

Elinor Wonders Why PD Guidebook



Session 2 – Leaf Charms

Session Overview

- Warm Up Activity: Be the Rain
- Focus on Literacy: Ada with a Twist
- Leaf Hunt Activity with Elinor clips: Comparing and Contrasting
- Wonder Wall: Learning How to Ask Questions (with Elinor clips)
- 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 explore, collect, and compare different leaves.

- I will be able to compare and contrast different leaves.
- I will be able to use science tools to observe closely.
- I will be able to use drawings and labels to communicate observations.

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Be the Rain

What would be the purpose of this type of activity?

Which areas of your curriculum could you address?

How might you scaffold this type of activity for early learners?

How might you increase the difficulty level for more advanced learners?

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



“Micro-Story” Planning Worksheet

Title of Book: _____

Target grade level: _____

Targeted standards (if known): _____

Type/purpose of reading activity:

- ___ vocabulary building
- ___ inferencing/observational skills
- ___ answering “wh” questions
- ___ sequencing
- ___ writing/journal prompt
- ___ phonological/phonemic awareness

Pages to use: _____

Page #1: p___ or Text clip #1: from “_____” to “_____”

- Will I pre-teach any ideas or concepts from this page or text clip? _____
- If yes, what will I say? _____
- _____
- What words will I read out loud? _____
- What do I want my students to do? _____
- Differentiations/Scaffolding: _____
- My post-it note will say _____
- and I will place it _____

Page #2: p___ or Text clip #2: from “_____” to “_____”

- Will I pre-teach any ideas or concepts from this page or text clip? _____
- If yes, what will I say? _____
- _____
- What words will I read out loud? _____
- What do I want my students to do? _____
- Differentiations/Scaffolding: _____
- My post-it note will say _____
- and I will place it _____

Page #3: p____ or Text clip #3: from “_____” to “_____”

- Will I pre-teach any ideas or concepts from this page or text clip? _____
- If yes, what will I say? _____
- _____
- What words will I read out loud? _____
- What do I want my students to do? _____
- Differentiations/Scaffolding: _____
- My post-it note will say _____
- and I will place it _____

Page #4: p____ or Text clip #2: from “_____” to “_____”

- Will I pre-teach any ideas or concepts from this page or text clip? _____
- If yes, what will I say? _____
- _____
- What words will I read out loud? _____
- What do I want my students to do? _____
- Differentiations/Scaffolding: _____
- My post-it note will say _____
- and I will place it _____

Page #5: p____ or Text clip #2: from “_____” to “_____”

- Will I pre-teach any ideas or concepts from this page or text clip? _____
- If yes, what will I say? _____
- _____
- What words will I read out loud? _____
- What do I want my students to do? _____
- Differentiations/Scaffolding: _____
- My post-it note will say _____
- and I will place it _____

Are there any tie-in activities that I will use after this micro-story reading?

- social/emotional? _____
- STEM? _____

Turn and Talk

What kinds of comparing/contrasting or classifying activities could you do with your students and the leaves that you've collected together?

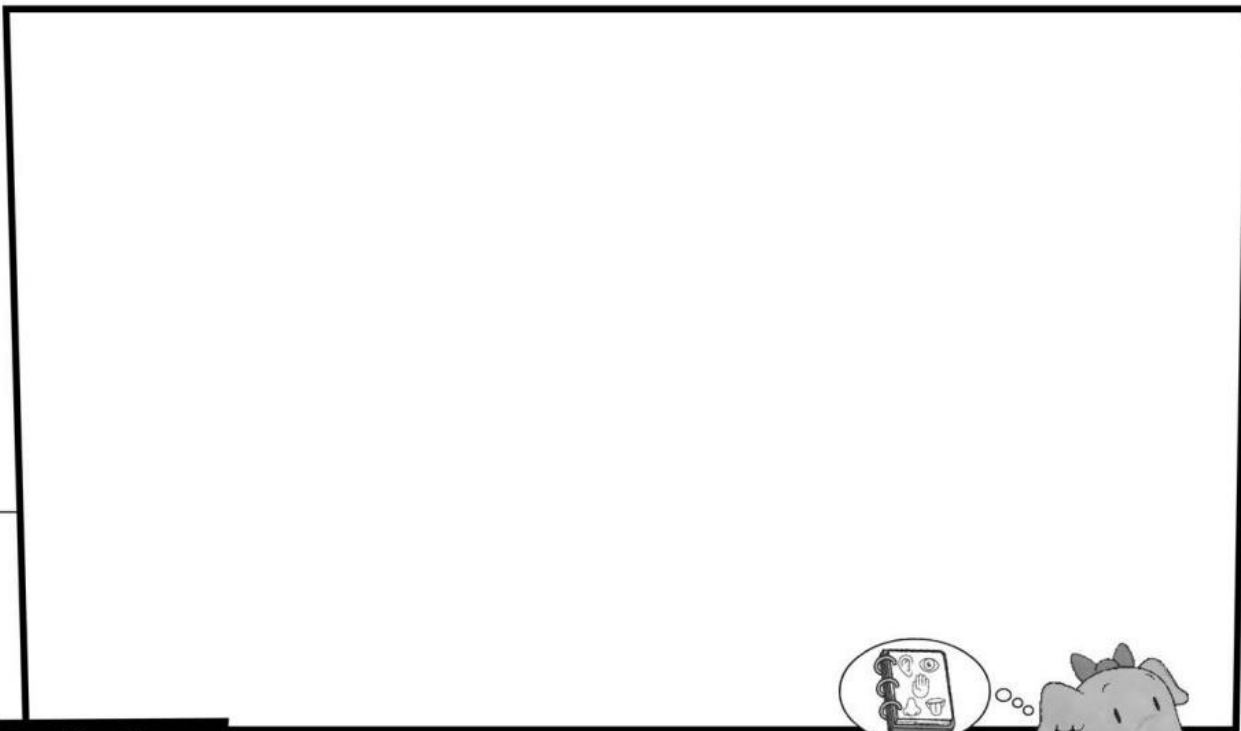
What kinds of patterning or other math activities could you do with your students and the leaves that you've collected together?

Can you think of any social-emotional tie-ins that you could do with your class about topics such as same/different or about making observations?

Science Notebook

Let's Explore

Draw one leaf you found. What did you observe?



Let's Share

Talk about what you discovered. What new questions do you have?
You might use the words, "I noticed..." or "I observed..." and "I wonder..."



Reflection Questions

How do you usually teach your students to ask questions? Or in your experience, is that something that young children just naturally learn how to do?

Are you finding that your students are more curious or less curious about their surroundings than before COVID, or about the same?

What are some ways that you try to spark curiosity or “wonderings” in your students?

Have you ever seen or used a Wonder Wall in your classroom or school? If so, please share with us during our discussion time in a few minutes! You may want to jot down a few notes or draw a picture to share.

Wonder Wall Discussion Questions

What are ways that you might be able to use the curiosity cards in your classroom?

Can you think of any ways that you could use or adapt a Wonder Wall?

How might you use the tools that we just introduced to scaffold questioning skills in your students?

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