

Save the Pangolins

Teacher's 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. It 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 for what is helpful for 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.

This Hybrid Learning Series is ideal for students in K-2nd, but can also be used as an instructional supplement for 3rd grade students. For K students, heavier adult support is recommended.

Sample Classroom Applications:

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. **Reflect:** Reflect on the life habit of the month (Learner, Creativity, Curiosity, Empathy, Courage, Kinship, Impact Awareness).
2. **Explore:** Understand the problem of the month 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 of the month. Set habit goals for future growth.



it

Use Case	Integrated as part of ELA instructional time.	Specific Science or Social Studies Learning Time	Self Directed Learning
Grouping	Whole Class , Small Group or Individual		Individual
Purpose	<ul style="list-style-type: none"> ● Authentic Application- Reading is not an end to itself - I want kids to see real world applications of reading. ● 21st century literacies - I need my kids to be developing reading and writing skills in modern day multimedia formats (i.e. podcast, videos, dramatic play etc...). ● Word and world Knowledge - My kids need to continue to develop their vocabulary and word and world knowledge to aid in literacy development. 	<ul style="list-style-type: none"> ● Hands-on Learning: I want students to use multiple modes of learning from literacy to hands-on experiments to the arts. ● Real-world Relevance: My kids need to see how what they are learning is relevant to their lives today. ● Global Citizenship/ Science Citizenship: Foster global citizens that are engaged in taking action and developing the life habits that they need. 	<ul style="list-style-type: none"> ● Enrichment: more advanced students can do projects independently to enhance learning. ● Remediation: teacher uses projects with small groups to provide high engagement opportunities for learning.
Time Period	<p>Used during a language art or interdisciplinary/ humanities block.</p>	<p>Used to replace Science or Social Studies time and/or a specific project based learning time during the week.</p>	<p>Used as a learning center during traditional guided reading or small group rotations. Some kids engage independently while teachers pull groups to support as needed.</p>
Structure	<p>Whole Group Reading Lessons - Pre/During/Post Reading Close Reading or Read A-loud</p>	<p>Science and Social Studies Lessons</p>	<p>Guided Reading or Centers Time Independent Learning.</p>

Materials and Technology:

Materials:

- **Student Mission Log:** For K-2, please print out the mission logs as there are several activities that require students to cut and paste. We also think having a notebook helps younger students to keep track of their progress.
- **Project Materials:** In the first lesson we outline all of the materials that students will need for the project and activities. Most materials are things that can be found in a classroom and/or purchased easily through amazon and/or teacher stores (i.e. discount school supplies).

Technology: All technology requirements include standard technology found in most classrooms.

- If doing this as a self directed project, we recommend every student have access to a laptop/computer, wifi, chrome browser and headphones. For kindergarten students and non-readers we have included a text to speech option so that they can still build listening comprehension as they develop in their decoding skills. Text-to-speech works on most web-based text, but the print booklet embedded in the course does not have text-to-speech and may require adult support.
- For teachers who are interested in whole group instruction we recommend additional technology such as a projector or smartboard and speakers.

Standards Alignment:

Each project is aligned to national and state standards for reading, writing, science, social studies and the arts. Each module was designed to help students progress towards standards holistically. There is not a 1-1 correspondence between each standard and each lesson. Research shows that reading and writing standards develop holistically and more effectively when approached as a whole rather than teaching standards and skills in isolation. Our modules build NGSS aligned science content and practices, CCSS aligned reading, writing, listening and speaking skills, and 21st Century SEL competencies. While many lessons address all clusters of standards, one standard cluster often leads over others.

This modules specifically supports:

Reading CCSS	Writing CCSS	Listening and Speaking CCSS	Science NGSS	SEL 21st Century Skills/Arts
Key Ideas and Details: 1-3 Craft and Structure: 4-6 Integration of Knowledge 7-9 Text Complexity - 10	Text Types and Purposes 1,2 Production and Distribution of Writing 4-6 Research and Build to Present Knowledge 7-8	Comprehension and Collaboration 1,2 Presentation of Knowledge and ideas 1-6	K-LS1-1, K-ESS2-2, K-ESS3-1. K-ESS3-3. 1-LS3-1, 2-LS4-1. CCC: Cause and Effect, Models SEPs: Asking questions, developing models, obtaining, evaluating and communicating info.	Focus: Creativity Communication & Presentation NCAS: VA:Re.7.2.Ka NCAS: VA:Cr2.3.Ka NCAS: VA:Cr1.2.Ka

This Project's Focus: Save the Pangolins

Real-World Mission	Real-World Project	Character Focus
Discover the most endangered animal that most kids have ever heard of and raise awareness to help save the pangolin.	Create a pangolin puppet and use that to create a puppet show through dramatic play and storytelling to raise awareness and help save the pangolin.	Grow our understanding of empathy and how putting ourselves in others shoes can help us to take action to help.

Types of Lessons within a module:

Type	Description	Student Output.
Text Based Lessons	<p>Lessons that develop informational text skills (reading, graphic organizers, charts, graphs, science concepts, social studies concepts). All lessons follow a similar flow:</p> <ul style="list-style-type: none"> ● Pre-reading: Intro/hook ● During Reading: Interactive Questions ● Post Reading: Application activity - many times the post can lead to a discussion or some sort for teacher's to support in facilitation. 	<ul style="list-style-type: none"> ● Student mission log ● Group discussion.
Hands-on Activities	<ul style="list-style-type: none"> ● Experiential learning opportunities that are hands-on and require kids to go offline to learn by doing and making. ● Focused on leveraging different learning modalities to engage kids and increase motivation. 	<ul style="list-style-type: none"> ● Student mission log ● Activity products.
Habit Focus and Reflections	<ul style="list-style-type: none"> ● Integrated life-habits lessons that develop a 21st century skill/habit. ● Each project starts and ends with a habit reflection to show growth. 	<ul style="list-style-type: none"> ● Activity products. ● Student reflections
Take Action Project	<ul style="list-style-type: none"> ● Short texts/videos/lessons that develop foundational project content (i.e. what is podcast) and project skills (i.e. how do I create effective podcasts). ● Short and quick application of the lesson as a guided practice before applying it to the project to ensure kids have internalized the concepts. ● Creation of a take action project that leads to genuine impact. Projects use a modern day multimedia form of communication. ● An opportunity to share with an authentic audience where kids present what they have learned. 	<ul style="list-style-type: none"> ● Student mission log ● Take action project ● Share/presentation

Unit Overview:

Driving Question: How can we help to save the pangolin?

Take Action Project: Create a pangolin puppet play to teach others how we can help to save pangolins.

Context: The unit plan below outlines the objectives and activities that build towards the final project.. This unit is estimated to take about 3-4 weeks. Teachers can prioritize, deprioritize or adjust lesson numbers and objectives based on the amount of time you have to spend on the project each week and on the needs of your students.

Category	Objective and Description	Materials Needed	Standards Alignment
Engage			
Module 1: Introduction to “Save the Pangolins” (1 day) Objectives: <ul style="list-style-type: none"> • Build investment in learning about the most endangered animal that many people have never heard of: Pangolins. • Explain the mission of the “Save the pangolins” 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. 			
1-1 Intro	<p>Activate Prior Knowledge: Read the facts about endangered species. Have students guess which animal is endangered.</p> <p>Guess what I am? Engage students through an animal riddle:</p> <ul style="list-style-type: none"> • I can be found in China, Indonesia, Malaysia, Vietnam and Africa (locate on world map). • I have scales all over my body. • My name means to “roll up” • There are 8 different types of me in the world. <p>Mission Log: Introduce the mission log and have students draw and write one endangered animal that they might have heard of.</p>	Projector Speakers Mission Log	<ul style="list-style-type: none"> • D2.Geo.2.K-2 (C3 framework) • CCSS.ELA-LITERACY.RI-1
1-2 Mission	<p>Introduction to your mission.</p> <ul style="list-style-type: none"> • Explain that this project is all about one of the most endangered animals in the world: Pangolins. 	Projector Speakers	21st Century Framework Aligned

	<ul style="list-style-type: none"> • Watch the introduction video. • Ensure that students have all materials and understand expectations for materials management. 		
Introduction to Life Habit			
Module 2: Empathy (1-2 day) Objectives: <ul style="list-style-type: none"> • Explore the habit of empathy and define what it looks and sounds like through the lens of a scientist. • Discuss the different ways that we can feel and show how we feel as humans. • Apply empathy to pangolins and how they would feel in different types of environments. 			
2-1 Different types of feelings.	<p>Invest: Ask children how are they feeling today? Maybe you have them write their names on a post-it and stick it on a line that has a "happy face" on one side and "sad face" on the other.</p> <p>Display: "<u>Feelings Cards</u>" to teach kids about the many different feelings we can have. Then ask why is it important to check in with our feelings?</p> <p>Optional - You may want to make this a daily ritual or project time ritual. Start each project period with kids noting how they are feeling.</p>	Feelings cards Post-its	21st Century Framework Aligned
2-2 What is Empathy?	<p>Habit Introduction: Explain the importance of empathy and identify examples of empathy in your own life. Define empathy as "We feel what others feel."</p> <p>Practice Empathy: Engage in Module 2-2 and pretend to be Jane the Pangolin.</p> <ul style="list-style-type: none"> • Have kids pretend to be a pangolin. Identify how they would feel in each different environment. • Partner-share why they would feel that way. • Ensure students share opinions and rationale for each environment. 	Projector	21st Century Framework Aligned
2-3 Feelings Flipbook	<p>Art + Literacy: Brainstorm together what it looks like and feels like to have different emotions. Have students complete a table together.</p>	Poster paper Construction paper for flip book Scissors Markers	CCSS.ELA-LITERACY.W.2 NCAS: VA:Re.7.2.Ka: Describe what an image represents

	<table border="1"> <tr> <th>Feeling</th> <th>Looks Like</th> <th>Sounds Like</th> </tr> <tr> <td>Happy</td> <td>Smiling</td> <td>Laughter</td> </tr> <tr> <td>Sad</td> <td>etc...</td> <td>etc..</td> </tr> </table>	Feeling	Looks Like	Sounds Like	Happy	Smiling	Laughter	Sad	etc...	etc..		
Feeling	Looks Like	Sounds Like										
Happy	Smiling	Laughter										
Sad	etc...	etc..										
<p>Notebook - Feelings Flipbook: Create a "When I feel" flipbook that articulates what it looks like and sounds like to feel _____ (i.e. happy, sad, angry) and what they can do to help others understand what they are feeling.</p>												

Explore

Module 3 - What is a Pangolin? (1-2 days)

Objectives:

- Students practice tier 2 and tier 3 words related to pangolins and endangered animals.
- Students read informational texts and use text features to note key facts about pangolins.
 - Students identify different features of a pangolin and how it helps them to survive.
 - Students explain the different types of pangolins and where they can be found in the world.

3-1	<p>Watch Introduction Video</p> <p>Introduce the Endangered Species List (Optional) : Help kids understand that there are animals in our world that are at risk of dying out forever. Share about the <u>IUCN red endangered list</u> that shows all of the different animals that are considered endangered. Start a running list of endangered species in your classroom knowing that each project kids can add to the list. On a chart you can list the animal. Note that their mission is to brainstorm ways we can help!</p>	Poster Paper Marker	K-ESS3-3. (NGSS) CCSS.ELA-LITERACY.RI.1, 2, 3				
What is special about a Pangolin?	<table border="1"> <tr> <th>Endangered Animal</th> <th>Ways to help!</th> </tr> <tr> <td>Pangolins</td> <td>TBD (fill in ongoing).</td> </tr> </table>	Endangered Animal	Ways to help!	Pangolins	TBD (fill in ongoing).		
Endangered Animal	Ways to help!						
Pangolins	TBD (fill in ongoing).						

3-2	<p>Pre-Reading (K-W-L) Create a poster of a K-W-L chart. Ask students what they know about Pangolins so far and what they want to know? Engage in a picture walk of the online magazine to preview what they will read. Highlight key vocabulary.</p> <p>As you flip through the first section of the ZINE, ask students to whisper what they see as you turn the page.</p> <p>Ask what kids are most excited to learn about.</p>	Projector	CCSS.ELA-LITERACY.L.4, 5, 6
3-3	<p>Read A-loud: Read aloud pages 1-5.</p> <ul style="list-style-type: none"> ● Jot down key vocabulary words and their meaning. ● Stop to notice geography - note key places on the map. ● Have kids share 1-3 facts they learned about the pangolin so far with a friend. <p>L- Return to the K-W-L and jot down what kids have LEARNED so far.</p>	Projector Speakers Optional - post-its	CCSS.ELA-LITERACY.RI.1, 2,3,4, 6,10
3-4	<p>Vocab (Mission Log): Have kids complete writing their own sentences and drawings using each vocabulary word and the word Pangolin. Do the first one together - Example: Pangolin and fish both have scales.</p>	Projector Mission Log	CCSS.ELA-LITERACY.L.4, 5, 6
3-5	<p>Post Reading: 8 Types of Pangolins & Geography:</p> <p>Show kids images of the 8 different pangolins. Discuss the similarities and differences between the different kinds of pangolins.</p> <p>Mission Log: Do a geography lesson. Teach children where to locate Africa and Asia. Have them color and label a map with the different countries. One color for the Asian countries and one color for the African Countries.</p>	Projector Mission Log	<ul style="list-style-type: none"> ● D2.Geo.1.K-2 (C3 framework) ● CCSS.ELA-LITERACY RI.1.9

Module 4 - What is special about Pangolins? (1 day)

Objectives:

- Students read informational texts and identify the main idea and details of a text.

<ul style="list-style-type: none"> Students ask and answer questions about a text. <ul style="list-style-type: none"> Students explain 10 things that make pangolins special including how babies are similar and different from the adults. Students create a model reflecting the key aspects of a pangolin that help it to survive. 			
4-1	<p>Pre-Reading: Recall what kids have already learned about Pangolins (i.e. have scales, 8 different kinds, live in Africa and Asia).</p> <p>Read the text exchange as a reader's theatre.</p> <p>Share that today they will learn about 10 special facts about pangolins. Introduce key informational text features that will support finding this information (i.e. headings and subheadings, text in pictures, images etc...).</p>	Projector Speaker	CCSS.ELA-LITERACY.RI.4,5,6
4-2	<p>During Reading: Read through the text once fully to model fluent reading. Have children listen for the 10 facts. Read a second time. The second time around, stop to jot down the 10 interesting facts kids learned about Pangolins. You can add these new facts to your K-W-L poster/chart.</p>	Projector Speaker	CCSS.ELA-LITERACY.RI.1. & 2 1-LS1-1, 1-LS1-2. (NGSS)
4-3	<p>Post Reading: Watch a video about Pangolins so that kids can visualize how gentle pangolins are in real life.</p> <p>Art (notebook): With modeling clay, have children create a model of a pangolin with the key features that they read about (i.e. scales, tongue etc...).</p>	Projector Speaker Modeling clay Mission Log	CCSS.ELA-LITERACY.RI.1. & 2 K-2-ETS1-2.- Developing and Using Models (NGSS)
<p>Module 5 - Why should we care? (1-2 days)</p> <p>Objectives:</p> <ul style="list-style-type: none"> Students apply empathy as they think about why pangolins are kidnapped. Students investigate why pangolins are one of the most endangered animals in the world. Students compare and contrast how pangolins are more likely to become extinct than other animals. 			
5-1 How would you feel?	<p>Pre-Reading: Share the fact that a pangolin is kidnapped every five mins.</p> <p>Empathy: Ask children "What do they think a pangolin would be feeling?"</p>		CCSS.ELA-LITERACY.RI.1.,2 .3
5-2 Threats to	<p>During Reading: Focus on identifying key facts that help kids understand why pangolins are going extinct.</p>	Projector Speaker	CCSS.ELA-LITERACY.RI.1.,2 .3

pangolins	<ul style="list-style-type: none"> • Why are people kidnapping pangolins? • Do you think that is fair? • Why are they endangered? • What would it be like if there were no more pangolins in our world? <p>Notebook: Have students write down in their mission logs 3 reasons why pangolins are endangered and why we need to save them.</p>	Mission Log	
5-3 Pangolins vs. Turkeys	<p>Post Reading: Investigate why pangolins are almost extinct compared to other animals.</p> <ul style="list-style-type: none"> • Ask kids why is it that Pangolins are almost extinct but turkeys are not? • Review the Pangolins vs. Turkey chart on the module. • Discuss with students: Why are pangolins endangered and turkeys not endangered? <p>Optional: Use a discussion protocol. You could use this one to teach kids about listening, paraphrasing and taking turns. Model the sentence stems and how to use evidence from the text.</p> <ul style="list-style-type: none"> • Split kids into groups of 4 • Person 1: Read a question: <i>Why are pangolins endangered but turkeys are not?</i> • Person 2: Answer the question for 1 minute • Person 3: Builds upon person 2's response starting with "I agree" or "I disagree" because. • Person 4: builds upon person 3's ideas with similar sentence stems. • Person 1: Finishes out by sharing their thoughts and summarizing what they heard. 	Projector Speaker Chart paper or T-Chart	K-ESS3-1., K-ESS2-2., K-LS1-1. K-2-ETS1-3. - Analyze and Interpret Data. CCSS.ELA-LITERACY.RI.1.9
<p>Module 6 - Who is helping and How can we help? (1-2 days)</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Students discuss how changemakers are showing empathy and helping to save the pangolins. • Students explore how different people are helping to save the pangolins. • Students reflect on how they can help save the pangolins. • Students ask and answer questions through a virtual field experience. 			
6-1	Field Trip: Watch a video about " The Pangolin Men " and how they are	Projector	CCSS.ELA-LITERACY.RI.1.

The Pangolin Men	helping to save the pangolins in Zimbabwe. Discuss the 4Ws questions on the module.	Speaker	CCSS.ELA-LITERACY.RI.2 CCSS.ELA-LITERACY.RI.3 CCSS.ELA-LITERACY.SL.1.-3
6-2 Save the Pangolins	Read pages 17-19 about the Save the Pangolin's organization "Who is helping and how can we help". <ul style="list-style-type: none"> Optional Supplemental Reading Passage. Kids are also helping to save pangolins. Read about how <u>kids are working to help save pangolins.</u> Notebook: Have kids brainstorm and write down their ideas on how they can help.	Projector Speaker Mission Log	
6-3 Thai Nguyen	Role Model - Introduce the <u>Video on Thai Nguyen</u> who set up the organization Save Pangolins Vietnam to help save pangolins in his country. Show Vietnam on the map. (NOTE: This video has some images of dead pangolins and should be used sensitively). Have kids generate a few questions together on what they hope to learn in the video. These are a few examples below. <ul style="list-style-type: none"> Why did Thai want to help save pangolins? Why is he protecting pangolins in vietnam? What did he do to help save the pangolins? Post watching the video have kids in pairs answer the 4 Ws.	Projector Speaker	

Create & Take Action

Module 7 - Pangolin Puppet Art (1-2 days)

- Students explain what puppetry arts are and how people use puppets to share stories.
- Students learn about puppeteers and learn about what it takes to use puppets.
- Students imagine and create their own pangolin puppet with a unique character or personality.

7-1 Intro to the Project.	Introduction to the Project - Watch the video that introduces the pangolin puppet project.	Projector Speaker Mission Log	NCAS: VA:Cr2.3.Ka Create art that represents natural and constructed environments.
------------------------------	---	---	--

<p>7-2</p> <p>What is a puppeteer? (optional for K)</p>	<p>Field Trip with Sesame Street Puppeteers - prepare kids to go on a virtual field trip.</p> <ul style="list-style-type: none"> ● Hook: Ask two volunteers to read the text chat. ● Pre-Video: Ask kids what they know and want to know about puppetry. Generate some questions together. ● Share that they are going to go behind the scenes and learn about puppetry from the Sesame Street Puppeteers. ● Watch and engage in the field trip video. Pause after every character and have kids summarize/discuss... <ul style="list-style-type: none"> ○ What kind of puppets do they have? ○ What type of puppet is x character? ○ What is x puppet made out of? ○ How does x character puppet work (i.e big bird)? ● Post the video field trip note what they learned. <p><i>Note - The video is about 8 minutes and shows how several Sesame Street character puppets work. You may want to do all the characters or just choose a few of the characters depending on age group.</i></p>	<p>Puppet materials - hand puppet, decorative scales, googly eyes, glue, scissors.</p>	<p>NCAS: VA:Cr1.2.Ka Engage collaboratively in creative art-making</p>
<p>7-3</p> <p>Make your own Pangolin Puppet.</p>	<p>Pangolin Puppet (Mission Log): Plan and create a pangolin puppet which will be the main character in the story that kids will be writing about pangolins. Have kids share 1-2 facts/characteristics about pangolins that they learned (i.e scales, long tongue etc...). Have them create their version of a pangolin puppet using the materials.</p> <p>Write: Have kids write down what the special features they included in their pangolin puppet..</p>		
<p>Module 8 - Pangolin Puppet Show (Writing a puppet show). (4-5 days)</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Students write a puppet show about pangolins and how we can take action to help. ● Students explore and write character traits for different characters in their story. ● Students design and create a setting for their pangolin play. ● Students write a story script about pangolins with a beginning-middle-end. 			
<p>Project Notes: Before you get started, determine if you want students to work independently, in pairs or in a small group to create their play. If it is in pairs or small groups make sure that they meet daily to discuss and draft each of the different parts. We have students create the puppets first so that they can use the puppets to create their plays. This helps non-readers and writers to practice sharing their stories</p>			

before writing them down. You may also want to lay out some additional puppet material for additional characters that they can create throughout this week as needed.

Some of the lessons below may take more than one day depending on how much time you have for kids to work together. Also be sure to set kids up to effectively work as a team including helping team members set some norms on how they will work together and how they can show empathy when a team member may disagree with an idea. Model respect and how to disagree and discuss respectfully.

You should also decide in advance on how kids will perform as you will want to give parents and community members enough notice to come and watch the plays. You could also have students perform live over Zoom so friends and family at home can see the performances.

<p>8-1</p>	<p>Writing (Character): Activate Prior Knowledge: Refer back to your feelings flip book. Share that feelings are a good way to understand a character and character traits. Share that today they will be learning about character traits.</p> <p>Use the puppet to talk about character traits. Choose a character that kids are familiar with (i.e. elmo). Describe what are words, actions and feelings that this character has shown. What does that tell us about his character? If helpful, provide a list of character traits for students to reference.</p> <p>Have kids now look at their puppets and describe some character traits. What kind of puppet did they create?</p> <p>Notebook: Have children draw or write the traits of their main character in their mission log.</p>	<p>Projector Speaker</p> <p>Mission Log</p> <p>Poster paper and markers for setting.</p>	<p>CCSS.ELA-LITERACY.RL.3 CCSS.ELA-LITERACY.W.3 CCSS.ELA-LITERACY.SL.4 CCSS.ELA-LITERACY.SL.5 CCSS.ELA-LITERACY.SL.6</p>
<p>8-2</p>	<p>Writing - Beginning, Middle, End (Drafting):</p>		

	<p>Mini Lesson: Listen to the story "An eventful evening" which is about a pangolin who gets kidnapped and set free. Ask kids to listen to what happens in the beginning, middle and end.</p> <p>Then do a guided writing activity using the story and graphic organizer outlined in the mission log on page 14. Identify what happened in the beginning, middle and end.</p> <p>Show the pictures of each character in the story. Fun fact is that a tarsier is an animal that is only found in the Philippines.</p> <p>Writing: Have students write the important parts of their story. For younger kids, pair kids up to orally create their stories using the puppets before writing it down. They have multiple templates to draft their story.</p>		
8-3	<p>Writing (Setting): Have children describe the types of settings they heard in "An eventful evening." Define what is setting and note that it answers both when and where a story takes place.</p> <p>Art: Have kids draw a setting for their play in pairs or a group on pg 19 in their mission log. For early finishers, have them practice their play in front of their setting.</p>		
8-4	<p>Writing (Revising+Publishing): Review the model in the module 8-4. Note key tips and things to remember when revising and publishing. Model any that you see are trends in your student's writing.</p> <p>Articulate clear expectations for how you want your students to publish. Reference page 20 in the mission log. Help non-writer's to start with a picture and go around to trace or re-write the sentences they articulate as they share their stories.</p>		

Share

Module 9 - Pangolin Puppet Show (1 day)

Objectives:

- Students prepare and rehearse for their puppet show
- Students provide feedback to each other about their puppet show.
- Students present their puppet show to an authentic audience to raise awareness about the how we can help to "save the pangolins."

9-1	<p>Dramatic Play/Rehearse (Speaking and Listening): Have children practice and engage in their puppet plays. They can practice by themselves, with a friend or with a group. Have students organically and orally tell a story about their puppets.</p> <p>Model how students can show empathy by respectfully sharing one glow and grow as they watch and listen to different groups rehearse.</p>	<p>Module, projector.</p> <p>Groupings and how students will rehearse.</p>	<p>Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.2.4</p>
9-2	<p>Performance: Invite parents and/or record each kid or pair performing their play in front of the group. Make it an event and have it be a way that they can teach others about the pangolins.</p>		

Reflect

Module 10 - Reflect on the life habit: Empathy and what it means to be a changemaker. (1 Day)

Objectives:

- Students reflect on what they learned about themselves as a leader and changemaker.
- Students reflect on the habit of empathy and how they can continue to use this habit moving forward.

10-1	<p>Importance of reflection - Watch video to show what it would be like and how empathy can help us to show kindness and love to everyone including all living things on our earth.</p>	<p>Mission Log.</p>	<p>21st Century Framework Aligned</p>
10-2	<p>Habit Reflection: Create a space where kids share one way that they either showed empathy or saw someone else show empathy. Have them draw and document on their visual habit reflection at the end of the mission log using the prompts:</p> <ul style="list-style-type: none"> • In this project I learned _____. • I showed empathy during the project by _____. • I will continue to practice empathy by _____. 		<p>CCSS.ELA-LITERACY.SL.K.1 21st Century Framework Aligned</p>

Additional Texts and Resources to Reference:

Empathy Books:

- [Come With Me](#) by Holly M. McGhee, illustrated by Pascal Lemaître
- [Last Stop on Market Street](#) by Matt de la Peña, illustrated by Christian Robinson
- [Each Kindness](#) by Jacqueline Woodson, illustrated by E.B. Lewis
- [Pass It On](#) by Sophy Henn

Pangolins & Endangered Species Books.

- [Rolly Polly Pangolin](#)
- [A Pangolin Tale](#)
- [What on earth is that?](#)

Books on Endangered Species:

- [Gone Wild: An Alphabet Book about Endangered Species](#)
- [Hello Hello - Pre-readers](#)
- [A Wild Child's Guide to Endangered Animals](#)