



5 Exhibition WWA (23-24)

Duration: 6 Weeks

Unit dates: 23rd Aug 2023 - 4th Oct 2023

Subjects: Language, Library Media, Social Studies, Science, English, Physical Education, Visual Art, Music

Grades: 5

Planning



Transdisciplinary theme

Who we are

Transdisciplinary theme focus

- what it means to be human
- nature of the self
- beliefs and values



Central idea

Awareness can influence our choices and actions.



Learner profile attributes

Reflective, Open-minded



Key concepts

Responsibility, Causation, Connection



Related concepts

Concepts

- **Responsibility:** action
- **Causation:** awareness
- **Connection:** values



Lines of inquiry

- How awareness can lead to action and empowerment (awareness, causation)
- The factors that influence our values (values, connection)
- How actions reflect awareness and values (action, responsibility)



Approaches to learning

Social Skills

Social Skills

Social Skills (General)

Self-management skills

Self-Management Skills

Self-Management Skills (General)

Teaching the ATL skills

SEL Journeys - Self Awareness



Subject standards

Social Studies

Inquiry

Communicating Conclusions and taking informed action

- INQ 3–5.12 - Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary). (INQ 3–5.12)
- INQ 3–5.15 - Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places. (INQ 3–5.15)

Developing Questions and planning

- INQ 3–5.4 - Explain how supporting questions help answer compelling questions in an inquiry (INQ 3–5.4)
- INQ 3–5.1 - Explain why compelling questions are important to others (e.g., peers, adults). (INQ 3–5.1)

Evaluating Sources and Using Evidence

- INQ 3–5.8 - Identify evidence that draws information from multiple sources in response to compelling questions. (INQ 3–5.8)
- INQ 3–5.7 - Use distinctions between fact and opinion to determine the credibility of multiple sources. (INQ 3–5.7)

Physical Education

Working with others

Interactions

- Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects.

Accepting Feedback

Interactions

- Gives corrective feedback respectfully to peers.

Personal Responsibility

Interactions

- Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities.
- Exhibits respect for self with appropriate behavior while engaging in physical activity
- Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee).

English

Reading: Informational Text

Craft and Structure

- CCSS.ELA-LITERACY.RI.5.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. *(CCSS.ELA-LITERACY.RI.5.6)*

Integration of Knowledge and Ideas

- CCSS.ELA-LITERACY.RI.5.7 - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. *(CCSS.ELA-LITERACY.RI.5.7)*
- CCSS.ELA-LITERACY.RI.5.8 - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). *(CCSS.ELA-LITERACY.RI.5.8)*
- CCSS.ELA-LITERACY.RI.5.9 - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. *(CCSS.ELA-LITERACY.RI.5.9)*

Writing

Research to Build and Present Knowledge

- CCSS.ELA-LITERACY.W.5.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. *(CCSS.ELA-LITERACY.W.5.8)*
- CCSS.ELA-LITERACY.W.5.7 - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. *(CCSS.ELA-LITERACY.W.5.7)*
- CCSS.ELA-LITERACY.W.5.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research. *(CCSS.ELA-LITERACY.W.5.9)*

Text Types and Purposes

- CCSS.ELA-LITERACY.W.5.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. *(CCSS.ELA-LITERACY.W.5.2)*



Action

Social Entrepreneurship, Lifestyle Choices, Participation, Social Justice, Advocacy

Action question

Social Entrepreneurship

opportunity will be determined by the student groups

Lifestyle Choices

opportunity will be determined by the student groups

Participation

opportunity will be determined by the student groups

Social Justice

opportunity will be determined by the student groups

Advocacy

opportunity will be determined by the student groups



Connections: Transdisciplinary and past

Technology: Students will use their computer stations with care and responsibly use the two-hand touch-typing technique to learn how to communicate with the written word.

Physical Education: Students will participate in a team building unit prior to the Who We Are unit in preparation for exhibition. The students will learn to participate with responsible personal behavior, learn how to work together with peers who are at different skills levels, work on their communication and social skills and learn how to accept appropriate feedback from peers during cooperative activities.



Teacher questions

- What factors influence what we believe and value?
- In what ways do behaviors reflect our values?
- How are our behavior choices connected to our health?
- How is awareness of influences connected to our actions and behaviors?

Implementing



Learning experience library



SDG #6 Clean Water and Sanitation Storyboard Design Challenge

Jeremy Ellis

The graphic shows three challenges and their solutions. But how do we get from a problem to an answer? Your job is to think like a designer and investigate the problem and illustrate the missing steps on a storyboard.

1. **Watch** this [Are we running out of clean water?](#)
2. **Visit** the UN SD [Goal 6 Water and Sanitation](#).
3. **Read** [CLEAN WATER AND SANITATION: WHY IT MATTERS](#). *Designers know they have to immerse themselves in the problem and situation before they tackle a solution.*

4. **Explore** other resources relating to SDG 6. There are some suggested links below.
5. **Select a problem.** It might be one of the challenges illustrated in the above image, inspired from the provocation video, or it might be something else you discovered in your exploration.
6. **Write** your problem as a How Might We question. *Designers use this type of question to help stay focussed on the possibility to solve the wicked problem.*
7. **Get creative.** Designing solutions to complex problems takes critical and creative thinking. Now you understand the situation better, how might we build a solution? *Designers use all sorts of creative approaches to build solutions. Brainstorming with pictures or building with Lego helps us develop more creative solutions.*
8. **Create** a storyboard to illustrate what you would do to solve the problem based on your research. This might include,
 - solutions the UN has already thought of or taken,
 - action that has occurred in your country,
 - local initiatives happening in your community.
9. Your storyboard might take the form of writing, photos, drawings, video or a combination. There is an example made in Canva below.

*Tip: A storyboard should have a minimum of three sections/boxes- problem, solution and impact. The example builds on the cartoon from the UN to illustrate the missing steps.** If you built your solution with lego or anything, else be sure to capture the stages of your creation.*

10. **Think** about your solution. What would the world be like because of your solution? What will be better? Who will be impacted most by your solution? Add the impact to your storyboard.
11. **Upload** your finished storyboard on Toddle.

Teacher notes

- This is one of 17 Challenges relating to the UN Sustainable Development Goals.
- The template is repeated for each of the goals so you may consider allowing students to select a goal to explore different goals for this assignment.
- The goals have been aligned with the transdisciplinary themes to help you decide which goals may be suitable for your unit of inquiry.
- The challenges could be expanded into longer projects or be used in conjunction with Exhibition.
- These learning experiences can be used within units of inquiry as activities or as unit provocations for inquiries pertaining to the Sustainable Development Goals.
- Students can be given voice, choice, and ownership of picking from these based on their interests.



SDG #11 Sustainable Cities and Communities Storyboard Design Challenge

Jeremy Ellis

The graphic shows three challenges and their solutions. But how do we get from a problem to an answer? Your job is to think like a designer and investigate the problem and illustrate the missing steps on a storyboard.

1. **Watch** this [Creating Sustainable Cities](#).
2. **Visit** the UN SD [Goal 11 Sustainable Cities and Communities](#).
3. **Read** [SUSTAINABLE CITIES: WHY THEY MATTER](#). *Designers know they have to immerse themselves in the problem and situation before they tackle a solution.*
4. **Explore** other resources relating to SDG 11. There are some suggested links below.
5. **Select a problem.** It might be one of the challenges illustrated in the above image, inspired from the provocation video, or it might be something else you discovered in your exploration.
6. **Write** your problem as a How Might We question. *Designers use this type of question to help stay focussed on the possibility to solve the wicked problem.*
7. **Get creative.** Designing solutions to complex problems takes critical and creative thinking. Now you understand the situation better, how might we build a solution? *Designers use all sorts of creative approaches to build solutions. Brainstorming with pictures or building with Lego helps us develop more creative solutions.*

8. **Create** a storyboard to illustrate what you would do to solve the problem based on your research. This might include,
 - solutions the UN has already thought of or taken,
 - action that has occurred in your country,
 - local initiatives happening in your community.
9. Your storyboard might take the form of writing, photos, drawings, video or a combination. There is an example made in Canva below.

*Tip: A storyboard should have a minimum of three sections/boxes- problem, solution and impact. The example builds on the cartoon from the UN to illustrate the missing steps.** If you built your solution with lego or anything, else be sure to capture the stages of your creation.*

10. **Think** about your solution. What would the world be like because of your solution? What will be better? Who will be impacted most by your solution? Add the impact to your storyboard.
11. **Upload** your finished storyboard on Toddle.

Teacher notes

- This is one of 17 Challenges relating to the UN Sustainable Development Goals.
- The template is repeated for each of the goals so you may consider allowing students to select a goal to explore different goals for this assignment.
- The goals have been aligned with the transdisciplinary themes to help you decide which goals may be suitable for your unit of inquiry.
- The challenges could be expanded into longer projects or be used in conjunction with Exhibition.
- These learning experiences can be used within units of inquiry as activities or as unit provocations for inquiries pertaining to the Sustainable Development Goals.
- Students can be given voice, choice, and ownership of picking from these based on their interests.



SDG #4 Quality Education Storyboard Design Challenge

Jeremy Ellis

The graphic shows three challenges and their solutions. But how do we get from a problem to an answer? Your job is to think like a designer and investigate the problem and illustrate the missing steps on a storyboard.

1. **Watch** this [Why is education important?](#)
2. **Visit** the UN SD [Goal 4: Quality Education](#)
3. **Read** [QUALITY EDUCATION: WHY IT MATTERS](#). *Designers know they have to immerse themselves in the problem and situation before they tackle a solution.*
4. **Explore** other resources relating to SDG 4. There are some suggested links below.
5. **Select a problem.** It might be one of the challenges illustrated in the above image, inspired from the provocation video, or it might be something else you discovered in your exploration.
6. **Write** your problem as a How Might We question. *Designers use this type of question to help stay focussed on the possibility to solve the wicked problem.*
7. **Get creative.** Designing solutions to complex problems takes critical and creative thinking. Now you understand the situation better, how might we build a solution? *Designers use all sorts of creative approaches to build solutions. Brainstorming with pictures or building with Lego helps us develop more creative solutions.*
8. **Create** a storyboard to illustrate what you would do to solve the problem based on your research. This might include,
 - solutions the UN has already thought of or taken,
 - action that has occurred in your country,
 - local initiatives happening in your community.
9. Your storyboard might take the form of writing, photos, drawings, video or a combination. There is an example made in Canva below.

*Tip: A storyboard should have a minimum of three sections/boxes- problem, solution and impact. The example builds on the cartoon from the UN to illustrate the missing steps.** If you built your solution with lego or anything, else be sure to capture the stages of your creation.*

10. **Think** about your solution. What would the world be like because of your solution? What will be better? Who will be impacted most by your solution? Add the impact to your storyboard.

11. **Upload** your finished storyboard on Toddle.

Teacher notes

- This is one of 17 Challenges relating to the UN Sustainable Development Goals. Depending on your students you may consider modifying or omitting certain resources relating to FGM- female genital mutilation.
- The template is repeated for each of the goals so you may consider allowing students to select a goal to explore different goals for this assignment.
- The goals have been aligned with the transdisciplinary themes to help you decide which goals may be suitable for your unit of inquiry.
- The challenges could be expanded into longer projects or be used in conjunction with Exhibition.
- These learning experiences can be used within units of inquiry as activities or as unit provocations for inquiries pertaining to the Sustainable Development Goals.
- Students can be given voice, choice, and ownership of picking from these based on their interests.



SDG #8 Decent Work and Economic Growth Storyboard Design Challenge

Jeremy Ellis

The graphic shows three challenges and their solutions. But how do we get from a problem to an answer? Your job is to think like a designer and investigate the problem and illustrate the missing steps on a storyboard.

1. **Watch** this [Decent Work](#) and this [How the World of Work is Changing](#)
2. **Visit** the UN SD [Goal 8 Decent Work and Economic Growth](#)
3. **Read** [DECENT WORK AND ECONOMIC GROWTH: WHY IT MATTERS](#). *Designers know they have to immerse themselves in the problem and situation before they tackle a solution.*
4. **Explore** other resources relating to SDG 8. There are some suggested links below.
5. **Select a problem.** It might be one of the challenges illustrated in the above image, inspired from the provocation video, or it might be something else you discovered in your exploration.
6. **Write** your problem as a How Might We question. *Designers use this type of question to help stay focussed on the possibility to solve the wicked problem.*
7. **Get creative.** Designing solutions to complex problems takes critical and creative thinking. Now you understand the situation better, how might we build a solution? *Designers use all sorts of creative approaches to build solutions. Brainstorming with pictures or building with Lego helps us develop more creative solutions.*
8. **Create** a storyboard to illustrate what you would do to solve the problem based on your research. This might include,
 - solutions the UN has already thought of or taken,
 - action that has occurred in your country,
 - local initiatives happening in your community.
9. Your storyboard might take the form of writing, photos, drawings, video or a combination. There is an example made in Canva below.

*Tip: A storyboard should have a minimum of three sections/boxes- problem, solution and impact. The example builds on the cartoon from the UN to illustrate the missing steps.** If you built your solution with lego or anything, else be sure to capture the stages of your creation.*

9. **Think** about your solution. What would the world be like because of your solution? What will be better? Who will be impacted most by your solution? Add the impact to your storyboard.

10. **Upload** your finished storyboard on Toddle.

Teacher notes

- This is one of 17 Challenges relating to the UN Sustainable Development Goals.
- The template is repeated for each of the goals so you may consider allowing students to select a goal to explore different goals for this assignment.
- The goals have been aligned with the transdisciplinary themes to help you decide which goals may be suitable for your unit of inquiry.
- The challenges could be expanded into longer projects or be used in conjunction with Exhibition.
- These learning experiences can be used within units of inquiry as activities or as unit provocations for inquiries pertaining to the Sustainable Development Goals.
- Students can be given voice, choice, and ownership of picking from these based on their interests.



SDG #15 Life on Land Storyboard Design Challenge

Jeremy Ellis

The graphic shows three challenges and their solutions. But how do we get from a problem to an answer? Your job is to think like a designer and investigate the problem and illustrate the missing steps on a storyboard.

1. **Watch** this [Biotop](#).
2. **Visit** the UN SD [Goal 15 Life on Land](#).
3. **Read** [LIFE ON LAND: WHY IT MATTERS](#). *Designers know they have to immerse themselves in the problem and situation before they tackle a solution.*
4. **Explore** other resources relating to SDG 15. There are some suggested links below.
5. **Select a problem.** It might be one of the challenges illustrated in the above image, inspired from the provocation video, or it might be something else you discovered in your exploration.
6. **Write** your problem as a How Might We question. *Designers use this type of question to help stay focussed on the possibility to solve the wicked problem.*
7. **Get creative.** Designing solutions to complex problems takes critical and creative thinking. Now you understand the situation better, how might we build a solution? *Designers use all sorts of creative approaches to build solutions. Brainstorming with pictures or building with Lego helps us develop more creative solutions.*
8. **Create** a storyboard to illustrate what you would do to solve the problem based on your research. This might include,
 - solutions the UN has already thought of or taken,
 - action that has occurred in your country,
 - local initiatives happening in your community.
9. Your storyboard might take the form of writing, photos, drawings, video or a combination. There is an example made in Canva below.

*Tip: A storyboard should have a minimum of three sections/boxes- problem, solution and impact. The example builds on the cartoon from the UN to illustrate the missing steps.** If you built your solution with lego or anything, else be sure to capture the stages of your creation.*

10. **Think** about your solution. What would the world be like because of your solution? What will be better? Who will be impacted most by your solution? Add the impact to your storyboard.

11. **Upload** your finished storyboard on Toddle.

Teacher notes

- This is one of 17 Challenges relating to the UN Sustainable Development Goals.
- The template is repeated for each of the goals so you may consider allowing students to select a goal to explore different goals for this assignment.
- The goals have been aligned with the transdisciplinary themes to help you decide which goals may be suitable for your unit of inquiry.
- The challenges could be expanded into longer projects or be used in conjunction with Exhibition.
- These learning experiences can be used within units of inquiry as activities or as unit provocations for inquiries pertaining to the Sustainable Development Goals.

- Students can be given voice, choice, and ownership of picking from these based on their interests.



SDG #5 Gender Equality Storyboard Design Challenge

Jeremy Ellis

The graphic shows three challenges and their solutions. But how do we get from a problem to an answer? Your job is to think like a designer and investigate the problem and illustrate the missing steps on a storyboard.

1. **Watch** this [Hurdles](#).
2. **Visit** the UN SD [Goal 5 Gender equality](#).
3. **Read** [GENDER EQUALITY: WHY IT MATTERS](#). *Designers know they have to immerse themselves in the problem and situation before they tackle a solution.*
4. **Explore** other resources relating to SDG 5. There are some suggested links below.
5. **Select a problem.** It might be one of the challenges illustrated in the above image, inspired from the provocation video, or it might be something else you discovered in your exploration.
6. **Write** your problem as a How Might We question. *Designers use this type of question to help stay focussed on the possibility to solve the wicked problem.*
7. **Get creative.** Designing solutions to complex problems takes critical and creative thinking. Now you understand the situation better, how might we build a solution? *Designers use all sorts of creative approaches to build solutions. Brainstorming with pictures or building with Lego helps us develop more creative solutions.*
8. **Create** a storyboard to illustrate what you would do to solve the problem based on your research. This might include,
 - solutions the UN has already thought of or taken,
 - action that has occurred in your country,
 - local initiatives happening in your community.
9. Your storyboard might take the form of writing, photos, drawings, video or a combination. There is an example made in Canva below.

*Tip: A storyboard should have a minimum of three sections/boxes- problem, solution and impact. The example builds on the cartoon from the UN to illustrate the missing steps.** If you built your solution with lego or anything, else be sure to capture the stages of your creation.*

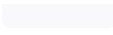
10. **Think** about your solution. What would the world be like because of your solution? What will be better? Who will be impacted most by your solution? Add the impact to your storyboard.
11. **Upload** your finished storyboard on Toddle.

Teacher notes

- This is one of 17 Challenges relating to the UN Sustainable Development Goals.
- As gender equity in some places relates to sensitive themes such as FGM- female genital mutilation, depending on your students you may consider modifying or omitting certain resources.
- The template is repeated for each of the goals so you may consider allowing students to select a goal to explore different goals for this assignment.
- The goals have been aligned with the transdisciplinary themes to help you decide which goals may be suitable for your unit of inquiry.
- The challenges could be expanded into longer projects or be used in conjunction with Exhibition.
- These learning experiences can be used within units of inquiry as activities or as unit provocations for inquiries pertaining to the Sustainable Development Goals.
- Students can be given voice, choice, and ownership of picking from these based on their interests.



Presentation Creation

 Amy Rios

With the guidance of the mentor
discuss areas of strength and common interest that could be used for a presentation
Brainstorm ideas for a presentation
Create draft presentation plan
Continue to develop details of plan with specific facts to be conveyed to the audience
Create presentation that meets the the presentation rubric
With students, determine criteria that makes a good personal presentation
Practice presentation



Action

Amy Rios

1. Video: Change Your Life I Have No Words video
 2. Brainstorm a list of possible ways to take action with their new knowledge
- Opportunity for Action
Teacher choice
- Using values and beliefs to help determine possible exhibition topics
 - Letter to Editor
 - Fundraise for a cause
 - Collection for a cause
 - Community service action



Collaborative Development of Success Criteria

Amy Rios



Team building Activities

Amy Rios



Mentor Talent Development

Amy Rios

Sharing of motivations and hopes for developing the talent
Creation of essential agreement for the group, signatures
Work on talent with mentor support
Student self reflection on successes and goals



Issue Research

Amy Rios

follow writing sequence
model and application of research process



Building Consensus about Issues

Amy Rios

Quick write: What are some things that could be better in our world
Group share: record student responses
Discuss ideas
Build a consensus about a issue



Provocation

Amy Rios

Using photos of people doing various actions, students observe what is going on in the picture and observe/discuss/record thoughts for each question:

Action: What action are you observing?

Thoughts/Values: How does what you are observing show what the person thinks is important?

Influences: Who or what has influenced that person to behave in such a manner?

Share out at conclusion and create an anchor chart with the categories above recording students' reflections that can be added to during the inquiry unit.

Students write a journal entry defining their idea of the word value.

Next steps will be leading forward to activities that help to begin defining the differences between beliefs and values.



LA.U18.RML2 Use multiple sources to answer a bigger question.

Amy Rios

Literary Analysis -

U18 – Reading and Evaluating Multiple Sources

LA.U18.RML2 Use multiple sources to answer a bigger question.



SAS.U3.RML4 Writers use connecting words to show a different or opposite point of view.

Amy Rios

Strategies and Skills –

U3 – Understanding Connectives

SAS.U3.RML4 Writers use connecting words to show a different or opposite point of view.



LA.U18.RML4 Notice and evaluate multiple points of view on the same topic.

Amy Rios

Literary Analysis -

U18 – Reading and Evaluating Multiple Sources

LA.U18.RML4 Notice and evaluate multiple points of view on the same topic.



SAS.U3.RML2 Writers use connecting words to show the passage of time or to sequence something.

Amy Rios

Strategies and Skills –

U3 – Understanding Connectives

SAS.U3.RML2 Writers use connecting words to show the passage of time or to sequence something.



LA.U18.RML1 Read multiple sources of information about a topic.

Amy Rios

Literary Analysis -

U18 – Reading and Evaluating Multiple Sources

LA.U18.RML1 Read multiple sources of information about a topic.



How behaviors reflect our values

Amy Rios | Checklist

1. Thank You Ma'am": Video

2. Values Discussion Questions modified from www.therapistaid.com; see planning resource folder

3. This is just to say: Poems of Apology and Forgiveness By Joyce Kilmer: Write a postcard identifying the behavior and how it reflects the value that particular character holds.

4. Reflective Entry in their IB Journal about how their behavior shows what they value (at least 2 values)

**Identifying values**

Amy Rios

1. Choices and Values) What is important to Me? (in Planning Resources Folder-Values Activities PDF
2. Identifying My Values (in My Values document): definitions of values then self-reflect on importance by checking off Never, Sometimes, Always.
3. Show video Doing The Right Thing: <https://www.youtube.com/watch?v=6XoNN2h7EUg>
4. Video: Values vs. Goals: Which is better to have? <https://www.youtube.com/watch?v=T-IRbuy4XtA>
5. Values to teach children
<https://www.youtube.com/watch?v=BTQdzNJ4aXc>

**null**

Amy Rios

**SAS.U3.RML1 Writers use connecting words to add on to an idea.**

Amy Rios

Strategies and Skills –
U3 – Understanding Connectives
SAS.U3.RML1 Writers use connecting words to add on to an idea.

**WAR.U4.RML1 Use a diagram to show cause and effect.**

Amy Rios

Writing About Reading
U4 – Using Graphic Organizers to Share Thinking About Books
WAR.U4.RML1 Use a diagram to show cause and effect.

**LA.U18.RML3 Read primary and secondary sources for information on a topic.**

Amy Rios

Literary Analysis –
U18 – Reading and Evaluating Multiple Sources
LA.U18.RML3 Read primary and secondary sources for information on a topic.

**WAR.U4.RML5 Use a grid to organize, analyze, and compare information.**

Amy Rios

Writing About Reading
U4 – Using Graphic Organizers to Share Thinking About Books
WAR.U4.RML5 Use a grid to organize, analyze, and compare information.

**WAR.U4.RML3 Use a web to show how ideas are connected.**

Amy Rios

Writing About Reading
U4 – Using Graphic Organizers to Share Thinking About Books
WAR.U4.RML3 Use a web to show how ideas are connected.

**WAR.U4.RML4 Use a Venn diagram to compare and contrast books.**

Amy Rios

Writing About Reading
U4 – Using Graphic Organizers to Share Thinking About Books
WAR.U4.RML4 Use a Venn diagram to compare and contrast books.

**WAR.U4.RML2 Use an outline to show the main topic of a book and its subtopics.**

Amy Rios

Writing About Reading

U4 – Using Graphic Organizers to Share Thinking About Books

WAR.U4.RML2 Use an outline to show the main topic of a book and its subtopics.

**SAS.U3.RML3 Writers use connecting words to show cause and effect.**

Amy Rios

U3 – Understanding Connectives

SAS.U3.RML3 Writers use connecting words to show cause and effect.

**Supporting student agency**

Students will have choice about the talent development group in which they participate. The talent group will create a consensus about an issue to investigate. Students will create the direction of their presentation to share their learning.

**Student self-assessment and peer feedback**

Student will be self-reflecting on their growth in both the talent and the issues and setting goals for future learning in all areas.

**Resources**

- [Google Docs: Sign-in](#)
- [Doing The Right Thing | Moral Values For Kids | Moral Stories For Children HD](#)
- [Values to Teach Your Child](#)
- [Exhibition Developing Success Criteria](#)
- [Thank You Ma'am \(Short Film\)](#)
- [Provocation Reflection Sheet](#)