

# Elinor Wonders Why PD Guidebook



## Session 3 – The Science of Staying Warm

### Session Overview

- Warm Up Activity: Be the Rain
- Focus on Literacy: Ada with a Twist
- Practicing Activities
- Implementing Elinor in the Classroom
- Additional Joyful Learning activities with leaves as time allows

### Learning Goals/Objectives for Educators:

- Describe ways to help students transition from “observing” to “questioning”.
- Discuss strategies for including literacy/ELA goals in STEM activities.
- Define "Playful Learning" and describe how this mindset can help engage students to a greater degree in their own learning.
- Discuss the connection between the activities presented here and grade level standards for excellence.

### Learning Goals/Objectives for Students:

Students will learn how different creatures stay warm in cold weather.

- I will be able to identify the importance to staying protected against a drop in temperature (as cold weather can affect our bodies to fight off viruses and infections).
- I will be able to plan and carry out investigations involving weather, materials, and temperature.
- I will be able to explore relationships between weather, how people dress appropriately to avoid sickness and the activities they do.

# Warm Up Activity



# Warm Up Activity: Discussion Questions

What task might you add in to keep the “observer” busy while the “speaker” and “listener” are communicating (if any)?

What are some variations of this activity that would be appropriate for students at your grade level?

What social-emotional lessons about communication might be a natural springboard from this activity?  
How might you bring observational skills, the 5 senses, and questioning/wondering into a class discussion about this activity?

# Micro-Story Expansion Worksheet

Title: \_\_\_\_\_

**3**  
Pages: \_\_\_\_\_

**2**  
Pages: \_\_\_\_\_

**1**  
Pages: \_\_\_\_\_  
Purpose: \_\_\_\_\_  
Vocabulary: \_\_\_\_\_

**Purpose:**  
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**Purpose:**  
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**Vocabulary:**  
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**Observations:**  
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**Wonderings:**  
\_\_\_\_\_

**Wonderings:**  
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**Observations:**  
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# Micro-story Discussion Questions

How might your students benefit from the utilization of micro-stories before hearing an entire book? Or do you feel like your students would benefit from this strategy?

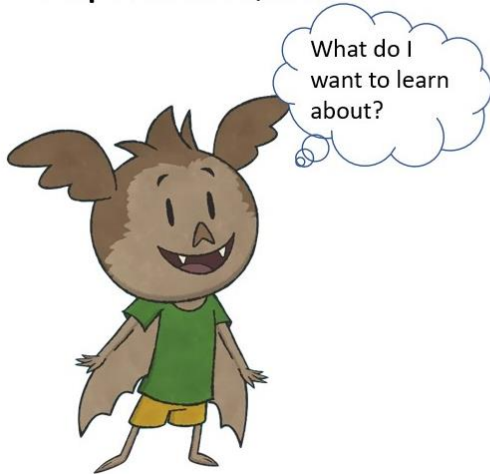
In the future, will you be likely to annotate your text with post-its or a similar strategy? How might this change the way you choose books and/or plan lessons?

In your experience, what is the most important skill that you want your students to be able to take away from a read-aloud session (where you are primarily doing the reading and guiding them through the text?)

What are any other take-aways that you might want to discuss, related to the literacy activities that were presented throughout these 3 Playful Learning presentations?

# Scientific Inquiry Process

## Step 1- Ask A Question



## Step 2- Research



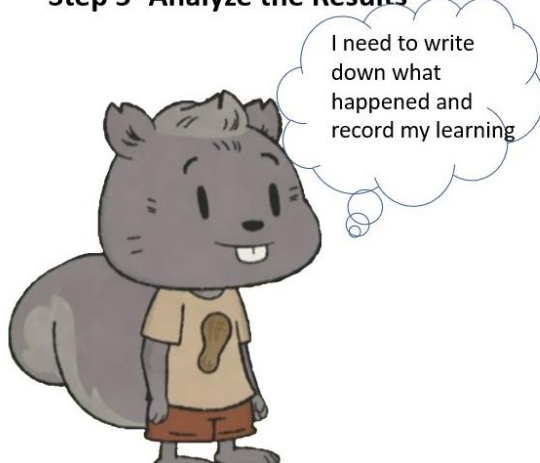
## Step 3- Form A Hypothesis



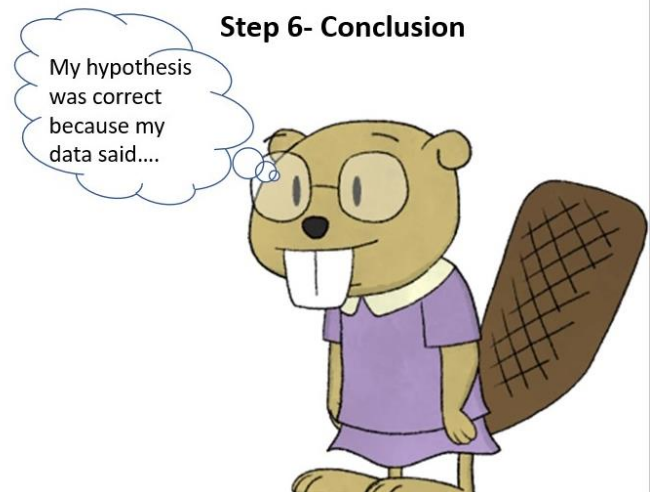
## Step 4- Experiment



## Step 5- Analyze the Results



## Step 6- Conclusion





# Scientific Inquiry Discussion Questions

Have you ever seen the scientific inquiry process depicted in this way before? Does it fit with your idea of the steps and learning sequences for your grade level?

What have you learned during our discussions about “observations/noticing” and “wondering/questioning” over the past 2 sessions of this pd that might enrich your teaching about the scientific inquiry process?

What parts of the scientific inquiry process might lend themselves to an integration of literacy and/or social-emotional skills?

How might you incorporate the concepts of Playful Learning (such as the teacher becoming a co-scientist with her students) into your STEM activities in the future?

# Elinor in the Classroom: Discussion Questions

How might your students react to animals wearing winter clothes in these clips? Would it help them to understand the concept of “fur” vs. “skin” and how each has a role in keeping us warm or protecting our bodies?

How might you transition from watching Elinor clips about dressing appropriately for the weather to the paper doll activity?

How might your students make use of the “thermometer” (clear straw with red pipe cleaner) during imaginative play with this paper doll kit?

How might you bring in social-emotional learning into this activity (the Elinor clips, the paper doll kit, or both?)



