What are some possible presentations that you could do using talents from this intelligence? (perform an experiment, create number puzzles for the audience, etc)

Presentation Development

Allow students to prepare for their presentations, making any items or materials they may need available to them.

*If you are not using these lesson plans consecutively, you can shorten the preparation time and have students perform at the end of the session.

*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

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:

- If you are working with much younger youth, you may consider giving them a task to do for their performance instead of giving them multiple choices. For example, for the Verbal Linguistic presentation, you may group students into small group and give them each a poem to memorize and recite.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Presentation Development- Musical
Focus:	Introducing A Very Talented You

Materials:

- None required

Opening

State the objective

Today we will:

- Review the Musical Intelligence
- Develop a talent presentation using Musical Intelligences and Talents

Gain prior knowledge by asking students the following questions

- Recap what you learned about the Musical Intelligence through the classroom discussion and the activity, From Words To Songs. (Allow students to answer freely, prompting as necessary).

If you did not do the above activity, refer to the "A Leader's Guide" included with this month to give students enough background information to do this activity.

Content (the "Meat")

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

Group Brainstorm

- What are some of the talents that people with Musical intelligence might possess?

Explain the Presentation Guidelines to students. (See Modifications for working with very young students).

-Students will create presentation/performance/display using talents that relate directly to this intelligence.

-Students can work individually, in pairs or in groups to complete their task. They only have the remainder of this Theme session to prepare their presentation.

-Performances will be on Days 5, 10, 15, and 20 (generally Fridays).*

- What are some possible presentations that you could do using talents from this intelligence? (sing a song, dance, play instruments, etc)

Presentation Development

Allow students to prepare for their presentations, making any items or materials they may need available to them.

*If you are not using these lesson plans consecutively, you can shorten the preparation time and have students perform at the end of the session.

***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

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:

- If you are working with much younger youth, you may consider giving them a task to do for their performance instead of giving them multiple choices. For example, for the Verbal Linguistic presentation, you may group students into small group and give them each a poem to memorize and recite.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Presentation Development- Interpersonal and Intrapersonal
Focus:	Introducing A Very Talented You

Materials:

- None required

Opening

State the objective

Today we will:

- Review the Interpersonal and Intrapersonal Intelligence
- Develop a talent presentation using Interpersonal and Intrapersonal Intelligences and Talents

Gain prior knowledge by asking students the following questions

- Recap what you learned about the Interpersonal and Intrapersonal Intelligence through the classroom discussion and the activity, "About" Poems. (Allow students to answer freely, prompting as necessary).

If you did not do the above activity, refer to the "A Leader's Guide" included with this month to give students enough background information to do this activity.

Content (the "Meat")

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

Group Brainstorm

- What are some of the talents that people with Interpersonal and Intrapersonal intelligence might possess?

Explain the Presentation Guidelines to students. (See Modifications for working with very young students).

-Students will create presentation/performance/display using talents that relate directly to this intelligence.

-Students can work individually, in pairs or in groups to complete their task. They only have the remainder of this Theme session to prepare their presentation.

-Performances will be on Days 5, 10, 15, and 20 (generally Fridays).*

- What are some possible presentations that you could do using talents from this intelligence?

Presentation Development

Allow students to prepare for their presentations, making any items or materials they may need available to them.

*If you are not using these lesson plans consecutively, you can shorten the preparation time and

***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

have students perform at the end of the session.	
--	--

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>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> <ul style="list-style-type: none"> • If you are working with much younger youth, you may consider giving them a task to do for their performance instead of giving them multiple choices. For example, for the Verbal Linguistic presentation, you may group students into small group and give them each a poem to memorize and recite.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Presentation Development- Naturalistic
Focus:	Introducing A Very Talented You

Materials:

- None required

Opening

State the objective

Today we will:

- Review the Naturalistic Intelligence
- Develop a talent presentation Naturalistic Intelligences and Talents

Gain prior knowledge by asking students the following questions

- Recap what you learned about the Naturalistic Intelligence through the classroom discussion and the activity, Nature Scavenger Hunt. (Allow students to answer freely, prompting as necessary).

If you did not do the above activity, refer to the "A Leader's Guide" included with this month to give students enough background information to do this activity.

Content (the "Meat")

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

Group Brainstorm

- What are some of the talents that people with Naturalistic intelligence might possess?

Explain the Presentation Guidelines to students. (See Modifications for working with very young students).

-Students will create presentation/performance/display using talents that relate directly to this intelligence.

-Students can work individually, in pairs or in groups to complete their task. They only have the remainder of this Theme session to prepare their presentation.

-Performances will be on Days 5, 10, 15, and 20 (generally Fridays).*

- What are some possible presentations that you could do using talents from this intelligence?

Presentation Development

Allow students to prepare for their presentations, making any items or materials they may need available to them.

*If you are not using these lesson plans consecutively, you can shorten the preparation time and have students perform at the end of the session.

***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

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:

If you are working with much younger youth, you may consider giving them a task to do for their performance instead of giving them multiple choices. For example, for the Verbal Linguistic presentation, you may group students into small group and give them each a poem to memorize and recite.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Presentation Development- Verbal Linguistic
Focus:	Introducing A Very Talented You

Materials:

- None required

Opening

State the objective

Today we will:

- Review the Verbal Linguistic Intelligence
- Develop a talent presentation using Verbal Linguistic Intelligences and Talents

Gain prior knowledge by asking students the following questions

- Recap what you learned about the Verbal Linguistic Intelligence through the classroom discussion and the activity, Yank Doodle Challenge. (Allow students to answer freely, prompting as necessary).

If you did not do the above activity, refer to the "A Leader's Guide" included with this month to give students enough background information to do this activity.

Content (the "Meat")

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

Group Brainstorm

- What are some of the talents that people with Verbal Linguistic intelligences might possess?

Explain the Presentation Guidelines to students. (See Modifications for working with very young students).

-Students will create presentation/performance/display using talents that relate directly to this intelligence.

-Students can work individually, in pairs or in groups to complete their task. They only have the remainder of this Theme session to prepare their presentation.

-Performances will be on Days 5, 10, 15, and 20 (generally Fridays).*

- What are some possible presentations that you could do using talents from this intelligence? (create a word game to play with audience, recite a poem, write a story, etc)

Presentation Development

Allow students to prepare for their presentations, making any items or materials they may need available to 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



*If you are not using these lesson plans consecutively, you can shorten the preparation time and have students perform at the end of the session.

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:

- If you are working with much younger youth, you may consider giving them a task to do for their performance instead of giving them multiple choices. For example, for the Verbal Linguistic presentation, you may group students into small group and give them each a poem to memorize and recite.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Presentation Development- Visual Spatial
Focus:	Introducing A Very Talented You

Materials:

- None required

Opening

State the objective

Today we will:

- Review the Visual Spatial Intelligence
- Develop a talent presentation using Visual Spatial Intelligences and Talents

Gain prior knowledge by asking students the following questions

- Recap what you learned about the Visual Spatial Intelligence through the classroom discussion and the activity, My Estimates. (Allow students to answer freely, prompting as necessary).

If you did not do the above activity, refer to the "A Leader's Guide" included with this month to give students enough background information to do this activity.

Content (the "Meat")

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

Group Brainstorm

- What are some of the talents that people with Visual Spatial intelligence might possess?

Explain the Presentation Guidelines to students. (See Modifications for working with very young students).

-Students will create presentation/performance/display using talents that relate directly to this intelligence.

-Students can work individually, in pairs or in groups to complete their task. They only have the remainder of this Theme session to prepare their presentation.

-Performances will be on Days 5, 10, 15, and 20 (generally Fridays).*

- What are some possible presentations that you could do using talents from this intelligence? (draw, paint, write or read poems, etc)

Presentation Development

Allow students to prepare for their presentations, making any items or materials they may need

***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

available to them. *If you are not using these lesson plans consecutively, you can shorten the preparation time and have students perform at the end of the session.	student become the teacher.
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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 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> <ul style="list-style-type: none"> • If you are working with much younger youth, you may consider giving them a task to do for their performance instead of giving them multiple choices. For example, for the Verbal Linguistic presentation, you may group students into small group and give them each a poem to memorize and recite.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Presentations and Performances Bodily Kinesthetic and Naturalistic
Focus:	Introducing A Very Talented You

Materials:

- None required

Opening

State the objective

Today we will:

- Unveil the presentations and performances we have been working on for the Bodily Kinesthetic and Naturalistic intelligences.

Gain prior knowledge by asking students the following questions

- What does it mean to be a good audience member?
- What are some ways we can show respect to performers?

Content (the “Meat”)

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

Prep

Allow performers 5-10 minutes to gather needed materials and prepare for their performances and presentations.

Performances & Presentations

Call performers to the front of the classroom, one at a time. After each performance (and applause!), review with the group how it fit in with the corresponding intelligence and talent.

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:

If you are working with much younger youth, you may consider giving them a task to do for their performance instead of giving them multiple choices. For example, for the Verbal Linguistic presentation, you may group students into small group and give them each a poem to memorize and recite.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Presentations and Performances- Logical Mathematical & Musical
Focus:	Introducing A Very Talented You

Materials:

- None required

Opening

State the objective

Today we will:

- Unveil the presentations and performances we have been working on for the Logical Mathematical & Musical Intelligences.

Gain prior knowledge by asking students the following questions

- What does it mean to be a good audience member?
- What are some ways we can show respect to performers?

Content (the “Meat”)

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

Prep

Allow performers 5-10 minutes to gather needed materials and prepare for their performances and presentations.

Performances & Presentations

Call performers to the front of the classroom, one at a time. After each performance (and applause!), review with the group how it fit in with the corresponding intelligence and talent.

***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:

- If you are working with much younger youth, you may consider giving them a task to do for their performance instead of giving them multiple choices. For example, for the Verbal Linguistic presentation, you may group students into small group and give them each a poem to memorize and recite.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Presentations and Performances- Verbal Linguistic
Focus:	Introducing A Very Talented You

Materials:

- None required

Opening

State the objective

Today we will:

- Unveil the presentations and performances we have been working on for the Verbal Linguistic Intelligence.

Gain prior knowledge by asking students the following questions

- What does it mean to be a good audience member?
- What are some ways we can show respect to performers?

Content (the “Meat”)

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

Prep

Allow performers 5-10 minutes to gather needed materials and prepare for their performances and presentations.

Performances & Presentations

Call performers to the front of the classroom, one at a time. After each performance (and applause!), review with the group how it fit in with the corresponding intelligence and talent.

***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:

- If you are working with much younger youth, you may consider giving them a task to do for their performance instead of giving them multiple choices. For example, for the Verbal Linguistic presentation, you may group students into small group and give them each a poem to memorize and recite.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Presentations and Performances- Visual Spatial & Interpersonal, Intrapersonal
Focus:	Introducing A Very Talented You

Materials:

- None required

Opening

State the objective

Today we will:

- Unveil the presentations and performances we have been working on for the Visual Spatial & Interpersonal, Intrapersonal Intelligences.

Gain prior knowledge by asking students the following questions

- What does it mean to be a good audience member?
- What are some ways we can show respect to performers?

Content (the “Meat”)

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

Prep

Allow performers 5-10 minutes to gather needed materials and prepare for their performances and presentations.

Performances & Presentations

Call performers to the front of the classroom, one at a time. After each performance (and applause!), review with the group how it fit in with the corresponding intelligence and talent.

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:

If you are working with much younger youth, you may consider giving them a task to do for their performance instead of giving them multiple choices. For example, for the Verbal Linguistic presentation, you may group students into small group and give them each a poem to memorize and recite.

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	My Backyard Habitat
Focus:	Animal Habitats

Materials:

- My Backyard Habitat Field Guide (1 per student) (copies per student are optional)
- Scratch paper and pencils

Opening

State the objective

Today we will:

- Learn about animal habitats
- Find out what we know about backyard habitats

Gain prior knowledge by asking students the following questions

- What is a habitat? (Simply put, a habitat is an environment where plants and animals live. A habitat provides the plants and animals the food, water and shelter it needs to survive).
- Close your eyes and think about your backyard or outside area near your house.

Content (the “Meat”)

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

Activate Prior Knowledge

This activity will give you an idea of what youth already know about a particular habitat and develop interest in learning more.

- Write the word BACKYARD HABITAT on the board.
- Ask students to briefly write or draw what they know about their backyard habitat.
- Ask several students to share what they wrote.
- Read the following to the students;

Remember, a habitat is a space where plants and animals live and are provided food, shelter, and water. Your backyard is a habitat too! Do you have a pet? They are animals that live in your backyard habitat! Is there grass or plants in your backyard? They are part of your backyard too!

- Ask students to review their original statements and add anything they learned from the reading.
- Ask for volunteers to share their additions with the large 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

Research

- Give each student a copy of the “My Backyard Habitat Field Guide” or recreate it on the board for students to copy onto blank paper.
- Ask students to think about what is in their backyards or outside areas to fill in the Field Guide.
- Students can work independently, in pairs, or in small groups.
- When students have completed their Field Guides, come together as a large group to fill out a Field Guide with everyone’s new information.

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:	Layers of Soil Cups
Focus:	Animal Habitats

Materials:

- Layers of Soil Reading Handout

Layers of Soil Cups Materials (for a group of 20-25)

- 1 box of chocolate pudding (prepared prior to activity)
- 2 tubs of whipped topping
- 1 whole Oreo cookie per student
- 1 bowl crushed Oreo cookies
- Sprinkles
- Gummy Worms
- Plastic Spoons
- Clear, plastic cups
- Mixing Bowls

Opening

State the objective

Today we will:

- Learn about the different layers of soil

Gain prior knowledge by asking students the following questions

- Review what students know about underground habitats.
- What animals and plants live in this habitat?

Content (the "Meat")

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

Layers of Soil

- Choose a universal reading strategy (or more than one) for students to use while reading "Layers of Soil." Monitor as necessary.

Modeled Reading: Read aloud to the students, either personally or play the audio book

Paired Readings: Partner students together. Partners take turns reading to one another.

All Read: During this activity, students take turns reading aloud. It is a person's turn to

***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

Consult 4 Kids Lesson Plans

read when they have been given the talking stick (or teddy bear, or other).

Speed Reading: Have students form a circle. Number them of, 1, 2, 1, 2, 1, 2 and so forth. Having the students stay in the circle, have the twos move to stand in front of the person who said “1” on his/her left. Give each student an opportunity to read aloud to his/her partner for 1 minute. Have one of the circles move and repeat the process. Have the other circle move and repeat for the third time.

Independent Timed Reading: Have students read on their own.

- Lead a discussion with students to recap what they learned from the reading. You may want to draw the layers on the board or on chart paper as you go. Label each layer as you talk about it and write the various examples in the appropriate layers. (Use a student volunteer to write as you talk, if they are able).
- Set up 4-5 stations. Each station should include the items needed to make the Layers of Soil Cup.
- Ask students to place a cookie in the bottom of their cup. This represents the bedrock.
- Next, ask students to take turns placing a spoonful of the whipped topping in their cups. This represents the subsoil, which is generally lighter than the topsoil.
- Next, students can add a spoonful of chocolate pudding to represent the darker colored topsoil. Spoon crushed cookies over the pudding to represent the texture of soil.
- Lastly, add sprinkles and gummy worms to represent the organic materials and living things in soil.
- Eat and enjoy!

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

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?

Consult 4 Kids Lesson Plans



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!)

Layers of Soil

Think about the animals that call the underground habitat their home. Name three. Think about the plants that start out as seeds underneath the ground. Name three. We know that many plants grow from under the ground and many animals live there. So what is the ground? The “ground” has many layers that go very deep into the Earth’s surface, to its core. That very top layer is called soil. It is the part of the Earth’s crust that you can pick up in your hands.



Soil is made of air, water, finely crushed rocks, and organic matter. Organic matter is decayed plants and animals and animal waste. It is these things that allow plants to grow in soil. Think about it... do plants grow in sand? Sand doesn’t have the nutrients plants need to grow like soil does. Soil supports living things, like plants, and gives animals a home.



Soil has three layers.

The top layer is called topsoil. This is generally the soil that is between 2 and 8 inches deep. If you dug a hole in the ground, you would probably be digging topsoil.

The next layer is called subsoil. This layer is made up of other materials, like clay. It is usually a little harder and chunkier.

The bottom layer of soil is called bedrock. This layer is made up of compressed rocks. It is hard.

Now you know all about soil! Will you ever dig a hole deep enough to find the bedrock?

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Introducing- The Desert
Focus:	Animal Habitats

Materials:

- Desert Habitat Field Guide (1 per student) (copies per student are optional)
- Scratch paper and pencils
- Various research materials, depending on grade level. Examples include books or magazines about the desert, printouts from the Internet, access to computers, etc.

Opening

State the objective

Today we will:

- Learn about animal habitats
- Find out what we know about desert habitats

Gain prior knowledge by asking students the following questions

- What is a habitat? (Simply put, a habitat is an environment where plants and animals live. A habitat provides the plants and animals the food, water and shelter it needs to survive).
- What is a desert? Have you ever been to a desert? What was it like? What did you see?

Content (the "Meat")

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

Activate Prior Knowledge

This activity will give you an idea of what youth already know about a particular habitat and develop interest in learning more.

- Write the word DESERT on the board.
- Ask students to briefly write or draw what they know about the desert habitat.
- Ask several students to share what they wrote.
- Read the following to the students;

Desert habitats are generally described as hot, dry places. They do not receive much rain. Deserts are mostly made up of sand and rock and sometimes, mountains. Temperatures can be very hot. Some deserts can reach up to 120 degrees! But, they become very cold at night. Even though it is very hot, and sometimes very cold, there are many plants and animals that have adapted to live in this habitat. Many desert animal live underground as a way to survive or are nocturnal. Plants in the desert often have very tough leaves and are designed to hold and store water. The Mojave Desert and the Sonora deserts are

*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

<p>examples of deserts in the United States of America.</p> <ul style="list-style-type: none"> Ask students to review their original statements and add anything they learned from the reading. Ask for volunteers to share their additions with the large group. <p>Research</p> <ul style="list-style-type: none"> Give each student a copy of the “Desert Habitat Field Guide” or recreate it on the board for students to copy onto blank paper. Allow students to access the research materials you have provided to fill in the boxes on the paper. Students can work independently, in pairs, or in small groups. When students have completed their Field Guides, come together as a large group to fill out a Field Guide with everyone’s new information. 	<p>opportunity and have the student become the teacher.</p>
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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!)
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Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Desert Animals- Roadrunner
Focus:	Animal Habitats

Materials:

- “The Roadrunner” Handout (1 per student or one per pair).
- Topic/Detail Story Map (1 per student)
- Crayons or markers

Opening

State the objective

Today we will:

- Learn fun facts about a desert animal called a roadrunner
- Complete a drawn story map about the roadrunner

Gain prior knowledge by asking students the following questions

- What is a roadrunner? Have you ever seen one? What did it look like?

Content (the “Meat”)

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

Roadrunner Fun Facts

- Give students “The Roadrunner” handout. Allow students to read the Fun Facts individually or with a partner.
- When students have completed the reading, ask “right there” questions to ensure comprehension. (“Right there” questions are questions to which the answers can literally be found right in the text. They generally begin with what, where, when, why, or how.)
- Give students the Topic/Detail handout or recreate it on the board for students to draw on blank paper.
- Allow time for students to fill in the boxes with pictures using the topic (the roadrunner) and supporting detail they learned about the roadrunner (the information surrounding the roadrunner).
- Allow students to share their drawn story maps with others.

***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!)

The Roadrunner



Where do I live?

I live primarily in the deserts of the Southwestern United States from Arkansas to California. You can also find me in Mexico.

What do I eat?

I think insects, lizards, spiders, snakes fruit and seeds are yummy. Every now and again, I will snack on a small rodent.

What is my habitat/home?

I build a nest out of twigs and sticks. I make sure that I build it in a bush or a cactus several feet off the ground, so that predators cannot get me while I'm sleeping.

What is my full name?

I am called the Greater Roadrunner. My scientific name is Geococcyx californianus.

How big am I?



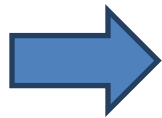
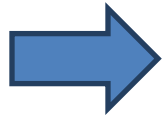
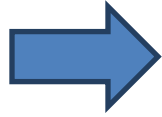
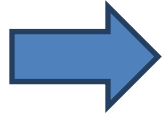
I am not the same size, but I weigh as much and am as long as a newborn human baby. I am anywhere from 8-12 ounces and between 18-22 inches from the tip of my beak to the tip of my tail!

Consult 4 Kids Lesson Plans



Details

Topic



Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Desert Landscapes
Focus:	Animal Habitats

Materials:

- Sheets of sandpaper, any size (1 per student) *Bigger works out better*
- Markers
- Colored sand (optional)
- Glue (optional)

Opening

State the objective

Today we will:

- Create a desert landscape using sandpaper.

Gain prior knowledge by asking students the following questions

- Review what students know about the desert habitat.
- What plants and animals can be found in the desert?

Content (the “Meat”)

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

Desert Landscapes

- The sandpaper will be used as the drawing paper for the landscapes in this activity. Give each student a sheet of paper.
- Students will use markers and colored sand, if available, to create a desert landscape on the sandpaper. Students should only use animals and plants that live in this habitat.
- If you are using the colored sand. Draw the shape of the item you want on the sandpaper in GLUE. Then, sprinkle the sand over the top of the glue. Shake the excess off.
- Allow students time to finish their drawings.
- Allow students to share their drawings with the whole group or even another 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:	The Amazing Cactus
Focus:	Animal Habitats

Materials:

- Clear plastic cups (2 for every group of 4)
- Ordinary kitchen sponges (2 for every group of 4)
- Toothpicks (4-6 for every group of four)
- 4x6 (approximately) piece of wax paper (1 for every group of four)
- Scissors (1 for every group of 4)

Opening

State the objective

Today we will:

- Learn about the adaptations of a desert plant- a cactus
- Conduct an experiment to find out how cactus plant store water and survive in the desert

Gain prior knowledge by asking students the following questions

- What is a cactus? What are the characteristics of a cactus?

Content (the "Meat")

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

Activate Prior Knowledge

- Write the word CACTUS on the board.
- Ask students to draw a picture of a cactus.
- Ask students to turn to a partner and share their drawing, making sure to describe the picture and explain why they drew it that way.
- Share the following with students.

Cactus plants are a type of plant called a succulent. Most cacti are 'stem succulents' because they store water in their stems. Cacti live in deserts, where there is not much rain, so it is important for cacti to store water for periods of drought.

What is an example of something that you save or store up so that you will have enough of it later on?

- Ask students to turn to a partner and discuss the information they just heard.

How do cactus plants store water? -Demonstration

- Group students into small groups of 3 or 4.
- Each group will need two of the plastic cups, 2 sponges, a pair of scissors, several

***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

toothpicks and a piece of wax paper.

- Ask students to choose two members from each group to be Cactus Cutters.
- Ask the Cactus Cutters to cut a cactus shape from each sponge.
- Ask students to choose two members from each group to be the Spine Stickers.
- Ask the Spine Stickers to carefully stick the toothpicks through the sponge cacti to represent the spines.
- Ask all students to identify the stem of their cacti (the sponge). Ask them to identify the spines (the toothpicks). Which part of the cacti is going to store the water?
- Fill each plastic cup with approximately 2 inches of water.
- Ask students to set their cacti in the cups so that the bottom of the cactus stem touches the bottom of the cup.
- Ask students to watch how the water travels through the cactus. Allow for a few minutes of observation.
- Ask students which part of their cacti is storing the water.
- Ask students to carefully take their cacti out of the water. Squeeze the cacti gently- do not squeeze all of the water out, but just enough so that their sponges are not dripping.
- Place both cacti side by side on a table where they can stay overnight. (Do not place on paper towels; the towels will suck the water out and ruin your experiment)!
- Remove the toothpicks from the cacti and throw away. Place one sheet of wax paper over one of the cacti. This will act as the cactus' waxy skin.

The Next Day

- When you arrive the next day, ask students to check on their cacti. Are they dry? Which cactus is holding the most water? How do these sponge cacti represent real cacti living in the desert? (Just like the sponges, desert cacti store water in their stems. Their waxy skins protects them from the heat of the sun evaporating all of their stored water, just as the wax paper protected the sponges from drying as much as the unprotected sponge.

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?

Consult 4 Kids Lesson Plans



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:	Desert Habitats- Memory
Focus:	Animal Habitats

Materials:

- “Deserts” Memory Sets (printed on heavy paper, such as cardstock); 1 per every pair or small group of students.
- Scissors (if students will be cutting out games cards)

Opening

State the objective

Today we will:

- Review the habitats we are learning about by playing a game.

Gain prior knowledge by asking students the following questions

Explain to students that they will be playing a memory game to review the concepts we learned about desert habitats.

- Has anyone ever played Memory?
- What are the rules of the game?
- What are some ways that we can behave so that everyone can learn at their best and have fun?

Content (the “Meat”)

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

Instructions for Desert 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 question card matches the answer card. The pictures match for correct matches, as well. 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.

*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



Students can play multiple times, as time allows.

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!)

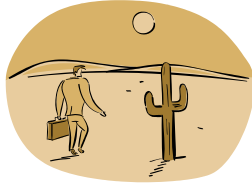
- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)

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

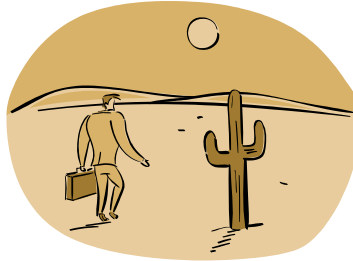
Modification:

You may want to have cards cut prior to student arrival for younger students.

I am a habitat with a hot, dry climate



Desert



We are 2 deserts in the United States of America.



Mojave and Sonoma Deserts



Roadrunners can grow to be as big as a _____?



A human baby!



I eat insects, spiders, lizards, snakes, fruit, and seeds I find in the desert.



The Greater Roadrunner



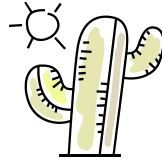
Cactus plants are a large type of _____?



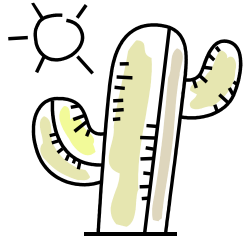
Succulent!



The plural of cactus
is _____?



Cacti!



I live in the desert. I store water in my stems.



Cactus



Cacti are covered with what type of stem to help store water?



Waxy



Roadrunners live here.



Southwestern United States and Mexico



Habitat



An environment where plants and animals live.



Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Introducing- Pond Habitats
Focus:	Animal Habitats

Materials:

- Pond Habitat Field Guide (1 per student) (copies per student are optional)
- Scratch paper and pencils
- Various research materials, depending on grade level. Examples include books or magazines about ponds, printouts from the Internet, access to computers, etc.

Opening

State the objective

Today we will:

- Learn about animal habitats
- Find out what we know about pond habitats

Gain prior knowledge by asking students the following questions

- What is a habitat? (Simply put, a habitat is an environment where plants and animals live. A habitat provides the plants and animals the food, water and shelter it needs to survive).
- What is a pond? How does a pond differ from a lake? A river?
- Describe your experiences at a pond.

Content (the “Meat”)

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

Activate Prior Knowledge

This activity will give you an idea of what youth already know about a particular habitat and develop interest in learning more.

- Write the word POND on the board.
- Ask students to briefly write or draw what they know about the pond habitat.
- Ask several students to share what they wrote.
- Read the following to the students;

A pond is a small body of water, not as large as a lake, which is surrounded by land. Ponds can be made of either fresh or salt water. Pond waters tend to be pretty still; there are no waves to move the water around, only the wind and animals. Ponds have a large variety of plants and animals that can survive in this habitat. There are plants and animals that live under the water, beside the water, or even on top of it. The plants and animals can be very, very small or large. The plants and animals of the pond have adapted and found ways to live together and help each other.

*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

<ul style="list-style-type: none"> Ask students to review their original statements and add anything they learned from the reading. Ask for volunteers to share their additions with the large group. <p>Research</p> <ul style="list-style-type: none"> Give each student a copy of the “Pond Habitat Field Guide” or recreate it on the board for students to copy onto blank paper. Allow students to access the research materials you have provided to fill in the boxes on the paper. Students can work independently, in pairs, or in small groups. When students have completed their Field Guides, come together as a large group to fill out a Field Guide with everyone’s new information. 	<p>opportunity and have the student become the teacher.</p>
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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!)
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Consult 4 Kids Lesson Plans



Component	Theme
Grade Level:	K-5
Lesson Title:	If I Lived In A Pond...
Focus:	Animal Habitats

Materials:

- Writing paper or If I Lived In A Pond Handouts (1 per student)
- Drawing paper, white or lightly colored
- Drawing materials- crayons, markers
- Large sheets of construction paper for mounting
- Glue sticks

Opening

State the objective

Today we will:

- Practice creative thinking skills
- Create a decorated pond poem

Gain prior knowledge by asking students the following questions

You may want to make a list of student's ideas to refer back to during the project.

- Review what students know about pond habitats.
- What animals can be found in or near a pond? What plants and trees?

Content (the "Meat")

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

Poems

- Explain that students will be writing a poem about living in a pond and drawing a picture to visually represent the poem. Both the poem and the picture will be glued on to construction paper as a type of frame.
- Give students the If I Lived In A Pond handout OR rewrite the poem on the board for students to copy onto writing paper, filling in the blanks as they go.
- Remind students to be creative and use nice penmanship.
- Once students have completed the poem, give students drawing paper and materials. Students should draw a picture that illustrates what they wrote in their poems.
- Students can cut the margins off of the poem, if you choose.
- Glue the poem and the corresponding drawing to a piece of construction paper.
- Students can add a title to the construction paper and further decorate it, if desired.

***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



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!)

Yesterday I was walking and I had a crazy dream.

What if I could live in a pond near a bubbling stream?

If I lived in a pond, I would be a _____.

I could _____ and _____.

I'd eat _____ and

_____.

I'd make friends with the _____ and play

each day with the _____.

It would be so peaceful to be living this way.

No _____ or _____.

And surely no _____ each day.

I'd _____ each morning and enjoy the

_____ and the sun.

At night I'd sleep _____ because the

day was done.

If I lived in a pond, I would be a _____.

But, I can't and I'm not,
so I'll just enjoy being me!

Consult 4 Kids Lesson Plans

Sample Pond Poem:

Yesterday I was walking and I had a crazy dream.
What if I could live in a pond near a bubbling stream?
If I lived in a pond, I would be a fish.
I could swim and be free.
I'd eat plants and pond weed.
I'd make friends with the ducks and play each day with the other fishes.
It would be so peaceful to be living this way.
No parents or cleaning up.
And surely no thinking each day.
I'd play with my friends each morning and enjoy the water and the sun.
At night I'd sleep floating down because the day was done.
If I lived in a pond, I would be a fish.
But, I can't and I'm not,
so I'll just enjoy being me!

-Bryson B. {1st grade}

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Pond Plants- Water Lilies
Focus:	Animal Habitats

Materials:

- 8 ½ x 11 sheets of colored construction paper (1 per student)
- (1) 11x17 sheet of green construction paper, per student
- (1) 8 ½ x 11 sheet of brown tissue paper or construction paper, per student
- (1) 11x17 sheet of white construction paper, per student
- Scissors
- Colored markers
- Glue

Opening

State the objective

Today we will:

- Learn about the a pond plant called a water lily
- Create a paper water lily to better understand how it lives and provides in the pond habitat

Gain prior knowledge by asking students the following questions

- Have you ever seen a water lily? Describe it.

Content (the “Meat”)

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

Activate Prior Knowledge

- Write the word WATER LILY on the board.
- Ask students to draw a picture of a water lily (or what they think it looks like).
- Ask students to turn to a partner and share their drawing, making sure to describe the picture and explain why they drew it that way.
- Share the following with students.

Water lilies grow in ponds. They have roots that grow at the bottom of the pond. They have a long stem that grows up through the water and large flat leaves that collect sunlight (food). The flower sits at the base of the stem and the leaves. The water lily provides protection for small animals underneath the water and food for animals on top!

- Ask students add to or redraw their pictures based on the information they just heard.

Water Lily

Pass out supplies to students. Demonstrate each step building your own water lily. Allow

*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.

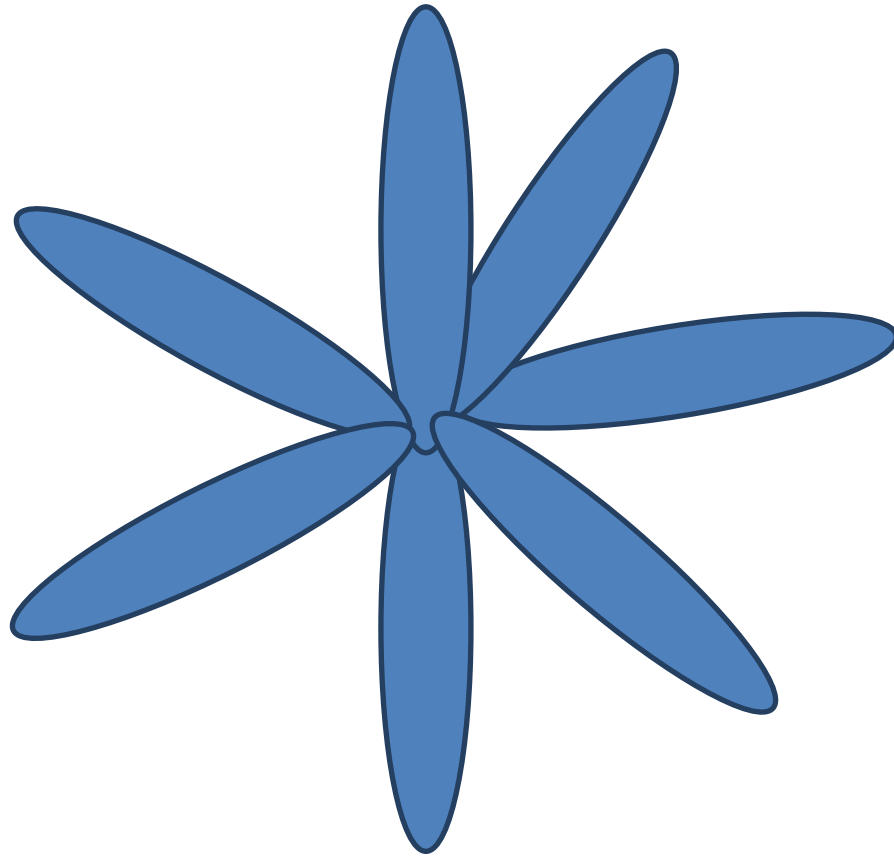
When possible, engage students in a “teach to learn”

Consult 4 Kids Lesson Plans

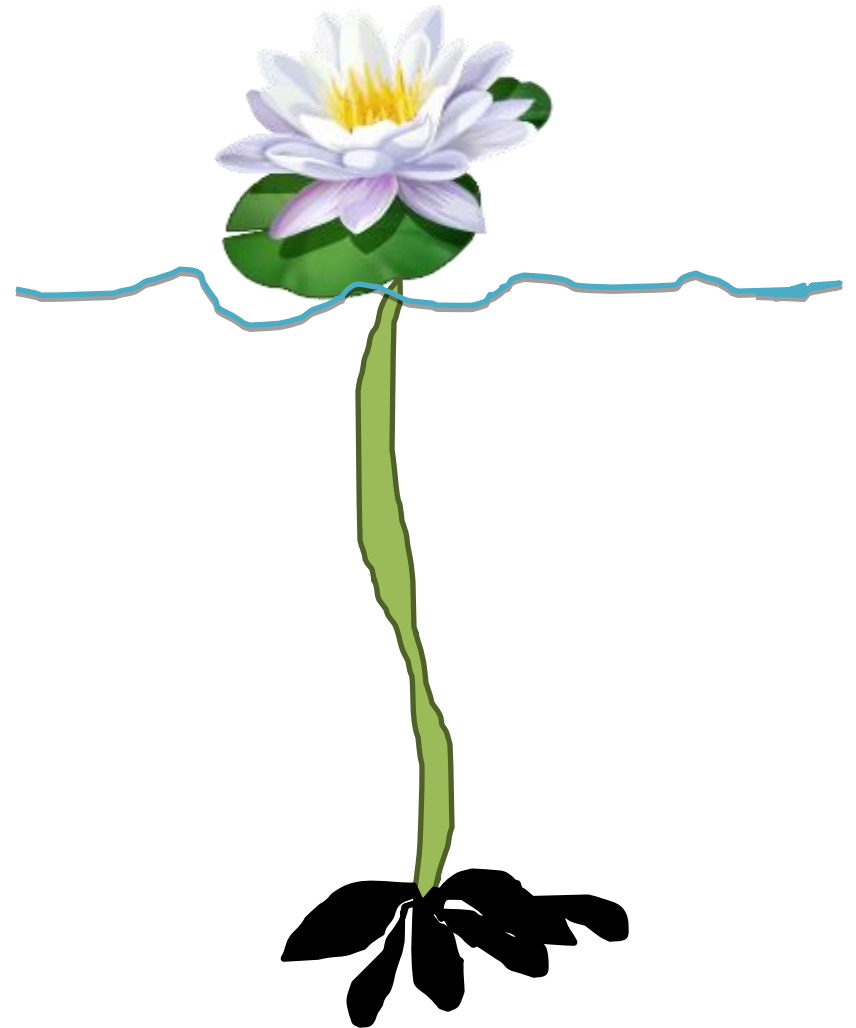
<p>students time in between each step to create their own.</p> <ol style="list-style-type: none"> 1. Pond Water- Set your construction paper sheet in front of you so that it is tall, not wide. (the 17 inches makes up the height, not the width). On your sheet of construction paper, determine where your pond water level will be. You want it about $\frac{3}{4}$ of the way up the paper. Use a blue marker to draw the pond water level. 2. Use the brown tissue paper (or brown construction paper) and cut strips of paper that you can arrange at the bottom of the construction paper to create roots. Glue on to the bottom of the page. 3. Using a piece of green construction paper, cut a 4 inch strip off of the side (making a 4inch wide and 17 inch long strip. Roll the strip long ways and crunch it slightly to create a long green, stem. Place one end of your stem on the roots and glue down to the construction paper. The stem should end 1 inch above the water. Cut the rest off. 4. Using the rest of your green construction paper, cut 2 wide, flat leaves. Glue on top of the water to the sides of the stem. 5. Choose a color for your water lily flower. Look at the Water lily template attached. Cut out thin oval shapes and glue them together in the center like shown. Create 3- 4 layers of these, glue n top of one another and curl upwards using your fingers. See the picture of a water lily next to the template to get an idea of what you are trying to create. 6. Glue your water lily on to your stem, right on top of the water line. <p>Once students have completed, remind them that the lily offers shade and protection under the water and food on top. Encourage them to draw pictures of animals they may find under a water lily and on top for those reasons!</p>	<p>opportunity and have the student become the teacher.</p>
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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? 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) <p style="margin-left: 40px;">Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</p>

Water Lily



Example:



Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Pond Animals- Crayfish
Focus:	Animal Habitats

Materials:

- “The Crayfish” Handout (1 per student or one per pair).
- Topic/Detail Story Map (1 per student)
- Crayons or markers

Opening

State the objective

Today we will:

- Learn fun facts about a pond animal called a crayfish
- Complete a drawn story map about the crayfish

Gain prior knowledge by asking students the following questions

- What is a crayfish? Have you ever seen one? What did it look like?

Content (the “Meat”)

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

Roadrunner Fun Facts

- Give a students “The Crayfish” handout. Allow students to read the Fun Facts individually or with a partner.
- When students have completed the reading, ask “right there” questions to ensure comprehension. (“Right there” questions are questions to which the answers can literally be found right in the text. They generally begin with what, where, when, why, or how.)
- Give students the Topic/Detail handout or recreate it on the board for students to draw on blank paper.
- Allow time for students to fill in the boxes with pictures using the topic (the crayfish) and supporting detail they learned about the crayfish (the information surrounding the crayfish).
- Allow students to share their drawn story maps with others.

***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?

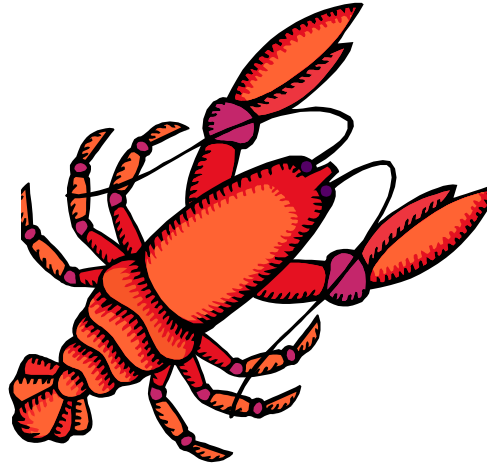
Debrief

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!)

The Crayfish



Where do I live?

There are 500 different types of crayfish. 350 of them live in the United States of America!

What do I eat?

I eat all most anything. Shrimp, dead animals and plants. I even eat my own shell when I molt! I'll eat hot dogs and cat food if you have them handy.


What is my habitat/home?

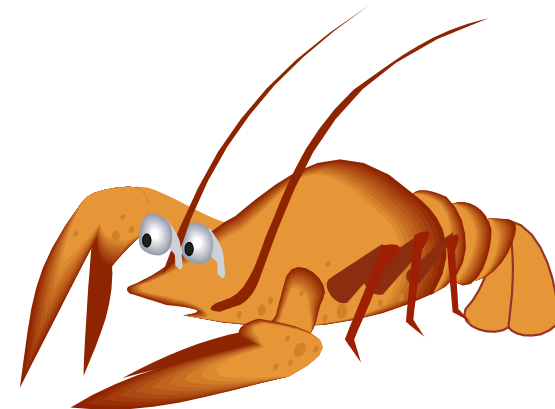
There are a lot of us crayfish, and most of us live in streams and ponds.

A Crayfish Expert?

The humans that study me are called hydrogeologists. They study other types of fish too.

How big am I?

The most common types of crayfish are between three and four inches long. There is one type of crayfish called dwarf crayfish that are really  small.

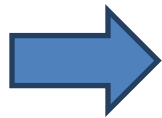
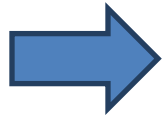
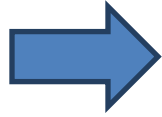
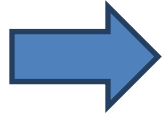


Consult 4 Kids Lesson Plans



Details

Topic



Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Desert and Pond Habitats Bingo
Focus:	Animal Habitats

Materials:

- Bingo Cards (Print for students or allow students to make their own).
- Bingo Questions
- Markers (coins, beans, paper scraps, etc)

Opening

State the objective

Today we will:

- Review the habitats we are learning about by playing a game.

Gain prior knowledge by asking students the following questions

Explain to students that they will be playing a memory game to review the concepts we learned about desert and ponds habitats.

- Has anyone ever played Bingo?
- What are the rules of the game?
- What are some ways that we can behave so that everyone can learn at their best and have fun?

Content (the "Meat")

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

Instructions for Desert and Pond Bingo- Review with Students!

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

- Randomly choose a question from the Questions sheet. Read aloud to students.
- Students place a marker over the answer to the question, IF the answer is on their card.
- Continue choosing questions and asking students 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).

To Extend 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"

Consult 4 Kids Lesson Plans

<ul style="list-style-type: none"> • Students can use or create their own Xtreme Bingo Cards. • Students can create the more questions and answers. • Students can trade cards with one another after each round. <p>Students can play multiple times, as time allows.</p>	<p>opportunity and have the student become the teacher.</p>
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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:

You may want to have cards pre-populated prior to student arrival for younger students.



B	I	N	G	O
		 Free		

B	I	N	G	O
		 Free		

Desert and Pond Questions and Answers

1. A habitat that has a hot and dry climate is called a _____.
2. What is a small body of water called?
3. The _____ is an example of a desert in the United States.
4. How many species of crayfish live in the United States?
5. Roadrunners can grow to about the size of a human _____.
6. What do crayfish eat?
7. I eat lizards, spiders, snakes, fruit and seeds. I live in the desert. Who am I?
8. How long is a normal crayfish?
9. The cactus is what type of plant?
10. What are humans that study fish called?
11. The plural of cactus is _____.
12. What part of the water lily grows at the bottom of the pond?
13. I live in the desert and my stem stores my water for me. What am I?
14. What part of the water lily grows up through the water?
15. Cacti have are covered with a skin that helps it retain water. What is it described as?
16. What part of the water lily collects sunlight for food?
17. I am an environment where plants and animals live. What am I?
18. What sits at the base of the water lily's stem and leaves?
19. Where do roadrunners live in the United States?
20. The water lily provides _____ for animals under the water.

Word Bank & Answers

1. Desert
2. Pond
3. Mojave
4. 350
5. Baby
6. Anything
7. Roadrunner
8. 3-4 inches
9. Succulent
10. Hydrogeologists
11. Cacti
12. Roots
13. Cactus
14. Stem
15. Waxy
16. Leaves
17. Habitat
18. Flower
19. Southwest
20. Protection

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Introducing- The Rainforest
Focus:	Animal Habitats

Materials:

- Rainforest Habitat Field Guide (1 per student) (copies per student are optional)
- Scratch paper and pencils
- Various research materials, depending on grade level. Examples include books or magazines about rainforests, printouts from the Internet, access to computers, etc.

Opening

State the objective

Today we will:

- Learn about animal habitats
- Find out what we know about rainforest habitats

Gain prior knowledge by asking students the following questions

- What is a habitat? (Simply put, a habitat is an environment where plants and animals live. A habitat provides the plants and animals the food, water and shelter it needs to survive).
- What is a rainforest?

Content (the "Meat")

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

Activate Prior Knowledge

This activity will give you an idea of what youth already know about a particular habitat and develop interest in learning more.

- Write the word RAINFOREST on the board.
- Ask students to briefly write or draw what they know about the rainforest habitat.
- Ask several students to share what they wrote.
- Read the following to the students;

Rainforests are forests made up of tall trees, warm weather and a lot of rain. In some rainforests, it rains every day! There are rainforests on Africa, Asia, Australia, and central and South America. Many plants and animals make the rainforest their home. The tall trees protect the plants and animals on the ground from the rain. More than 2/3 of the entire world's plant species are found in the rainforest. Many of them are used to make medicines.

- Ask students to review their original statements and add anything they learned from

*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>the reading.</p> <ul style="list-style-type: none"> • Ask for volunteers to share their additions with the large group. <p>Research</p> <ul style="list-style-type: none"> • Give each student a copy of the “Rainforest Habitat Field Guide” or recreate it on the board for students to copy onto blank paper. • Allow students to access the research materials you have provided to fill in the boxes on the paper. • Students can work independently, in pairs, or in small groups. • When students have completed their Field Guides, come together as a large group to fill out a Field Guide with everyone’s new information. 	<p>student become the teacher.</p>
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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:	Rainforest Diorama
Focus:	Animal Habitats

Materials:

- Shoeboxes, without lids (1 per student or 1 per small group of students)
- Various art materials- colored paper, felts, fabrics, pipe cleaners, cotton balls, toothpicks, etc
- Drawing materials- crayons, markers, etc
- Scissors
- Glue, tape
- Pictures of rainforests (optional)

Opening

State the objective

Today we will:

- Create 3D art dioramas inspired by a rainforest habitat

Gain prior knowledge by asking students the following questions

You may want to make a list of student's ideas to refer back to during the project.

- Review what students know about the rainforest.
- What animals can be found in the rainforest? What plants and trees?

Content (the "Meat")

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

Rainforest Dioramas

- Show students the pictures of the rainforests, if available.
- Using a shoebox and the various supplies, students will create a 3D representation of a rainforest habitat including a setting and the various animals and plants they would like to include.
- Before you hand out student supplies, show students how to choose the background 2D setting and cover the insides with paper. The shoebox will set on its side so viewers can look it. You may choose to cover the side that represents the ground with brown paper and the side that represents the top with blue paper as they sky. The actual bottom of the shoebox becomes the background in the diorama so you may choose to cover it with green paper, as well as the 2 other sides of the shoebox.
- Show students how to fill in the rainforest shoebox with 3D items. Roll up pieces of

*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>brown paper to act as tree trunks and top with green-colored cotton balls for trees, perhaps. You can choose any item with any materials you have available, just be sure to demonstrate for students how to both cover the insides of the shoebox and how to create the 3D items.</p> <ul style="list-style-type: none"> • Allow students to gather their supplies and begin. Students can work independently, if you have enough shoeboxes or in small groups. (Working in small groups may ensure that they complete the project in the time frame allowed.) • When dioramas are completed, set them up around a table or desk and allow students to walk around viewing all of the dioramas. 	<p>students in a “teach to learn” opportunity and have the student become the teacher.</p>
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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!)

The Roadrunner



Where do I live?

I live primarily in the deserts of the Southwestern United States from Arkansas to California. You can also find me in Mexico.

What do I eat?

I think insects, lizards, spiders, snakes fruit and seeds are yummy. Every now and again, I will snack on a small rodent.

What is my habitat/home?

I build a nest out of twigs and sticks. I make sure that I build it in a bush or a cactus several feet off the ground, so that predators cannot get me while I'm sleeping.

What is my full name?

I am called the Greater Roadrunner. My scientific name is Geococcyx californianus.

How big am I?



I am not the same size, but I weigh as much and am as long as a newborn human baby. I am anywhere from 8-12 ounces and between 18-22 inches from the tip of my beak to the tip of my tail!

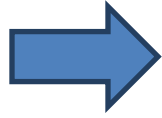
Consult 4 Kids Lesson Plans



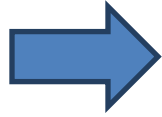
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Topic

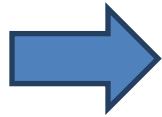
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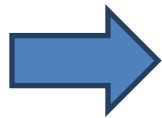
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Consult 4 Kids Lesson Plans



Component	Theme
Grade Level:	K-5
Lesson Title:	Rainforest Habitats- Memory
Focus:	Animal Habitats

Materials:

- “Rainforest” Memory Sets (printed on heavy paper, such as cardstock); 1 per every pair or small group of students.
- Scissors (if students will be cutting out games cards)

Opening

State the objective

Today we will:

- Review the habitats we are learning about by playing a game.

Gain prior knowledge by asking students the following questions

Explain to students that they will be playing a memory game to review the concepts we learned about rainforest habitats.

- Has anyone ever played Memory?
- What are the rules of the game?
- What are some ways that we can behave so that everyone can learn at their best and have fun?

Content (the “Meat”)

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

Instructions for Rainforest 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 question card matches the answer card. The pictures match for correct matches, as well. 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 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.

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:


You may want to have cards cut prior to student arrival for younger students.

I am a habitat. I get lots and lots of rain. Many plants and animals call me home.



I am a rainforest.



There are rainforests on these four continents in the world. 

Asia, Australia, Africa, and South America



The name chameleon comes from an old Latin term meaning _____?



“Ground lion”



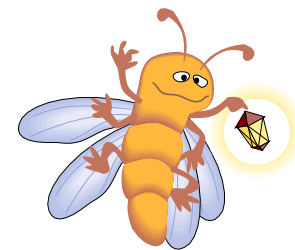
I am the second layer. You'll find a lot of insects in this layer!



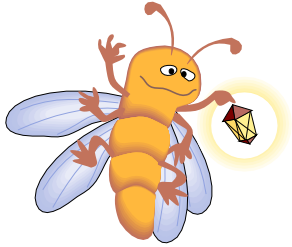
The Understory



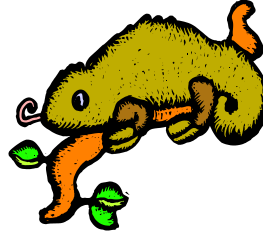
Bugs and Worms



Chameleon food



I am a chameleon.



I am the tallest and last layer of the rainforest.



I am the emergent layer.



I am an animal that lives in the rainforest habitat. I can be many colors.



I am the canopy.



I am the 3rd layer of the rainforest. I am made of many leafy, green trees.



I am the forest floor.



I am the first layer of the rainforest. I am very hot and humid.



Habitat



An environment where plants and animals live.



Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Layers of the Rainforest
Focus:	Animal Habitats

Materials:

- 4 large strips of butcher paper
- Drawing materials-crayons, markers, etc
- Art supplies- colored paper, etc
- Glue
- Scissors
- Tape

Opening

State the objective

Today we will:

- Create a team mural showing the different layers of the rainforest habitat

Gain prior knowledge by asking students the following questions

You may want to make a list of student's ideas to refer back to during the project.

- Review what students know about rainforest habitats.
- What animals and plants live in this habitat?

Content (the "Meat")

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

Rainforest Layers Mural

- Explain the following to students. You may want to draw the layers on the board or on chart paper as you go. Label each layer as you talk about it and write the various examples in the appropriate layers. (Use a student volunteer to write as you talk, if they are able).

There are four layers of growth in the rainforest.

- The first is the bottom layer called the forest floor. It is 0 feet off of the ground because it is the ground. This layer gets very little sunlight because all of the other layers cover it very well. The forest floor is hot, humid and dark. Because there is so little sunlight, it is hard for plants to grow. You'd most likely find the ground covered in fallen leaves, roots of trees, fallen branches and twigs here, along with bugs that crawl.
- The second layer is called the understory. More light is able to reach here. It is between 0-60 feet high. You would find small trees like the dwarf palm here, as well, as other smaller trees, some that have fruit. You will find a lot of insects in

*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>this layer, along with a variety of snakes and frogs.</p> <ul style="list-style-type: none"> • The third layer is the canopy. The canopy is a dense roof of trees and is always green and leafy. It shields the understory and the forest floor from rain and sunlight. It is the area that is 60-130 feet off the ground. Here, some of the animals you will find are monkeys and butterflies. • The final layer, the one on the very top, is called the emergent layer. This is where a few tall, wide trees have grown up above all of the others. It is very dry because it gets the most sun. This is the area 130-160 feet above the ground. In this layer you will find a variety of birds and a few monkeys. <p>To make the mural:</p> <ul style="list-style-type: none"> • Divide the group in to 4 small groups. • Give each group a strip of butcher paper and access to the art and drawing materials. • Assign each group a different layer. As a group, they should create their layer of the rainforest on the paper using the information that was discussed. Only put appropriate plants and animals in the layer assigned. Cover as much of the paper as possible. • When the layers are complete, stack them in the appropriate order and tape together. • Allow each group to present the layer they created. 	<p>student become the teacher.</p>
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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? 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!)

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Introducing- Underground Habitats
Focus:	Animal Habitats

Materials:

- Underground Habitat Field Guide (1 per student) (copies per student are optional)
- Scratch paper and pencils
- Various research materials, depending on grade level. Examples include books or magazines about underground habitats, printouts from the Internet, access to computers, etc.

Opening

State the objective

Today we will:

- Learn about animal habitats
- Find out what we know about underground habitats

Gain prior knowledge by asking students the following questions

- What is a habitat? (Simply put, a habitat is an environment where plants and animals live. A habitat provides the plants and animals the food, water and shelter it needs to survive).
- When have you had an opportunity to see under the surface of the earth? What did you see?

Content (the "Meat")

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

Activate Prior Knowledge

This activity will give you an idea of what youth already know about a particular habitat and develop interest in learning more.

- Write the word UNDERGROUND HABITAT on the board.
- Ask students to briefly write or draw what they know about the underground habitat.
- Ask several students to share what they wrote.
- Read the following to the students;

An underground habitat is an environment underneath the surface of the earth, where some plants and animals live all or most of the time. Animals live underground for a variety of reasons. Living underground protects them from predators and from the heat or cold. Many of the animals that live underground do so because the food that they eat lives under the earth as well! Some animals live under the ground for their entire lives. Others only live under ground until they reach a certain stage. Others, like the prairie dog, live under ground, but they spend time above the ground too.

*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"> Ask students to review their original statements and add anything they learned from the reading. Ask for volunteers to share their additions with the large group. <p>Research</p> <ul style="list-style-type: none"> Give each student a copy of the “Underground Habitat Field Guide” or recreate it on the board for students to copy onto blank paper. Allow students to access the research materials you have provided to fill in the boxes on the paper. Students can work independently, in pairs, or in small groups. When students have completed their Field Guides, come together as a large group to fill out a Field Guide with everyone’s new information. 	<p>student become the teacher.</p>
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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!)
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Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Underground Animals- The Prairie Dog
Focus:	Animal Habitats

Materials:

- “The Prairie Dog ” Handout (1 per student or one per pair).
- Topic/Detail Story Map (1 per student)
- Crayons or markers

Opening

State the objective

Today we will:

- Learn fun facts about a rainforest animal called a prairie dog
- Complete a drawn story map about the prairie dog

Gain prior knowledge by asking students the following questions

- What is a prairie dog? Have you ever seen one? What did it look like?

Content (the “Meat”)

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

Roadrunner Fun Facts

- Give students “The Prairie Dog” handout. Allow students to read the Fun Facts individually or with a partner.
- When students have completed the reading, ask “right there” questions to ensure comprehension. (“Right there” questions are questions to which the answers can literally be found right in the text. They generally begin with what, where, when, why, or how.)
- Give students the Topic/Detail handout or recreate it on the board for students to draw on blank paper.
- Allow time for students to fill in the boxes with pictures using the topic (the prairie dog) and supporting detail they learned about the prairie dog (the information surrounding the prairie dog).
- Allow students to share their drawn story maps with others.

*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!)

The Prairie Dog

Where do I live?

We live underground on North America's prairies and grasslands. There are not many of us left.

What do I eat?

We are herbivores. We do not eat meat. Just plants and nuts and seeds.



What am I?

I am a mammal. I give birth to live young.

How big am I?

I am about 2-4 pounds. I am 12-15 inches tall from my head to the start of my tail. My tail is about 3-4 inches long. If you stood me next to a tall man, I wouldn't even reach his knees.

What is my habitat/home?

We live underground in burrows. Our burrows are very sophisticated and we spend a lot of time on them. There are certain areas in our burrows where we keep our babies, store our food, and go to the restroom. Much like the humans have nurseries, kitchens and toilet rooms.

Fun Fact

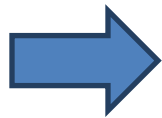
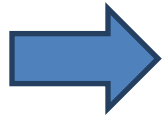
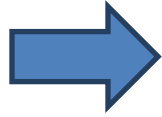
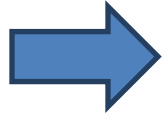
We work together as a family. In a group, we are called a prairie dog town. We even give each other prairie dog kisses!

Consult 4 Kids Lesson Plans



Details

Topic



Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Underground Art
Focus:	Animal Habitats

Materials:

- Large, white sheets of construction paper (1 per student)
- Drawing materials- crayons, markers, etc
- Google Image Search Results for “Ant Farms” -Optional

Opening

State the objective

Today we will:

- Create an “Underground Art” piece

Gain prior knowledge by asking students the following questions

- Review the animals that live underground.
- What do you know about ants and their movement underground?

Content (the “Meat”)

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

Underground Art

- Show students the pictures of the ant farms or underground ant pathways.
- Explain to students that an ant colony is an underground home for a colony of ants. The ants hollow out chambers, or small “rooms” which are connected by tunnels. The chambers are designated areas for caring for young and storing food. The colonies that are built by ants underground have several similarities to our homes above ground.
- Draw a Venn diagram on the board or a piece of chart paper. Label one circle Ant Colonies and the other Our Homes. Discuss and chart the similarities and differences within the Venn diagram.
- Ask students to imagine that they were the size of ants and lived underground. What chambers (rooms) would they created in their colony?
- Explain to students that they will be using the drawing materials and construction paper to create their miniature underground homes.
- The goal is to cover the entire paper and to create a view of their colony as if one were looking at it from the side, much like the pictures of the ant farms. Once they have drawn their chambers and connected them with tunnels, they can place

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>people and items in them. The chambers should be identifiable (kitchen, game room, etc) by what is drawn inside.</p> <ul style="list-style-type: none"> • Allow students time to complete their work, covering as much of the paper as possible. • When all students are complete ask ½ of the students to form a circle, with their artwork, and face outward. Ask the other ½ of students to form another circle around the first circle facing inwards. Each student should be facing another student, inside circle to outside circle. • Allow 2 minutes for students who are facing one another to share their Underground Art with each other. At the end of the allotted time, ask the inside circle to stand still, and the outside circle to move over 1 (or 2) people to their right. • Repeat the sharing of art with the new partner. • Repeat as many times as you wish. 	
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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:	Rainforest and Underground Habitats Bingo
Focus:	Animal Habitats

Materials:

- Bingo Cards (Print for students or allow students to make their own).
- Bingo Questions
- Markers (coins, beans, paper scraps, etc)

Opening

State the objective

Today we will:

- Review the habitats we are learning about by playing a game.

Gain prior knowledge by asking students the following questions

Explain to students that they will be playing a memory game to review the concepts we learned about desert and ponds habitats.

- Has anyone ever played Bingo?
- What are the rules of the game?
- What are some ways that we can behave so that everyone can learn at their best and have fun?

Content (the "Meat")

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

Instructions for Rainforest and Underground Bingo- Review with Students!

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

- Randomly choose a question from the Questions sheet. Read aloud to students.
- Students place a marker over the answer to the question, IF the answer is on their card.
- Continue choosing questions and asking students 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).

***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


<p>To Extend Play:</p> <ul style="list-style-type: none"> • Students can use or create their own Xtreme Bingo Cards. • Students can create the more questions and answers. • Students can trade cards with one another after each round. <p>Students can play multiple times, as time allows.</p>	<p>opportunity and have the student become the teacher.</p>
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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!)
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<p>Modification:</p> <p>You may want to have cards pre-populated prior to student arrival for younger students.</p>
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B	I	N	G	O
		 Free		

B	I	N	G	O
		 Free		

	E	X	T	R	E	M	E	
				Free				

Consult 4 Kids Lesson Plans

1. I am a habitat for many plant and animals. I get a lot of rain.
2. I am the first layer of soil. I am the farthest down and am very hard. I'm made of compressed rock.
3. Rainforests are located on four continents. This is one of them.
4. I am the 2nd layer of soil. I am chunky and have pieces of clay and other minerals.
5. The chameleon was named after an old Latin word meaning this.
6. I am the 1st layer of soil. This is the layer that is made of air, water, crushed rock, and organic matter.
7. I am the 2nd layer of the rainforest. You will find a lot of insects here.
8. What is the habitat where many plants and animals live under the surface of the Earth?
9. I am chameleon food.
10. What does living underground protect animals from?
11. I am an animal that lives in the rainforest and can be many colors.
12. On what continent do prairie dogs live?
13. This is the tallest and last layer of the rainforest.
14. Is the prairie dog and herbivore or a carnivore?
15. This is the 3rd layer in the rainforest. It is full of leafy, green treetops.
16. What type of animal is the prairie dog?
17. This is the first layer of the rainforest. It is at ground level and is hot and humid.
18. Prairie dogs live in large groups. What are they called?
19. What is an environment where plants and animals live called?
20. Prairie dogs live underground in shelters called _____.

Word Bank & Answers

1. Rainforest
2. Bedrock
3. Asia
4. Subsoil
5. Ground lion
6. Topsoil
7. Understory
8. Underground
9. Bugs
10. Predators
11. Chameleon
12. North America
13. Emergent
14. Herbivore
15. Canopy
16. Mammal
17. Forest floor
18. Prairie dog towns
19. Habitat
20. Burrows

Consult 4 Kids Lesson Plans

Component	Theme
Grade Level:	K-5
Lesson Title:	Habitats Posters
Focus:	Animal Habitats

Materials:

- 5 white poster boards
- Drawing Supplies- crayons, markers, etc

Opening

State the objective

Today we will:

- Reinforce the learning around habitats by making posters to show understanding.

Gain prior knowledge by asking students the following questions

- Review what students know about desert, pond, rainforest, underground and backyard habitats.
- What animals and plants live in these habitats? What are the climates like?

Content (the “Meat”)

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

- Divide students into 5 small groups.
- Assign each group a habitat (desert, pond, rainforest, underground, and backyard).
- Students will create a poster using the poster boards and the drawing supplies to create a poster featuring their assigned habitat. The habitat should be clearly written. Students can draw, write, make diagrams, or anything else they can think of to put on the poster to demonstrate their learning and understanding of the habitat.
- Allow students to share their completed posters with the large group and display.

***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

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!)

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. 	
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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!)
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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?

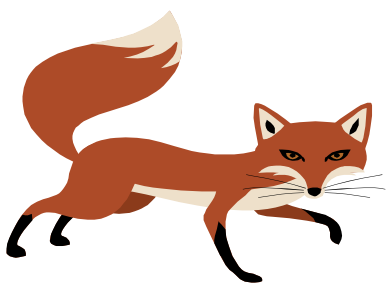
Step 3: Generalize: How can you use the skills or your key learnings in your life?

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

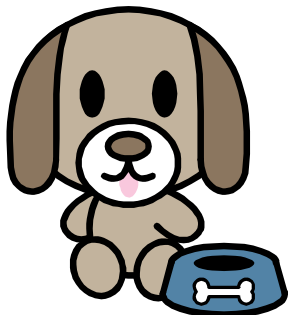
Reflection (Confirm, Tweak, Aha!)

- 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.



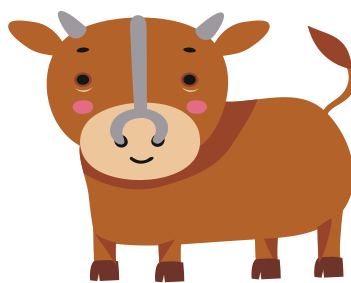
The DOG is loyal to the team and the work being done.



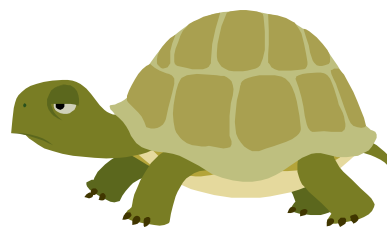
The OWL makes wise decisions.



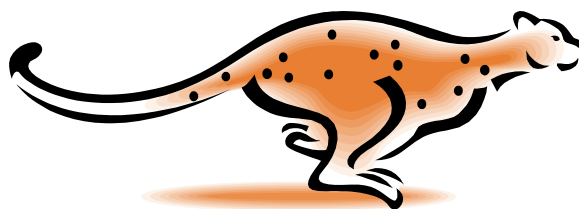
The CAT prefers to work alone.



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

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.

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
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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.
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 - a. The story must have a beginning, middle, and end.
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 - 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 style="text-align: center;">(“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>
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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!)
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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
		 Free		

B	I	N	G	O
		 Free		

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>
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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!)
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<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>
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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!)
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<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>
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
<p>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.</p> <p>Step 1: Describe: Student(s) describe what they did during the activity.</p> <p>Step 2: Interpret: Students answer one, some or all of the following questions:</p> <p style="padding-left: 40px;">What were your key learnings when you participated in this activity?</p> <p style="padding-left: 40px;">What skills did you need to utilize to participate in this activity?</p> <p style="padding-left: 40px;">How did you feel when participating in this activity?</p> <p>Step 3: Generalize: How can you use the skills or your key learnings in your life?</p> <p>Step 4: Apply: How can you use the skills or your key learnings at school?</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!)
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<p>Modification: For younger students, you may choose to do this activity as a whole class.</p>
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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>
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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!)
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<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>
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B	I	N	G	O
		 Free		

B	I	N	G	O
		 Free		

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