Elinor Wonders Why PD Guidebook

Session 1 – Rain Rain Don't Go Away!

Agenda:

1. Warm up activity – Imagine the Rain
2. Introduction to Elinor Wonders Why – view short clip, brainstorming activity
3. Implementing Elinor into the classroom – vocabulary, standards, PBS Learning Media
4. Practicing activities – demo and try new activities and discuss in groups
5. Focusing on Literacy – interactive reading lesson
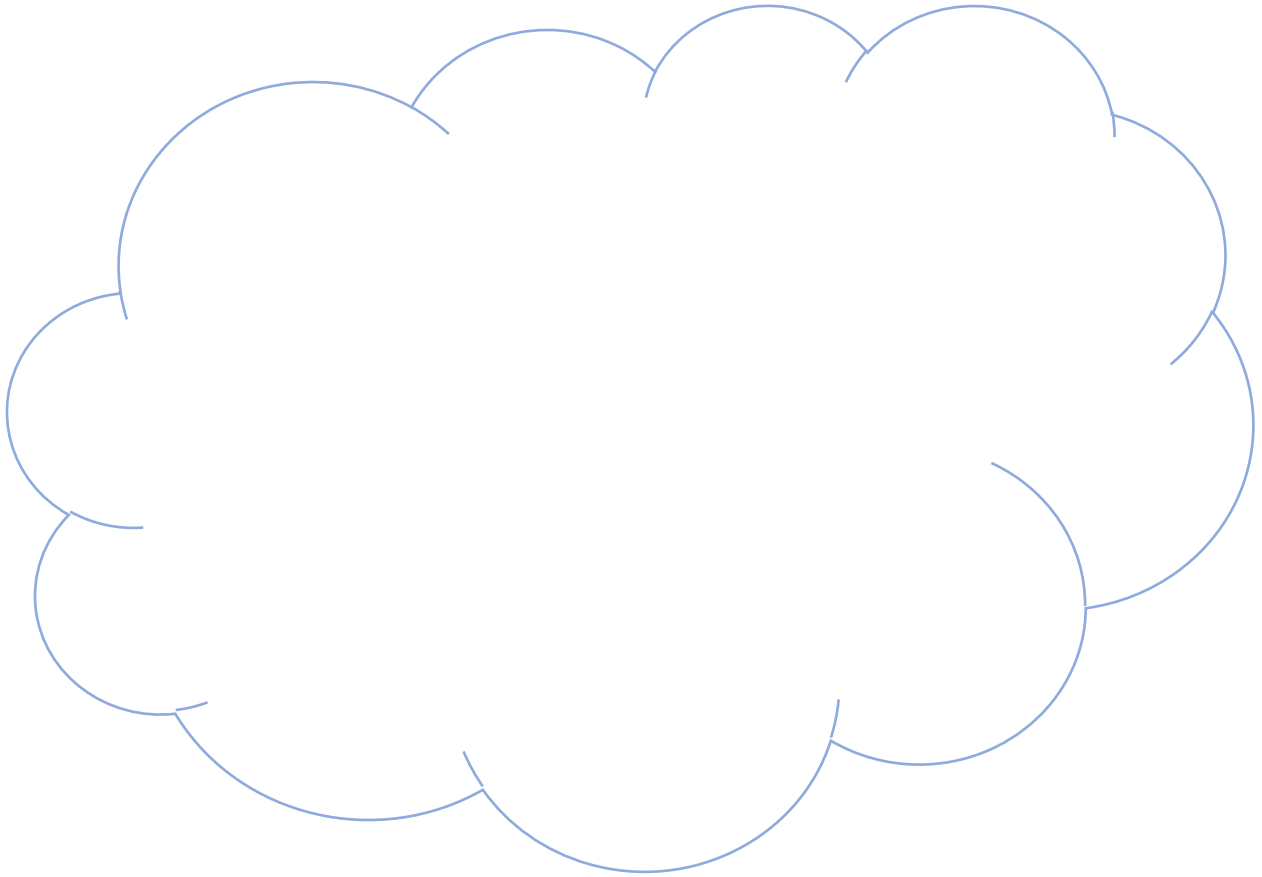6. Preview next session

Learning Goals:

1. I will be able to use my senses to make observations.
2. I will be able to explain why it rains.
3. I will be able to explain how rain is helpful to living things.
4. I will be able to make mindful observations about my feelings.

Imagine the Rain

Imagine the Rain Discussion Questions

If you did this activity with your class, how would you introduce it in a way that would spark their curiosity?

How could you use this activity to improve your students' observational skills using at least some of their 5 senses?

What sort of graphic organizer would you use with them?

What social-emotional skills would you be looking for in your students during this activity?

Would you need to pre-teach or remind them of any behavioral "norms" or class rules before they engaged in conversations with each other about their drawings?

Rain, Rain, Don't Go Away

Room for notes while viewing:

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Think about the "Elinor Wonders Why" clip(s) that you just saw.

What aspects of the characters, their actions, and their conversations might be naturally appealing to your students?

With the objectives/learning goals in mind, would you need to pre-teach any ideas or concepts before your students watch the clip(s) in class?

Are there any guiding questions that you would plan to ask before or after they watch the clip(s)?

Anchor Chart

Who Needs Rain?	Why do they need rain?

Notes:

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Vocabulary

What are some potential vocabulary words you might give your students when studying with Elinor?

Nouns	Verbs	Adjectives

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PBS Learning Media

https://ninepbs.pbslearningmedia.org/

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Questions to consider:

What are some aspects of Learning Media that appeal to you as a teacher?

Are there any aspects that seem overwhelming at first glance, or aspects that would make you less likely to use it as a resource?

Do you have any questions about PBS Learning Media?

Making Rain Activity

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Materials:

1. Clear cup (1-2 per child)
2. Water
3. Shaving cream
4. Dropper
5. Blue food coloring

Instructions:

To prepare the "cloud": Fill each child's cup about halfway full with water. Then put about an inch of shaving cream on top.

To prepare the "rain": Fill separate cups with water and add blue food coloring. (Children can share these cups, or they can each have their own).

Children then fill their droppers with the blue "rain" and drip them onto the shaving cream "clouds". (If children have difficulty learning to use the droppers, encourage them to "squeeze down, let go up".) As the "clouds" become saturated with the "rain" water, they will start to see the clear water underneath the clouds (in the bottom of the cup) turn blue!

Potential Questions to Ask Students

Encourage children to talk about their observations.

1. How many drops will it take to make it rain?
2. If your cloud is thicker than someone else's cloud, how many drops to make it rain for each cloud?
3. Where are you dropping your rain drops? How does this make a difference?

Making Rain Discussion

What background information would your students need to have prior to this activity (if any)?

How would you guide them to use all their senses to make observations?

How might you incorporate writing into this activity?

How might you incorporate math into this activity?

How might you keep track of students' predictions and outcomes/results?

What are some predictable problems that might occur as your students take part in this activity?

How might you overcome them?

How might you extend the learning after this activity is finished?

Focusing on Literacy Discussion

How often do you read books to your class? Primarily Fiction or Nonfiction?

What are some characteristics that you look for in a "good book"?

What is your usual thought process as you prepare to read a book to your students?

What are you trying to accomplish when reading aloud to students?

What are you expecting of them during and after the book reading activity?

Are your hopes/expectations before the activity ever different from what occurs in reality?

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Additional Notes