

Save the Penguins

Educator Guide

Welcome to our Hybrid Learning Series.

The Rock by Rock Hybrid Learning Series is a great addition to science and literacy instruction either as a whole class or small group interdisciplinary unit or as a self-directed learning opportunity. Each project includes character growth, reading, writing, science, social studies and the arts.

At Rock by Rock, we believe that children learn best when they are having fun and are deeply engaged in rigorous, hands-on learning that has real-world application. That is why our projects:

- **Focus on building literacies for life:** We design our modules to prioritize both the consumption and production of modern day applications of 21st century literacies such as text messaging chats, shorter texts and articles, short-form multimedia, podcasts, op-eds etc....
- **Are Hybrid (blend of offline and online learning):** We leverage technology to present engaging content and couple that with real world hands-on projects and activities to provide a multimodal learning experience to meet every learner's needs.
- **Develop life habits and character:** We believe that habits and character education are a core part of instruction. By infusing habits with academics, we can better prepare children to thrive in our ever-changing world and to help make the world a better place.

Each project in the Changemaker Jr. Series can be done together as a class, in small groups or individually as a self-directed project. Each mission is focused on one endangered species and how we can take small actions each day to help. Each project positions students to:

1. **Life Habit:** Reflect on the focus life habit (Learner, Creativity, Curiosity, Empathy, Courage, Kinship, Impact Awareness).
2. **Explore:** Understand the mission or challenge students will address through reading, social studies and science and connect personally to the issue or problem through writing and art.
3. **Take Action:** Engage in a take action project that involves writing and art (crafts, performance, etc.).
4. **Share:** Enlist others to work towards or rally around a cause.
5. **Reflect:** Reflect on how the project taught about the life habit. Set habit goals for future growth.



Sample Classroom Applications: There are two ways that you can use this project based learning bundle.



Modular/Centers Time: You can also integrate the project across your day. This looks like implementing a thematic unit that ties together different learning blocks around one topic/theme. Below is a table that illustrates one way you could integrate the project across your days including in self-directed centers.

Time period	Component and Description
Morning Meeting or Community Time	Introduce the topic and theme of the project. <ul style="list-style-type: none"> ● Introduce the life habit. ● Discuss the habit and engage in life habit activities. ● Complete the weekly reflections of the life habit each week.
Humanities/ Literacy	Supplement literacy (i.e. once a week for read aloud/shared reading in science or social studies time). <ul style="list-style-type: none"> ● Engage in the literacy lessons and post reading activities.
Centers Time	Set up a rotation of centers to include: <ul style="list-style-type: none"> ● Self-Directed Computer Center - Complete the social studies and science modules ● Hands-On Activities: Set out different activities for students to engage in each week.
Science or Project Time	Take Action project: <ul style="list-style-type: none"> ● Engage in the project as a full class. ● Provide an opportunity for students to present and share what they have learned with their community. ● Reflect on their life-habit and what they have learned.

The unit sequence below and student mission log is formatted to be in this modular spiraled centers model knowing that you could re-group the lessons and activities to be more linear if that is your preference.



Project-based Learning Time: If you have a dedicated project-based learning time each week or science/social studies time you can do this set of lessons as a whole group/class learning journey. This is recommended for the homeschool setting. After you have downloaded the materials you can start with the "Introduction of the Life Habit" activity and work through to the "Take Action Project." Below is a sample timeline of how you could organize the lessons and activities by week.

Week	Description										
Week 1: Introduction to the Life Habit	<ol style="list-style-type: none"> 1. Set the stage for the topic and excite students about the project. 2. Watch the introductory video together. 3. Introduce the life habit and engage in the life habit activities as a whole group. 4. Set up the weekly reflection. 										
Week 2: Literacy Lessons	<ol style="list-style-type: none"> 1. Engage in the literacy lessons. You can either do this as a read aloud or shared reading text. 										
Week 3: Science/Social Studies	<ol style="list-style-type: none"> 1. Engage in the online module together to reinforce and extend key ideas shared in literacy lessons. Students can access the lessons on their own devices or you can project the lessons whole class. 2. Go through the lessons together as a whole group and explore specific concepts together. 3. Pair different hands-on activities to the modules. <table border="1" data-bbox="611 816 1633 1141"> <thead> <tr> <th data-bbox="611 816 1190 881">Online Module</th> <th data-bbox="1190 816 1633 881">Hands-On Activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="611 881 1190 946">Lessons 1-4</td> <td data-bbox="1190 881 1633 946">Penguin Mapping Activity</td> </tr> <tr> <td data-bbox="611 946 1190 1011">Lessons 5-7</td> <td data-bbox="1190 946 1633 1011">Maori Tawaki Illustration</td> </tr> <tr> <td data-bbox="611 1011 1190 1076">Lesson 8</td> <td data-bbox="1190 1011 1633 1076">Penguin Comparison</td> </tr> <tr> <td data-bbox="611 1076 1190 1141">Lessons 9-10</td> <td data-bbox="1190 1076 1633 1141">Helpful and Harmful Card Sort</td> </tr> </tbody> </table> 	Online Module	Hands-On Activities	Lessons 1-4	Penguin Mapping Activity	Lessons 5-7	Maori Tawaki Illustration	Lesson 8	Penguin Comparison	Lessons 9-10	Helpful and Harmful Card Sort
Online Module	Hands-On Activities										
Lessons 1-4	Penguin Mapping Activity										
Lessons 5-7	Maori Tawaki Illustration										
Lesson 8	Penguin Comparison										
Lessons 9-10	Helpful and Harmful Card Sort										
Week 4: Take Action, Share and Reflect	<ol style="list-style-type: none"> 1. Engage in the Take Action project. 2. After completing the project, make time for students to share what they have learned and present their project to others in your community. 3. Close out the project through an independent and group reflection on the life habit. . 										

Unit Overview:

<p>Driving Question:</p> <p><i>How can I help to save the penguins?</i></p>	<p>Real world Mission:</p> <p><i>Learn about how we can raise awareness to help save the penguins.</i></p>	<p>Take Action Project:</p> <p><i>Create a Save the Penguins diorama and 3D penguin family.</i></p>
<p>Learning Goals Character Focus: Kinship</p> <p>Literacy:</p> <ol style="list-style-type: none"> 1. Identify the main idea and retell key details for a text. 2. Distinguish between information provided by pictures of other illustrations and information provided by the words in a text. 3. Use the illustrations and details in a text to describe its key details. 4. Describe the connection between two individuals, events, ideas, or pieces of information in a text 5. Participate in collaborative conversations about penguins. <p>Science:</p> <ol style="list-style-type: none"> 1. Make observations of plants and animals to compare the diversity of life in different habitats. 2. Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live. 3. Describe the unique characteristics of penguins. 4. Explain some of the ways humans and penguins exhibit kinship. 5. Explain the reasons why penguins are endangered. 6. List actions that people can take to help penguins. 7. Create a Save the Penguins diorama and 3D penguin family. 		<p>Materials:</p> <ul style="list-style-type: none"> • ZINE (online or printed) • Literacy Handouts • Activity Handouts (these are also in the mission log). • Student Mission Log • Teacher Literacy Visuals <p>Activity Specific Materials:</p> <ul style="list-style-type: none"> • Post-It Notes • Blank Postcards • Shoebox - One per diorama • Cotton Balls • Construction paper - black and white <p>General Materials</p> <ul style="list-style-type: none"> • Markers, Poster Paper, Crayons, Scissors, Glue

Standards Alignment:

Each project meets reading and writing standards in most states and is aligned to national standards for science and social studies, 21st century skills and the arts. This module specifically supports:

Reading CCSS	Writing CCSS	Listening and Speaking CCSS	Science NGSS	SEL 21st Century Skills
Key Ideas and Details: 1-3 Craft and Structure: 4-6 Integration of Knowledge 7-9 Text Complexity - 10	Text Types and Purposes 2 Production and Distribution of Writing 5,6 Research and Build to Present Knowledge 7-8	Comprehension and Collaboration 1,2 Presentation of Knowledge and ideas 4-6	K-LS1-1, K-ESS3-1, K-ESS3-3, 1-LS1-2, 2-LS4-1 SEPs: Asking Questions and Defining Problems, Developing and Using Models, Constructing Explanations and Designing Solutions, Obtaining, Evaluating, and Communicating Information CCCs: Cause and Effect, Structure and Function, Stability and Change	Focus: Kinship 21st Cent Framework National Art Standards

At-A-Glance

Module	Description	Activities	Materials
Intro + Life Habit 1-2 Days	Students are introduced to their mission and learn about the life habit of kinship. Students engage in 2 kinship activities that help them reflect on what it means to take care of each other.	Whole or small group: <ul style="list-style-type: none"> 3 Thing I want to know about Penguins Kinship Activity #1: Who is your kin? Kinship Activity #2: How can we take care of each other? 	<ul style="list-style-type: none"> Introductory Video Kinship Activity or Student Mission Log.
What is Special About Penguins 2-4 Days	Students learn about what is special about a penguin. By reading the zine they learn about special features of a penguin, how they move and where they live. They then engage in a set of online modules and center activities that reinforce these concepts.	Whole or small group: <ul style="list-style-type: none"> Literacy Lesson #1 Centers: <ul style="list-style-type: none"> Online student module lessons 1-3 Hands-On Activity: Penguin Mapping 	<ul style="list-style-type: none"> Literacy Visuals Online Module Student Mission Log or print out of Activity #1
What is the problem? 2-4 Days	Students through these lessons learn why penguins are endangered. They read about the different types of endangered penguins and the different threats to penguins. Through the online module they extend their learning by digging deeper into 1 endangered penguin the Fierland crested or Tawaki penguin.	Whole or small group: <ul style="list-style-type: none"> Literacy Lesson #2 Centers: <ul style="list-style-type: none"> Online student module lessons 4-6 Hands-On Activity 2: Maori Tawaki illustration Hands-On Activity 3: Penguin Comparison 	<ul style="list-style-type: none"> Literacy Visuals Online Module Student Mission Log or print out of Activity #2&3 Construction Paper Glue Scissors
Who is helping and how can we help? 2-4 Days	Students then learn about who is helping and how they can help. Through reading the zine they learn about recycling and the Global Penguin Society. They then get to meet Pablo Borboroglu in their online module who started the Global Penguin Society and engage in thinking about how they can help through the harmful and helpful card sort. At the end they commit to one way they want to help save the penguins.	Whole or small group: <ul style="list-style-type: none"> Literacy Lesson #3&4 Centers: <ul style="list-style-type: none"> Online student module lessons 9-10 Hands-On Activity 2: Maori Tawaki illustration Hands-On Activity 4: Harmful and Helpful Sort. 	<ul style="list-style-type: none"> Literacy Visuals Online Module Student Mission Log or print out of Activity #2&3
Project: 3D Penguins & Diorama	Students create a 3D penguin family and penguin diorama to represent the kinship that penguins show as well as the need for us to take action to help save the penguin. The diorama also provides an opportunity for students to	Whole or small group: <ul style="list-style-type: none"> 3D Penguin Family Penguin Diorama. 	<ul style="list-style-type: none"> Penguin Diorama Materials Student Mission Log

2 Days	apply what they learned about penguins and their habitats through a model.		
Share & Reflect 1 Day	Students present their models to help teach others about how we can take action to save penguins as well as 3 facts on what they learned about this endangered animal. Students reflect on the life habit of kinship and how we can continue to show kinship in our lives just like penguins.	Whole Group	<ul style="list-style-type: none"> Student Mission Log

Lesson Sequence

The orange shaded row notes the student online module and the light blue shaded rows note the aligned hand-on activity.

Lesson	Objective and Description	Materials Needed	Standards Alignment
Engage (1 Day)			
Your mission Format: Whole Group	<p>Objectives:</p> <ul style="list-style-type: none"> Build investment in learning about penguins. Explain the mission of the "Save the Penguins" project and what students will produce at the end of the project and why. Activate prior knowledge to connect to what they know and want to know. <p>Methods:</p> <ul style="list-style-type: none"> Activate Prior Knowledge: Ask kids how many different types of penguins that they think are in the world? Watch the introductory video. Have students jot down 3 questions they want to know about penguins. 	Computer + Projector Speakers Student Mission Log	CCSS.ELA-LITERACY: <ul style="list-style-type: none"> SL k.1 1.1, 1.4, 2.1, 2.4
Life Habit - Kinship (1 day)			
What is Kinship?	<p>Objectives:</p> <ul style="list-style-type: none"> Explore the habit of kinship. Define kinship as "we care for each other." Connect how penguins practice kinship. 	Student Mission Log or Kinship Activity printout. Poster Paper	21st Cent Framework CCSS.ELA-LITERACY: <ul style="list-style-type: none"> RI k.1, 1.1, 1.2, 2.1, 2.4 SL k.1 1.1, 1.4, 2.1, 2.4

	<p>Methods:</p> <ul style="list-style-type: none"> ● Share the definition of kinship. ● Share how penguins show kinship (read examples in student notebook). ● Have students think about a person that takes care of them. ● Have them turn and talk and share with a partner. ● Discuss as a whole group and jot down student responses on a poster. ● Activity 1: Have students turn to their notebooks and identify/draw 6 people who they believe take care of them. ● Close by having students share who they drew and want to thank for taking care of them. 		
<p>How can we take care of our kin?</p>	<p>Objectives:</p> <ul style="list-style-type: none"> ● Explore the habit of kinship ● Define kinship as "we care for each other" ● Connect how students can practice kinship by asking how we can take care of others. <p>Methods:</p> <ul style="list-style-type: none"> ● Revisit all of the amazing people who students have identified as "care-takers" or "kin" to them. ● Explain that today they are going to explore and practice how they can practice "kinship" by asking our "kin" how we can take care of them. ● Share that by asking others "how can I take care of you?" or "how can I show you love?" is one of the best ways to practice kinship. ● Student then write their own question. ● Close out: Have students share what questions they generated. Note that tomorrow you will want students to share what answers they received. <p>*Be sure to note how you want to follow up on the "Kinship Questions" and have students share how they are practicing kinship.</p>	<p>Student Mission Log or Kinship Activity printout.</p> <p>Poster Paper</p> <p>Scissors</p>	<p>21st Cent Framework</p> <p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> ● RI k.1, 1.1, 1.2, 2.1, 2.4 ● SL k.1 1.1, 1.4, 2.1, 2.4

	<p>Tip: Create a practicing kinship wall - how can we take care of each other? Have students write on a post-it different answers they received and post it on the wall.</p>		
What is special about penguins (2-4 days)			
<p><u>Literacy Lesson 1</u></p> <p>What is special about a Penguin?</p>	<p>Objective:</p> <ul style="list-style-type: none"> Students practice tier 2 and tier 3 words related to penguins and endangered animals. Students read informational text to identify the main idea and supporting details. Students use observations to describe what penguins need to survive. <p>Methods:</p> <ul style="list-style-type: none"> Read page 1-11 of the Zine. Think-Pair-Share. Post-It notes. Main Idea and Details web chart. 	<p>Online Magazine</p> <p>Web Chart & Post-its</p> <p>Student Mission Log</p>	<p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> RI 1.1 RI 1.2 SL 1.1 <p>NGSS:</p> <ul style="list-style-type: none"> K-LS1-1 1-LS1-2 2-LS4-1
<p>Student Online Module</p> <p>Lesson 1: Why are penguins special?</p>	<p>Objective:</p> <ul style="list-style-type: none"> Students use observations to describe unique penguin characteristics and what penguins need to survive. <p>Method:</p> <ul style="list-style-type: none"> Video: Penguins for Kids: Interesting Facts - Different Types of Penguins for Children True or False Flip Cards 	<p>Student Online Module</p>	<p>NGSS:</p> <ul style="list-style-type: none"> K-LS1-1 2-LS4-1
<p>Student Online Module</p> <p>Lesson 2: Penguin Movements</p>	<p>Objective:</p> <ul style="list-style-type: none"> Students observe and describe penguin movements, including walking, sliding, diving, and swimming. <p>Method:</p> <ul style="list-style-type: none"> Reflect and Discuss Movement Videos Penguin Movement Memory Game 	<p>Student Online Module</p>	<p>NGSS:</p> <ul style="list-style-type: none"> K-LS1-1 2-LS4-1

<p>Student Online Module</p> <p>Lesson 3: Where do penguins live?</p>	<p>Objective:</p> <ul style="list-style-type: none"> Students locate the equator, Northern Hemisphere, and Southern Hemisphere on a world map. Students describe where penguins are found on Earth. <p>Methods:</p> <ul style="list-style-type: none"> Image Hotspot Mapping Activity Video: Galapagos Penguins- Keeping Cool True/False Flip Cards 	<p>Student Online Module</p>	<p>NGSS:</p> <ul style="list-style-type: none"> K-LS1-1 K-ESS3-1 2-LS4-1 <p>C3 Framework:</p> <ul style="list-style-type: none"> D2.Geo.3.K-2
<p>Student Online Module</p> <p>Lesson 4: Penguin Habitats</p>	<p>Objective:</p> <ul style="list-style-type: none"> Students list some of the needs of penguins and describe how those needs are met in their habitat. <p>Methods:</p> <ul style="list-style-type: none"> Habitat Introduction What do you notice? Habitat Hotspot 	<p>Student Online Module</p> <p>Student Mission Log</p>	<p>NGSS:</p> <ul style="list-style-type: none"> K-LS1-1 2-LS4-1 K-ESS3-1
<p>Hands-On Activity</p> <p>Penguin Mapping Activity</p>	<p>Objective:</p> <ul style="list-style-type: none"> Create a map to show where penguins live. <p>Methods:</p> <ul style="list-style-type: none"> Continent Review Match/Map Penguins to Continents 	<p>Student Mission Log or printable handouts.</p> <p>Scissors</p> <p>Glue</p>	<p>C3 Framework:</p> <ul style="list-style-type: none"> D2.Geo.3.K-2
<p>What's the problem? Why are penguins endangered? (2-4 days)</p>			
<p><u>Literacy Lesson 2</u></p> <p>What's the problem?</p>	<p>Objective:</p> <ul style="list-style-type: none"> Students identify and describe the connection between multiple events and pieces of information in a text. Students use the illustrations in an informational text to help describe the key ideas. Students identify key ways that human action leads to harming penguins. <p>Methods:</p> <ul style="list-style-type: none"> Sequence of Events 	<p>Online Magazine</p> <p>Student Mission Log</p> <p>Teacher Literacy Visuals: Sequence of Events Cards</p> <p>Scissors, Glue</p>	<p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> RI 1.1 RI 1.2 SL 1.1 <p>NGSS:</p> <ul style="list-style-type: none"> K-LS1-1 1-LS1-2 2-LS4-1

	<ul style="list-style-type: none"> ● Read Page 12-20 ● Highlight Illustrations ● Sequence of Events cards. 		
Student Online Module Lesson 5: Penguin Kinship	Objective: <ul style="list-style-type: none"> ● Students explain how penguin parents care for their offspring. Methods: <ul style="list-style-type: none"> ● Reflect and Discuss ● Video: Penguin Parent Patrol 	Student Online Module	NGSS: <ul style="list-style-type: none"> ● K-LS1-1 ● 1-LS1-2 ● 2-LS4-1
Student Online Module Lesson 6: Fiordland Crested Penguin	Objective: <ul style="list-style-type: none"> ● Students make observations to identify Fiordland crested penguin characteristics (one of the endangered penguins). Methods: <ul style="list-style-type: none"> ● Fact Flip Cards ● Crested Bird Images 	Student Online Module	NGSS: <ul style="list-style-type: none"> ● 2-LS4-1 C3 Framework: <ul style="list-style-type: none"> ● D2.Geo.3.K-2
Student Online Module Lesson 7: Penguins and the Maori People	Objective: <ul style="list-style-type: none"> ● Students identify the significance of the Fiordland crested penguin in the Maori culture (one of the endangered penguins). Methods: <ul style="list-style-type: none"> ● Myth Introduction ● Video: THE MAORI PEOPLE! ● Maori Tawaki Myth 	Student Online Module	NGSS: <ul style="list-style-type: none"> ● 2-LS4-1 C3 Framework: <ul style="list-style-type: none"> ● D2.Geo.3.K-2
Hands-On Activity Maori Tawaki illustration	Objective: <ul style="list-style-type: none"> ● Students draw an illustration of the Maori Tawaki myth. Methods: <ul style="list-style-type: none"> ● Read Maori Tawaki Myth ● Draw Illustration 	Student Mission Log or printable handouts. Crayons	National Art Standards <ul style="list-style-type: none"> ● Anchor Standard 6: Convey meaning through the presentation of artistic work.

<p>Student Online Module</p> <p>Lesson 8: Endangered Penguins</p>	<p>Objective:</p> <ul style="list-style-type: none"> Students identify how human activities affect environmental characteristics. <p>Methods:</p> <ul style="list-style-type: none"> Video: What is an endangered species? 	<p>Student Online Module</p>	<p>NGSS:</p> <ul style="list-style-type: none"> K-LS1-1 <p>C3 Framework:</p> <ul style="list-style-type: none"> D2.Geo.5.K-2 D2.Geo.11.K-2 D4.6.K-2
<p>Student Online Module</p> <p>Lesson 9: Why are Penguins Endangered?</p>	<p>Objective:</p> <ul style="list-style-type: none"> Students explore cause and effect relationships to explain why penguins are endangered. <p>Methods:</p> <ul style="list-style-type: none"> Cause and Effect Image Sliders 	<p>Student Online Module</p>	<p>NGSS:</p> <ul style="list-style-type: none"> K-LS1-1 <p>C3 Framework:</p> <ul style="list-style-type: none"> D2.Geo.5.K-2 D2.Geo.11.K-2 D4.6.K-2
<p>Hands-On Activity</p> <p>Penguin comparison - same and different</p>	<p>Objective:</p> <ul style="list-style-type: none"> List the ways Northern Rockhopper penguins are similar to and different from African penguins. <p>Methods:</p> <ul style="list-style-type: none"> Penguin Research Penguin Modeling Penguin Comparison 	<p>Student Mission Log or printable handouts.</p> <p>Construction Paper Ruler, Scissors, Glue Pencil, Markers</p>	<p>National Art Standards</p> <ul style="list-style-type: none"> Anchor standard 1: Use observation and investigation in preparation for making a work of art.
<p>Who is helping and how can we help? (2-4 days)</p>			
<p><u>Literacy Lesson 3</u></p> <p>Who is Helping?</p>	<p>Objective:</p> <ul style="list-style-type: none"> Students read informational text and identify the key details supporting the main idea. Students use drawings and writing to describe how people have tried to improve their communities. <p>Methods:</p> <ul style="list-style-type: none"> Class discussion Think-Pair-Share Read pages 21-22 Web-chart poster Post-card creation. 	<p>Online Magazine</p> <p>Teacher Literacy Visuals: Photograph of a Zookeeper</p> <p>Webchart Postcards Markers Student Mission Log</p>	<p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> RI 1.1 RI 1.2 SL 1.1 <p>NGSS:</p> <ul style="list-style-type: none"> K-LS1-1 1-LS1-2 2-LS4-1

<p><u>Literacy Lesson 4</u></p> <p>How can we help?</p>	<p>Objective:</p> <ul style="list-style-type: none"> Students add drawings to clarify their thoughts and ideas about helping penguins. Students participate in collaborative conversations about ways to help penguins. <p>Methods:</p> <ul style="list-style-type: none"> Class Discussion Problem Solution Chart Read page 23 Visualizing Pair Share Pictures. 	<p>Online Magazine</p> <p>Teacher Literacy Visuals: Spilled juice.</p> <p>Problem Solution - T-chart</p> <p>Student Mission Log</p> <p>Crayons</p>	<p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> RI 1.1 RI 1.2 SL 1.1 <p>NGSS:</p> <ul style="list-style-type: none"> K-LS1-1 1-LS1-2 2-LS4-1
<p>Student Online Module</p> <p>Lesson 10: Meet Pablo Borboroglu</p>	<p>Objective:</p> <ul style="list-style-type: none"> Students explain ways to take action to help protect penguins. <p>Methods:</p> <ul style="list-style-type: none"> Scientist Introduction Videos: Explorers at Work: Pablo Borboroglu, Penguins Need Cleaner Oceans Reflect and Discuss 	<p>Student Online Module</p>	<p>NGSS:</p> <ul style="list-style-type: none"> K-ESS3-3 <p>C3 Framework:</p> <ul style="list-style-type: none"> D2.Civ.2.K-2 D2.Civ.14.K-2 D2.Geo.5.K-2 D4.6.K-2 D4.7.K-2
<p>Student Online Module</p> <p>Lesson 11: How can we help?</p>	<p>Objective:</p> <ul style="list-style-type: none"> Students explain what they can do to help protect penguins. <p>Methods:</p> <ul style="list-style-type: none"> Take Action Images Written Response 	<p>Student Online Module</p> <p>Student Mission Log</p>	<p>NGSS:</p> <ul style="list-style-type: none"> K-ESS3-3 <p>C3 Framework:</p> <ul style="list-style-type: none"> D2.Civ.2.K-2 D4.6.K-2 D4.7.K-2
<p>Hands-On Activity</p> <p>Helpful & Harmful Sort</p>	<p>Objective:</p> <ul style="list-style-type: none"> Students identify human actions that are helpful and harmful to penguins. <p>Methods:</p> <ul style="list-style-type: none"> Card Sort 	<p>Student Mission Log or printable handouts.</p> <p>Scissors</p>	<p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> RI 1.3

Take Action Project (1-2 days)

<p>Create a Penguin Awareness Diorama</p>	<p>Objective:</p> <ul style="list-style-type: none"> Students create a model of a penguin family and habit including understanding key features and structures of the animal. Students share and connect key ways that human action leads to harming penguins. <p>Methods:</p> <ul style="list-style-type: none"> Create a penguin diorama. Create a message to help raise awareness. 	<p>Student Mission Log</p> <p>Shoebox/Diorama Cotton balls Glue Construction paper (black and white)</p>	<p>NGSS:</p> <ul style="list-style-type: none"> K-ESS3-1 <p>NGSS SEP: SEPs: Developing and Using Models, Constructing Explanations</p>
<p>Practice Presentation</p>	<p>Objective:</p> <ul style="list-style-type: none"> Students will practice sharing 3 things they will share about their penguin diorama and take action message. Students will identify key features of a strong presentation: volume, eye contact and clarity. Students will provide each other feedback on their presentation. <p>Methods:</p> <ul style="list-style-type: none"> Presenting and getting feedback from a partner. Share 1 glow and 1 grow. 	<p>Student Mission Log</p>	<p>NGSS:</p> <ul style="list-style-type: none"> K-ESS3-3
<p>Reflect & Share (1-2 days)</p>			
<p>Share</p>	<p>Students present their penguin diorama to their class and/or community audience (i.e. invite parents to another class).</p> <ul style="list-style-type: none"> Share 3 things that they learned about penguins. Share one action everyone can take to help save the penguins. 		<p>NGSS:</p> <ul style="list-style-type: none"> K-ESS3-3
<p>Reflect</p>	<p>Reflect on the life habit of kinship.</p> <ul style="list-style-type: none"> Students write and draw four examples of how they or a classmate practiced kinship throughout the project. Turn and Talk: Students share one example with a partner. Whole Class: Students share out examples as a class and celebrate each other through snaps or a classroom cheer. 	<p>Student Mission Log</p>	<p>21st Cent Framework</p> <p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> SL k.1.1.1, 1.4, 2.1, 2.4

Printing Directions:

Below is our recommendation for how to print. Please note that we have given several different optional materials that have been requested for centers materials.

Essential Items:

- Teacher's guide
- Student Notebook.

Optional Items:

- Kinship Activities (these are also in the notebook and some teachers like the visual handouts).
- Literacy Visuals
- Hands-On Activities (these are also in student notebooks but also available in larger print for centers).

Item	Size of Paper	Single or Double-sided
Teacher's Guide	8.5 x 11 paper	Double-sided (Landscape)
Student Notebooks	8.5 x 11 paper	Double-sided
Literacy Lessons	8.5 x 11 paper	Single-sided (Landscape)
Optional		
Kinship Activities	8.5 x 11 paper	Single-sided (Landscape)
Literacy Handouts	8.5x 11 paper	Double Sided (Landscape)
Hands-On Activities (also in student notebook)	8.5 x 11 paper	Single-sided
Student Notebooks	8.5 x 11 paper	Double-sided