



Park Hill School District

Building Successful Futures • Each Student • Every Day

First Grade Library Media Curriculum

Course Description: The Park Hill School District is committed to an educational program which supports the development of reading for personal and academic competency and integrating information technologies appropriately and equitably. Our Library Media program is committed to developing competencies in students to inquire, include, collaborate, curate, explore and engage with information. The goal of the program is to provide students with learning experiences that engage students with reading and information so that they development a love of reading and learn to explore the application of information in real life situations.

The 1st grade library media course is designed to provide students the skills to be a good library community member and digital citizen, introduce design and research skills and present information in a way that demonstrates their learning and supports other learners. Students are provided with learning experiences which allow students to practice their research and design skills through the application of reading for enjoyment and information. Experiences include computer coding, academic research, and developing presentation materials to share with others.

Scope and Sequence:

Timeframe	Unit	Topics/Bends
Quarter 1	Library Community	Topic 1: Library Procedures and Resources Topic 2: Digital Citizenship
Quarter 2	Literature Appreciation	Topic 1: Authors and Illustrators Topic 2: Parts of a book Topic 3: Fiction vs. Nonfiction
Quarter 3	Research	Topic 1: Pose Real Questions Topic 2: Find Resources Topic 3: Interpret Information Topic 4: Report Findings
Quarter 4	Design Thinking	Topic 1: Think Topic 2: Create Topic 3: Share Topic 4: Grow

Unit 1: Library Community

Subject: Library Media

Grade: 1st Grade

Name of Unit: Library Community

Length of Unit: 1st Quarter

Overview of Unit: Students will become familiar with resources and procedures in the library. Students will engage in safe and responsible behaviors online and in the library.

Priority Standards:

- VI. Engage- Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.
- II. Include- Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

Supporting Standards:

- Engage A.1 Responsibly applying information, technology, and media to learning.
- Engage A.2 Understanding the ethical use of information, technology and media.
- Engage D.3 Inspiring others to engage in safe, responsible, ethical and legal information behaviors.
- Include A.1. Articulating an awareness of the contributions of a range of learners.
- Include D.1. Seeking interactions with a range of learners.
- Include D.3. Reflecting on their own place within the global learning community.

Standard (code)	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
VI. Engage	Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.	Create and share products online	1- Knowledge	1
II. Include	Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.	Demonstrate respect	3- Application	2

Essential Questions:

1. What is a library?
2. How can I use the library?
3. How can we be a safe digital citizen?

Enduring Understandings/Big Ideas:

1. A school library is a place where students can explore, create, and share ideas.
2. It is important that there is a balance in the way that technology is used. Digital citizens must be able to know when to use their devices and when to step away.
3. To be able to use technology we have to be able to use it safely and appropriately.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Library Digital Citizen	

Getting Ready for the Unit:

- Make a list of resources that students need to explore
- Familiarize yourself with the Digital Citizenship resources

Unit Resources:

- Neptune Navigate
- <https://www.netsmartzkids.org/>
- [Common Sense Media](#)

Topic 1: Library Procedures and Resources

Engaging Experience 1:

Teaching Point: Today I want to teach you what a library is.

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- II. Include- Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

Supporting:

- Include A.1 Articulating an awareness of the contributions of a range of learners.

Detailed Description/Instructions:

- One way to do this is to create a [Monster Hunt](#) scavenger hunt, or a tour, of the library using the posters given. Create footprints for students to follow throughout the room. At each stop, discuss the location and why we are not “monsters” when we check out books.
- Other ways to do this...
 - Use the following [Sesame Street Video](#) and discuss how it applies to your library.
 - Play “Beat the Timer” for cleaning up materials.

Bloom’s Levels: 3

Webb’s DOK: 2

Engaging Experience 2:

Teaching Point: Today I want to teach you how we can use the library.

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- II. Include- Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

Supporting:

- Include A.1 Articulating an awareness of the contributions of a range of learners.

Detailed Description/Instructions:

- One way to do this is to teach Book Care lessons. Here is an example with books:
<https://docs.google.com/presentation/d/1y8eMp4ByC92JHDmMrzSsMinY7EQ2aWbgZtRIgZC6HEA/edit?usp=sharing>
- Another way to do this is to use the [Pigeon Book Care](#) lesson found on SeeSaw.
- Teach how to use shelf markers and shelf navigation. You can use your own techniques or the Hokey Pokey Shelf Navigation song.

Bloom’s Levels: 3

Webb’s DOK: 2

Topic 2: Digital Citizenship

Engaging Experience 3:

Teaching Point: Today I want to teach you how we follow expectations to balance using our iPad as a learning device.

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- VI. Engage- Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

Supporting:

- Engage A.1 Responsibly applying information, technology, and media to learning
- Engage A.2 Understanding the ethical use of information, technology and media
- Engage D.3 Inspiring others to engage in safe, responsible, ethical and legal information behaviors

Detailed Description/Instructions:

- One way to do this is to use lessons from Neptune Navigate
- Another way to do this is to Netsmartz, Common Sense Media, and BrainPop

Bloom's Levels: 1

Webb's DOK: 1

Engaging Experience 4:

Teaching Point: Today I want to teach you how we will practice being safe online.

Suggested Length of Time: 1 session (ongoing)

Standards Addressed

Priority:

- VI. Engage- Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

Supporting:

- Engage A.1 Responsibly applying information, technology, and media to learning
- Engage A.2 Understanding the ethical use of information, technology and media
- Engage D.3 Inspiring others to engage in safe, responsible, ethical and legal information behaviors

Detailed Description/Instructions:

- One way to do this is to use lessons from Neptune Navigate
- Another way to do this is to use lessons from Netsmartz, Common Sense Media, and BrainPop

Bloom's Levels: 1

Webb's DOK: 1

Engaging Scenario

Throughout the year students will continue building their Library Community and Digital Citizenship skills through everyday lessons and activities.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Library Procedures and Resources	Today I want to teach you what a library is.	One way to do this is to create a Monster Hunt scavenger hunt, or a tour, of the library using the posters given. Create footprints for students to follow throughout the room. At each stop, discuss the location and why we are not “monsters” when we check out books. Other ways to do this...Use the following Sesame Street Video and discuss how it applies to your library. Play “Beat the Timer” for cleaning up materials.	Ongoing
Library Procedures and Resources	Today I want to teach you how we can use the library.	One way to do this is to teach Book Care lessons. Here is an example with books: https://docs.google.com/presentation/d/1y8eMp4ByC92JH DmMrzSsMinY7EQ2aWbgZtRIgZC6HEA/edit?usp=sharing Another way to do this is to use the Pigeon Book Care lesson found on SeeSaw. Teach how to use shelf markers and shelf navigation. You can use your own techniques or the Hokey Pokey Shelf Navigation song.	Ongoing
Digital Citizenship	Today I want to teach you how we follow expectations to balance using our iPad as a learning device.	One way to do this is to use lessons from Neptune Navigate Another way to do this is to Netsmartz, Common Sense Media, and BrainPop	Ongoing
Digital Citizenship	Today I want to teach you how we will practice being safe online.	One way to do this is to use lessons from Neptune Navigate Another way to do this is to Netsmartz, Common Sense Media, and BrainPop	Ongoing

Unit 2: Literature Appreciation

Subject: Library Media

Grade: First Grade

Name of Unit: Literature Appreciation

Length of Unit: Quarter Two

Overview of Unit: Readers develop their skills by interacting with books.

Priority Standards:

- II. Include- Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

Supporting Standards:

- Include B.3 Representing diverse perspectives during learning activities
- Include D.2. Demonstrating interest in other perspectives during learning activities
- Include D.1. Seeking interactions with a range of learners

Standard (code)	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
II. Include	Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.	Demonstrate respect for others	3- Application	2

Essential Questions:

1. What kind of books exist?
2. What books do I like to read?
3. What is the difference between fiction and nonfiction?

Enduring Understandings/Big Ideas:

1. There are many types of books.
2. Different readers have different interests. Knowing what you like to read can help you enjoy reading.
3. Fiction books are created from someone's imagination. Non Fiction books are based in fact. Knowing the difference between the two can help us to understand what we are reading.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Author Illustrator Cover Spine Title Illustration	

Getting Ready for the Unit:

- Begin gathering high interest books for Kindergarten. You may want to use the current Building Block nominees, Caldecott award books, Coretta Scott King, Seuss Geisel, Dogwood, etc.

Unit Resources:

- [Building Block Nominees](#)
- A variety of picture books
- Book Creator app
- Ozobots or Dash Robots
- [Parts of Book Display](#)

Topic 1: Authors and Illustrators

Engaging Experience 1:

Teaching Point: Today I want to teach you that there are many people who work to bring stories to life. Authors create stories and illustrators create images that help us see the stories.

Suggested Length of Time: 1-2 Sessions

Standards Addressed

Priority:

- II. Include- Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

Supporting:

- Include B.3 Representing diverse perspectives during learning activities
- Include D.2. Demonstrating interest in other perspectives during learning activities

Detailed Description/Instructions:

- One way to do this is to conduct an author or illustrator study. Choose a high interest author or illustrator and utilize their books to study their books and lives.
- Another way to do this is to read and explore award books, such as the Show Me award nominees, Caldecott award books, Coretta Scott King, Seuss Geisel, Dogwood, etc.

Bloom's Levels: 3; **Webb's DOK:** 2

Topic 2: Selecting Books

Engaging Experience 2:

Teaching Point: Today I want to teach you how readers use different strategies to choose just right books in a library.

Suggested Length of Time: 1- 2 sessions

Standards Addressed

Priority:

- II. Include- Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

Supporting:

- Include B.3 Representing diverse perspectives during learning activities
- Include D.2. Demonstrating interest in other perspectives during learning activities

Detailed Description/Instructions:

- One way to do this is to model using the [five finger strategy](#) to choose just the right books. Choose a book. Hold up five fingers and put down one finger for each word you do not know on the page. This is a good time to introduce students to some of the early chapter books in the library.

Bloom's Levels: 3; **Webb's DOK:** 1

Topic 3: Fiction Vs. Non-Fiction

Engaging Experience 3:

Teaching Point: Today I want to teach you the difference between fiction and non-fiction books.

Suggested Length of Time: 1- 2 sessions

Standards Addressed

Priority:

- II. Include- Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

Supporting:

- Include B.3 Representing diverse perspectives during learning activities
- Include D.2. Demonstrating interest in other perspectives during learning activities

Detailed Description/Instructions:

- One way to do this is to model how you determine if a book is fiction or nonfiction. Emphasize the following attributes. Fiction: illustrations, characters, talking animals, story with a beginning, middle and end. Nonfiction: photographs, teaches readers, and facts.
- Another way to do this is to compare fiction and nonfiction books. Explore several fiction and nonfiction books, with students deciding if a book is fiction and nonfiction. Categorize the books as fiction or nonfiction.

Bloom's Levels: 3

Webb's DOK: 2

Engaging Scenario

Throughout the year students will have access to check out and enjoy text by a variety of different authors and illustrators.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Authors and Illustrators	Today I want to teach you that there are many people who work to bring stories to life. Authors create stories and illustrators create images that help us see the stories.	One way to do this is to conduct an author or illustrator study. Choose a high interest author or illustrator and utilize their books to study their books and lives. Another way to do this is to read and explore award books, such as the Missouri Building Block award nominees, Caldecott award books, Coretta Scott King, Seuss Geisel, Dogwood, etc. Another way to do this is to study the concept of an author or illustrator. Hold up a book and ask students if they understand what “by” or “Written By” means. Let students know that a book is written by an author. The illustrator is who draws or creates the pictures.	1-2 sessions
Selecting Books	Today I want to teach you how readers use different strategies to choose just right books in a library.	One way to do this is to model using the five finger strategy to choose just the right books. Choose a book. Hold up five fingers and put down one finger for each word you do not know on the page. This is a good time to introduce students to some of the early chapter books in the library.	1-2 sessions
Fiction vs. Non-Fiction	Today I want to teach you the difference between fiction and non-fiction books.	One way to do this is to model how you determine if a book is fiction or nonfiction. Emphasize the following attributes. Fiction: illustrations, characters, talking animals, story with a beginning, middle and end. Nonfiction: photographs, teaches readers, and facts. Another way to do this is to compare fiction and nonfiction books. Explore several fiction	1-2 sessions

		and nonfiction books, with students deciding if a book is fiction and nonfiction. Categorize the books and fiction or nonfiction.	
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Unit 3: Research

Subject: Library Media

Grade: Kindergarten

Name of Unit: Research

Length of Unit: Quarter Three

Overview of Unit: Students will engage in research that helps them to ask questions, learn about a topic and share their understanding.

Priority Standards:

- I. Inquire- Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
- IV. Curate- Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

Supporting Standards:

- Inquire A.1. Formulating questions about a personal or a curricular topic
- Inquire A.2. Recalling prior and background knowledge as context for new meaning
- Inquire B.3. Generating products that illustrate learning
- Curate A.1 Determine the need to gather information
- Curate B.1 Seeking a variety of sources

Standard (code)	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
I. Inquire	Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.	Think critically	3- Application	2
IV. Curate	Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.	Collecting, organizing, and sharing	3- Application	2

Essential Questions:

1. How can we learn by asking questions?
2. How can I use resources to learn about a topic?
3. How can information be shared with others?

Enduring Understandings/Big Ideas:

1. Asking questions helps us to understand information.
2. Learning from experts and resources help us to better understand the world around us.
3. Communicating information allows others to learn with us.

Topic Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Research Question Resource Comment	

Getting Ready for the Unit:

- Choose a **topic** to guide this unit. This can be based on a text or on a concept. Kindergarten curriculum provides several possibilities (All about books, Americans we celebrate, animal and plant needs).
- Gather grade appropriate resources (PebbleGo, Epic, print books).
- Begin thinking about your outcome (stop motion video, Chatterpix, cardboard displays, Canva app etc.)

Unit Resources:

- PebbleGo
- Epic
- Chatterpix
- Canva (app)
- Stop Motion
- Padlet
- Seesaw
- Traveling Mural via [The Library Voice](#)

Topic 1: Pose Real Questions

Engaging Experience 1:

Teaching Point: Today I want to teach you that asking questions helps us to better understand information.

Suggested Length of Time: 1-2 sessions

Standards Addressed

Priority:

- I. Inquire- Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Supporting:

- Inquire A.1. Formulating questions about a personal or a curricular topic

Detailed Description/Instructions:

- **One way to do this** is to play a game with the students where they get to ask you questions about yourself. You could have them write the questions on paper or just have a discussion. Discuss with the class the difference between a question and a comment. You could also start the discussion by reading a picture book that allows students to hear many questions (i.e. [*Avocado Asks, If...*](#))
- **Another way to do this** is once you choose a topic, gather images of items from the topic. Use the images to guide the students to make questions. Add the questions to an anchor chart or a Padlet.
 - Topic ideas:
 - Light painting
 - Zoo animals
 - Marbles
 - Traveling Mural
 - Polar animals

Bloom's Levels: 3

Webb's DOK: 2

Topic 2: Find Resources

Engaging Experience 2:

Teaching Point: Today I want to teach you that when we are curious we can learn more about a topic from resources. These resources can be books, magazines, websites, videos and even people.

Suggested Length of Time: 1-2 sessions

Standards Addressed

Priority:

- IV. Curate- Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance

Supporting:

- Curate A.1 Determine the need to gather information

- Curate B.1 Seeking a variety of sources

Detailed Description/Instructions:

- One way to do this is to gather books from your collection that align with your topic of choice. Have the students explore the books and pictures. You could also supplement with Epic Books. You could have the students take notes with two columns and pictures. Some examples could be:
 - Picture of the animal
 - Label body parts
 - Where they live
 - What they eat
- Another way to do this is to use Pebble Go to research your topic. You could have the students use two column picture notes to record their findings.

Bloom's Levels: 3

Webb's DOK: 2

Topic 3: Interpret Information

Engaging Experience 3:

Teaching Point: Today I want to teach you that learning new things, also means thinking about what we know now, what doesn't make sense, and what questions we still have.

Suggested Length of Time: 1-2 sessions

Standards Addressed

Priority:

- Inquire- Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Supporting:

- Inquire A.2. Recalling prior and background knowledge as context for new meaning

Detailed Description/Instructions:

- One way to do this is to revisit the padlet or anchor chart of questions that you created from EE 1. Review the questions we had and see if we now have answers.
- Another way to do this is to talk to the students about asking deeper questions. For example, how and why questions. You could add to the padlet and anchor chart or create new.

Bloom's Levels: 3

Webb's DOK: 2

Topic 4: Report Findings

Engaging Experience:

Teaching Point: Today I want to teach you that when you have learned new information it is nice to share that information with others.

Suggested Length of Time: 1-2 sessions

Standards Addressed

Priority:

- Inquire- Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Supporting:

- Inquire B.3. Generating products that illustrate learning

Detailed Description/Instructions:

- One way to do this is to complete one of the engaging scenario options below that will allow students to share their information with others. Be sure to share these products with the class, or via Seesaw.
- Another way to do this is to create a drawing on Seesaw demonstrating what they learned from their research. Then, using the microphone tool to record their voice over the drawing.

Bloom's Levels: 3

Webb's DOK: 2

Engaging Scenario

After researching, students will create a product to represent their new understandings. Some examples are:

- Making marble mazes
- Green screen videos to show animal habitats
- Creating the traveling mural and sending to other schools ([via The Library Voice](#))

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Pose Real Questions	Today I want to teach you that asking questions helps us to better understand information.	One way to do this is to play a game with the students where they get to ask you questions about yourself. You could have them write the questions on paper or just have a discussion. Discuss with the class the difference between a question and a comment. You could also start the discussion by reading a picture book that allows students to hear many questions (i.e. <i>Avocado Asks, If...</i>) Another way to do this is once you choose a topic, gather images of items from the topic. Use the images to guide the students to make questions. Add the questions to an anchor chart or a Padlet. ○ Topic ideas: ■ Light painting ■ Zoo animals ■ Marbles ■ Traveling Mural ■ Polar animals	1-2 sessions
Find Resources	Today I want to teach you that when we are curious we can learn more about a topic from resources. These resources can be books, magazines, websites, videos and even people.	One way to do this is to gather books from your collection that align with your topic of choice. Have the students explore the books and pictures. You could also supplement with Epic Books. You could have the students take notes with two columns and pictures. Some examples could be: ● Picture of the animal ● Label body parts ● Where they live ● What they eat	1-2 sessions

		Another way to do this is to use Pebble Go to research your topic. You could have the students use two column picture notes to record their findings. Another way to do this is to use robots such as Ozobots to move to the different parts of the book. Another way to do this is to listen to the parts of a book song.	
Interpret Information	Today I want to teach you that learning new things, also means thinking about what we know now, what doesn't make sense, and what questions we still have.	One way to do this is to revisit the padlet or anchor chart of questions that you created from EE 1. Review the questions we had and see if we now have answers. Another way to do this is to talk to the students about asking deeper questions. For example, how and why questions. You could add to the padlet and anchor chart or create new.	1-2 sessions
Report Findings	Today I want to teach you that when you have learned new information it is nice to share that information with others.	One way to do this is to complete one of the engaging scenario options below that will allow students to share their information with others. Be sure to share these products with the class, or via Seesaw. Another way to do this is to create a drawing on Seesaw demonstrating what they learned from their research. Then, using the microphone tool to record their voice over the drawing.	1-2 sessions

Unit 4: Design Thinking

Subject: Library Media

Grade: Kindergarten

Name of Unit: Design Thinking

Length of Unit: Quarter Four

Overview of Unit: Students will work through the design thinking process to better understand how to identify problems, create solutions and revise ideas.

Priority Standards:

- V.Explore- Discover and innovate in a growth mindset and develop through experience and reflection.
- III.Collaborate- Work effectively with others to broaden perspectives and work towards common goals

Supporting Standards:

- Explore A.2 Reflecting and questioning assumptions and possible misconceptions
- Explore B.2 Persisting through pursuits by tinkering and making
- Explore C.1 Expressing curiosity about a topic of personal interest of curricular relevance
- Explore C.2 Co-constructing innovative means of investigation
- Explore D.1 Learners continually respond to challenges
- Collaborate A.2 Developing new understandings through engagement in a learning group.
- Collaborate A.3. Deciding to solve problems informed by group interaction.

Standard (code)	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
V. Explore	Discover and innovate in a growth mindset and develop through experience and reflection	Discover and innovate	6- Evaluation	DOK3
III. Collaborate	Work effectively with others to broaden perspectives and work towards common goals.	Work effectively with others	1- Knowledge	DOK2

Essential Questions:

1. What are solutions?
2. How do we think of many solutions to a problem?
3. How do we share our solutions with others?

Enduring Understandings/Big Ideas:

1. Anyone can work to find solutions to a problem.
2. There can be many different solutions to a problem.
3. Communicating solutions is an important part of solving problems.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Growth Mindset Problem Solution	Design Thinking Code Coding Sequencing Troubleshooting Debugging

Getting Ready for the Unit:

- Choose a **problem** to have students solve during this unit. This can be based on a text or on a concept. First Grade curriculum provides several possibilities
 - ex.
 - Science: Patterns in the Sky, Light & Sound, Parents and Their Offspring
 - Social Studies: Symbols, Wants and Needs in Our School and Community, Maps and Globes
- Decide the product you want students to create by the end of this unit
 - ex. Cardboard Modeling, a STEM product, a digital product, etc.

Background Knowledge:

- [01 Libraries-Toolkit 2015_webversion.pdf](#)
- <http://www.pz.harvard.edu/projects/agency-by-design>
- [IDEO DTedu v2_toolkit+workbook.pdf](#)
- [dschool_bootleg_deck 2018_final_sm+\(2\).pdf](#)

Unit Resources:

- OzoBots
- BeeBots
- Dash Robots
- Green Screen by DoInk App & Green Screens

Topic 1: Think About Questions & Solutions

Engaging Experience 1:

Teaching Point: Today I want to teach you that problems can have many different solutions.

Suggested Length of Time: 1-2 sessions

Standards Addressed

Priority:

- V.Explore- Discover and innovate in a growth mindset and develop through experience and reflection.
- III.Collaborate- Work effectively with others to broaden perspectives and work towards common goals

Supporting:

- Explore A.2 Reflecting and questioning assumptions and possible misconceptions
- Explore B.2 Persisting through pursuits by tinkering and making
- Explore C.1 Expressing curiosity about a topic of personal interest of curricular relevance
- Explore C.2 Co-constructing innovative means of investigation
- Explore D.1 Learners continually respond to challenges
- Collaborate A.2 Developing new understandings through engagement in a learning group.
- Collaborate A.3. Deciding to solve problems informed by group interaction.

Detailed Description/Instructions:

- **One way to do this is to have** students brainstorm problems based on a character from a book, or from school. Have students share many different solutions. Have students identify how their solutions are the same and how their solutions are different. Possible Books Could Be: The If I built...collection by Chris Van Dusen
- **Another way to do this** is to have students play Yes, and. This warm- up allows us to practice adding on to ideas instead of rejecting ideas, no matter how outlandish they may seem. Have students read a book with a problem. Have the class brainstorm a long list of solutions.
 - Yes, But: Person 1 suggests doing something with Person 2, who has to answer with a reason not to do it, starting with “Yes, but...” Person 1 responds with an opposite suggestion also using “Yes, but...” (Example: *Person 1: “Let’s go to the grocery store.” Person 2: “Yes, but our refrigerator is broken.” Person 1: “Yes, but, we still need to eat.”*)
 - Yes, And: Person 1 makes a suggestion, but now Person 2 answers with “Yes, and...” And so on... (Example: *Person 1A: “Let’s go to the grocery store.” Person 2: “Yes, and let’s get avocados.” Person 1: Yes, and let’s make guacamole.”*)

Bloom’s Levels: evaluate, create; **Webb’s DOK:** 4

Topic 2: Create Solutions

Engaging Experience 2:

Teaching Point: Today I want to teach you that we can create solutions to problems we find in the world.

Suggested Length of Time: 1-2 sessions

Standards Addressed:

Priority:

- V.Explore- Discover and innovate in a growth mindset and develop through experience and reflection.
- III.Collaborate- Work effectively with others to broaden perspectives and work towards common goals

Supporting:

- Explore A.2 Reflecting and questioning assumptions and possible misconceptions
- Explore B.2 Persisting through pursuits by tinkering and making
- Explore C.1 Expressing curiosity about a topic of personal interest of curricular relevance
- Explore C.2 Co-constructing innovative means of investigation
- Explore D.1 Learners continually respond to challenges
- Collaborate A.2 Developing new understandings through engagement in a learning group.
- Collaborate A.3. Deciding to solve problems informed by group interaction.

Detailed Description/Instructions:

- **One way to do this is** to provide students with a problem directly tied to a picture book. Have students use STEM materials to build possible solutions. Example: Plan a Sun Solution by making a sun hat, Cardboard Challenge,
- **Another way to do this is** to give students a challenge from the community that can be solved using Canva, BeeBot, Stop Motion App, or Green Screen.

Bloom's Levels: evaluate, create

Webb's DOK: 4

Topic 3: Share

Engaging Experience 3:

Teaching Point: Today I want to teach you that it is important to contribute to discussions in which multiple viewpoints on a topic are expressed.

Suggested Length of Time: 1 session

Standards Addressed

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Priority:

- V.Explore- Discover and innovate in a growth mindset and develop through experience and reflection.

- III.Collaborate- Work effectively with others to broaden perspectives and work towards common goals

Supporting:

- Explore A.2 Reflecting and questioning assumptions and possible misconceptions
- Explore B.2 Persisting through pursuits by tinkering and making
- Explore C.1 Expressing curiosity about a topic of personal interest of curricular relevance
- Explore C.2 Co-constructing innovative means of investigation
- Explore D.1 Learners continually respond to challenges
- Collaborate A.2 Developing new understandings through engagement in a learning group.
- Collaborate A.3. Deciding to solve problems informed by group interaction.

Detailed Description/Instructions:

- **One way to do this is to** have students share their ideas that they have brainstormed. Have students share the many ideas that they came up with, as well as their winning idea. Have students share with a partner what made them choose their winning idea.
- **Another way to do this is to have** students brainstorm questions they may ask a classmate about their project and solution. Have students set up an idea gallery. Have students set up their solutions around the room. Have half of the students walk through and ask questions. Then rotate.

Bloom's Levels: evaluate, create

Webb's DOK: 4

Topic 4: Grow

Engaging Experience 4:

Teaching Point: Today I want to teach you that we can show interest in the ideas of others and reflect on idea.

Suggested Length of Time: 1 session

Standards Addressed:

Priority:

- V.Explore- Discover and innovate in a growth mindset and develop through experience and reflection.
- III.Collaborate- Work effectively with others to broaden perspectives and work towards common goals

Supporting:

- Explore A.2 Reflecting and questioning assumptions and possible misconceptions
- Explore B.2 Persisting through pursuits by tinkering and making
- Explore C.1 Expressing curiosity about a topic of personal interest of curricular relevance
- Explore C.2 Co-constructing innovative means of investigation
- Explore D.1 Learners continually respond to challenges

- Collaborate A.2 Developing new understandings through engagement in a learning group.
- Collaborate A.3. Deciding to solve problems informed by group interaction.

Detailed Description/Instructions:

- **One way to do this is to** have students reflect on an ongoing project during its unit. Have students use the following thinking stems to think about their
 - Today I learned...
 - Today I figured out...
 - Today I discovered...
 - Today I explored...
 - I want to know more about...
 - I'm most proud of...
- **Another way to do this is to** read a book that challenges students to think about a character with a problem and possible solutions. Have students use the thinking stems above to guide their discussions.

Bloom's Levels: evaluate, create

Webb's DOK: 4

Engaging Scenario

This will be the product you have decided on for this unit. Possible products could be:

- Design Thinking Center- exploration tied to books
- Canva posters for dog shelter
- Plan, Build, Test with making a sun hat
- Fairy tales- Versions of Billy Goats Gruff, making a stop motion to retell
- Cardboard Challenge with Instruments
- Green Screen video of Animal Research

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Think About Questions and Solutions	Today I want to teach you that problems can have many different solutions.	One way to do this is to have students brainstorm problems based on a character from a book, or from school. Have students share many different solutions. Have students identify how their solutions are the same and how their solutions are different. Possible Books Could Be: The If I built...collection by Chris Van Dusen Another way to do this is to have students play Yes, and. This warm- up allows us to practice adding on to ideas instead of rejecting ideas, no matter how outlandish they may seem. Have students read a book with a problem. Have the class brainstorm a long list of solutions. • Yes, But: Person 1 suggests doing something with Person 2, who has to answer with a reason not to do it, starting with “Yes, but...” Person 1 responds with an opposite suggestion also using “Yes, but...” (Example: Person 1: “Let’s go to the grocery store.” Person 2: “Yes, but our refrigerator is broken.” Person 1: “Yes, but, we still need to eat.”) • Yes, And: Person 1 makes a suggestion, but now Person 2 answers with “Yes, and...” And so on... (Example: Person 1A: “Let’s go to the grocery store.” Person 2: “Yes, and let’s get avocados.” Person 1: Yes, and let’s make guacamole.”)	1-2 sessions

Create Solutions	Today I want to teach you that we can create solutions to problems we find in the world.	One way to do this is to provide students with a problem directly tied to a picture book. Have students use STEM materials to build possible solutions. Example: Plan a Sun Solution by making a sun hat, Cardboard Challenge, Another way to do this is to give students a challenge from the community that can be solved using Canva, BeeBot, Stop Motion App, or Green Screen.	1-2 sessions
Share	Today I want to teach you that it is important to contribute to discussions in which multiple viewpoints on a topic are expressed.	One way to do this is to have students share their ideas that they have brainstormed. Have students share the many ideas that they came up with, as well as their winning idea. Have students share with a partner what made them choose their winning idea. Another way to do this is to have students brainstorm questions they may ask a classmate about their project and solution. Have students set up an idea gallery. Have students set up their solutions around the room. Have half of the students walk through and ask questions. Then rotate.	1 session
Grow	Today I want to teach you that we can show interest in the ideas of others and reflect on idea.	One way to do this is to have students reflect on an ongoing project during its unit. Have students use the following thinking stems to think about their • Today I learned... • Today I figured out... • Today I discovered... • Today I explored... • I want to know more about... • I'm most proud of... Another way to do this is to read a book that challenges students to think about a character with a problem and possible solutions. Have students use the thinking stems above to guide their discussions.	1 session

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

Symbols:



This symbol depicts an experience that can be used to assess a student's 21st Century Skills using the rubric provided by the district.



This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.