

Unit: Learn to Plan with Design Thinking Through the Use of a Mentor Text

<p>Unit: How to plan projects as an entrepreneur who seeks good for others and not just herself/himself</p>	<p>Standards Used in Unit:</p> <ul style="list-style-type: none"> ● <u>CCSS.ELA-LITERACY.RL.3.1</u> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ● <u>CCSS.ELA-LITERACY.RL.3.3</u> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. ● <u>CCSS.ELA-LITERACY.RI.3.2</u> Determine the main idea of a text; recount the key details and explain how they support the main idea. ● <u>CCSS.ELA-LITERACY.W.3.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons. ● <u>CCSS.ELA-LITERACY.W.3.7</u> Conduct short research projects that build knowledge about a topic. ● <u>CCSS.ELA-LITERACY.W.3.8</u> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. ● <u>CCSS.ELA-LITERACY.SL.3.4</u> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
<p>Lesson Vision</p> <p>Objective(s)</p> <ul style="list-style-type: none"> ● Students will be able to ask and answer questions that refer back to “Paisley Rabbit and the Treehouse Contest.” ● Students will be able to explain Paisley’s traits, motivations, and feelings and how these contribute to the outcome in the book. ● Students will be able to state the main idea of the text with supporting ideas from the text. ● Students will be able to express their opinions about Paisley’s ideas through a written opinion piece. ● Students will be able to conduct a research project that answers and solves a real world problem. 	<p>Skills</p> <ul style="list-style-type: none"> ● Critically thinking about stories heard orally ● Deepening understanding of characters and their motivations ● Stating the main idea and author’s teachings ● Writing an opinion piece while pointing back to a mentor text ● Critically thinking about what the world needs and how to solve that problem ● Using mentor texts to learn about successful project planning ● Presenting ideas and reasoning behind a project

<ul style="list-style-type: none"> • Students will be able to recall specifics from “Paisley Rabbit and the Treehouse Contest” to aid in a successful project. • Students will be able to report and tell about their idea succinctly and clearly while providing their research and reasoning. 	
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Materials:

- “Paisley Rabbit and the Treehouse Contest” by Steve Richardson
- Sticky notes
- Writing paper
- World problem(s) brainstorming paper (attached to end of unit)
- Research project paper (attached to end of unit)
- Researching materials (books, iPads, Computers, other teachers)
- Materials needed for individual projects

Teaching Plan Day 1(RL3.1 RL3.2 RL3.3)	
<u>Hook</u>	<ul style="list-style-type: none"> • Teacher will ask students about a contest or race they have been a part of and how they felt. <ul style="list-style-type: none"> ○ Did you want to win? ○ What did you say to other people you were in the contest/race with? ○ What happened at the end of the contest/race?
<u>Intro to New Material (I Do)</u>	<ul style="list-style-type: none"> • Teacher will introduce “Paisley Rabbit and the Treehouse Contest” by Steve Richardson • In this book, Paisley Rabbit is in a contest, similar to ones you just talked about • What might this book be about? • How might this book end? • Teacher reads book
<u>Guided Practice (We Do)</u>	<ul style="list-style-type: none"> • What happened in this book? Students retell the story. • Did this book remind you of another story of book? <ul style="list-style-type: none"> ○ Maybe the Tortoise and the Hare?
<u>Independent Practice (You Do)</u>	<ul style="list-style-type: none"> • Students get two sticky notes <ul style="list-style-type: none"> ○ On one sticky note, they write about one of Paisley’s traits, motivations, or feelings that specifically ties back to what happened in the book. ○ <i>Ex: Paisley researched and learned from multiple books and people so that she could design the perfect treehouse.</i> ○ On the other sticky note, they write what they feel is the main idea or what the author wants them to learn. ○ <i>Ex: Richardson wanted us to learn that winning is great, but that helping others is even better.</i> • Students put sticky notes on the board when they finish
<u>Closure</u>	<ul style="list-style-type: none"> • Discuss the sticky notes and what we know about Paisley Rabbit and the purpose of the book <p>Questions:</p> <ol style="list-style-type: none"> 1. Was it easy for Paisley Rabbit? 2. How should you begin a project? By jumping right in or slowly taking your time?

	<p>3. Should we listen to others or just ourselves?</p> <p>4. Did the end surprise you? Why?</p>
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Teaching Plan Day 2(W3.1)	
<u>Hook</u>	<ul style="list-style-type: none"> Teacher and students retell the story of “Paisley Rabbit and the Treehouse Contest” by Steve Richardson. Teacher does not read the pages, but just flips through the illustrations to remember what happened. <ul style="list-style-type: none"> Does this book remind you of an event in history or a person you might know?
<u>Intro to New Material (I Do)</u>	<ul style="list-style-type: none"> Teacher takes sticky notes from the day before and writes keywords about Paisley Rabbit and the main idea. Teacher demonstrates how to begin an opinion-based writing piece with an opening sentence, a sentence or two about Paisley Rabbit and the main idea, and a closing sentence.
<u>Guided Practice (We Do)</u>	<ul style="list-style-type: none"> Teacher asks for some ideas or opinions from students before they begin writing.
<u>Independent Practice (You Do)</u>	<ul style="list-style-type: none"> Students write their opinion piece about Paisley Rabbit while adding in specific ideas, quotes, and happenings from the story.
<u>Closure</u>	<ul style="list-style-type: none"> Students share their writing or favorite sentence <p>Questions:</p> <ol style="list-style-type: none"> Was Paisley Rabbit quick to begin her treehouse? Did she have all the answers? How did she get them? When planning a project, who what steps should we us? What character had the best plan? What is the most important thing we learn from Paisley Rabbit?

Teaching Plan Day 3 (W3.7 W3.8)	
<u>Hook</u>	<ul style="list-style-type: none"> Teacher asks students to retell what Paisley Rabbit taught us What does she teach us about ourselves as researchers? What does she teach us about ourselves as planners? What does she teach us about our ourselves as entrepreneurs?
<u>Intro to New Material (I Do)</u> <u>Guided Practice (We Do)</u>	<ul style="list-style-type: none"> Teacher shares world problem brainstorming paper with the class Teacher fills out one square from each part-about his/her life and then about the world Teacher asks students to turn and talk to each other about some other ideas we could add to the squares Students share their ideas about problems that need to be fixed
<u>Independent Practice (You Do)</u>	<ul style="list-style-type: none"> Students will fill out their problem brainstorming paper If they need multiple pages, teacher has them available
<u>Closure</u>	<ul style="list-style-type: none"> Students share their problems with the class <p>Questions:</p> <ol style="list-style-type: none"> What problems did we all seem to write? What problem would Paisley Rabbit see as most important to solve? What problem would be the easiest to fix? What problem would be the hardest to fix?

Teaching Plan Day 4-6 (W3.7 W3.8)	
<u>Hook</u>	<ul style="list-style-type: none"> Teacher and students recall some world problems and self-problems that they brainstormed the day before Revisit which problems need to be solved now, and which ones Paisley Rabbit would want to solve
<u>Intro to New Material (I Do)</u> <u>Guided Practice (We Do)</u>	<ul style="list-style-type: none"> Teacher shares research project paper with the class Teacher chooses a problem that needs to be solved and begins filling out paper (you will want books, iPads, computers, etc. available for students to use as they are researching. You might even have other teachers on hand to answer questions-since this is something Paisley Rabbit did). Model how to look in a book or online to find the appropriate information. You might even model how to ask another teacher about your topic. Students help you by giving you ideas and places to get information
<u>Independent Practice (You Do)</u>	<ul style="list-style-type: none"> Students work on their researching This will last a few days so they have an appropriate amount of knowledge. Emphasize that Paisley Rabbit took a very long time to research and then design- it does not happen overnight
<u>Closure</u>	<ul style="list-style-type: none"> Students share their research with another friend in the classroom Encourage students to ask each other questions so they know where to focus their research the next day

Teaching Plan Day 7-8 (W3.7 W3.8)	
<u>Hook</u>	<ul style="list-style-type: none"> Popcorn around the room what the students are researching and the problems they are solving to excite them about their projects
<u>Intro to New Material (I Do)</u> <u>Guided Practice (We Do)</u>	<ul style="list-style-type: none"> Teacher introduces the materials they have to design a prototype of their project Teacher models how to plan their project with a diagram and a list of the materials they need Teacher will model how to write a small synopsis of how the prototype works and how it fixes the problem
<u>Independent Practice (You Do)</u>	<ul style="list-style-type: none"> Students work on their diagram, materials list, and prototype They should have at least 10 sentences stating how their design works and how it solves a problem
<u>Closure</u>	<ul style="list-style-type: none"> Students share their research with another friend in the classroom Encourage students to ask each other questions so they know where to focus their project the next day

Teaching Plan Day 9-10 (SL3.4)	
<u>Hook</u>	<ul style="list-style-type: none"> Express to the students how long it has taken to get to the end of the projects. It is not about the final project, but about the process, and the people who benefit from this.
<u>Intro to New Material (I Do)</u> <u>Guided Practice (We Do)</u>	<ul style="list-style-type: none"> Teacher models how to report about the project with appropriate facts and descriptive details, while speaking slowly and understandably. The students will not only share their prototype, but also their research. Encourage them to explain why this problem is important to them and how this prototype solves the problem.

<u>Independent Practice</u> <u>(You Do)</u>	<ul style="list-style-type: none"> Students share their projects
<u>Closure</u>	<ul style="list-style-type: none"> Paisley Rabbit was a very noble and kind-hearted character. What can we remember about her as we venture into the world?

Problems in YOUR World	
Problems you see in OUR World	
The Problem I choose to Research and Solve	

World Problem:

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<p>Book: _____</p> <p>Author: _____</p>
