

Save the Whales

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 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 a 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 - Have students engage in the online 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"> Set the stage for the topic and excite students about the project. Watch the introductory video together. Introduce the life habit and engage in the life habit activities as a whole group. Set up the weekly reflection. | | | | | | | | | | |
| Week 2: Literacy Lessons | <ol style="list-style-type: none"> 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"> 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 for the whole class. Go through the lessons together as a whole group and explore specific concepts together. Pair different hands-on activities to the modules. <table border="1" data-bbox="611 873 1829 1203"> <thead> <tr> <th data-bbox="611 873 1188 938">Online Module</th> <th data-bbox="1188 873 1829 938">Hands-On Activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="611 938 1188 1003">Lessons 1-3</td> <td data-bbox="1188 938 1829 1003">Inspired by Whales</td> </tr> <tr> <td data-bbox="611 1003 1188 1068">Lessons 3-6</td> <td data-bbox="1188 1003 1829 1068">Whale Fact Sort</td> </tr> <tr> <td data-bbox="611 1068 1188 1133">Lessons 7-8</td> <td data-bbox="1188 1068 1829 1133">Pollution in the Ocean Bin</td> </tr> <tr> <td data-bbox="611 1133 1188 1203">Lessons 9-10</td> <td data-bbox="1188 1133 1829 1203">3D Beluga Whale Sanctuary Poster</td> </tr> </tbody> </table> | Online Module | Hands-On Activities | Lessons 1-3 | Inspired by Whales | Lessons 3-6 | Whale Fact Sort | Lessons 7-8 | Pollution in the Ocean Bin | Lessons 9-10 | 3D Beluga Whale Sanctuary Poster |
| Online Module | Hands-On Activities | | | | | | | | | | |
| Lessons 1-3 | Inspired by Whales | | | | | | | | | | |
| Lessons 3-6 | Whale Fact Sort | | | | | | | | | | |
| Lessons 7-8 | Pollution in the Ocean Bin | | | | | | | | | | |
| Lessons 9-10 | 3D Beluga Whale Sanctuary Poster | | | | | | | | | | |
| Week 4: Take Action, Share and Reflect | <ol style="list-style-type: none"> Engage in the Take Action project. After completing the project, make time for students to share what they have learned and present their project to others in your community. Close out the project through an independent and group reflection on the life habit. . | | | | | | | | | | |

Unit Overview:

| Driving Question: <i>How can I help to save the whales?</i> | Real world Mission: <i>Learn about how we can raise awareness to help save the whales.</i> | Take Action Project: <i>Create a save the whales reusable bag or recycled art poster.</i> |
|--|--|--|
| Learning Goals Character Focus: Courage Literacy: <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. Participate in collaborative conversations about whales.5. Answer questions to demonstrate understanding of key details in a text.6. Describe the relationship between illustrations and the text in which they appear. Science: <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 whales.4. Explain some of the ways humans exhibit courage.5. Explain the reasons why whales are endangered.6. List actions that people can take to help whales.7. Create a Save the Whales campaign by either creating a reusable bag or a recycled art poster. | | Materials: <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 Activity Specific Materials: <ul style="list-style-type: none">● Index Cards● Plastic Container● Sand● Water● Plastic Ocean Animals● Vegetable Oil● Cocoa● Cup● Spoon● Small Pieces of Garbage (including plastic pieces)● Card Stock● Cardboard Tube (Toilet Paper Roll)● Beluga Whale Cutout Take Action Project Materials: <ul style="list-style-type: none">● Reusable Canvas Bag or poster paper● Whale Stencil (optional)● Fabric Markers or Markers.● Recycled materials: bottle caps, plastic bottles, egg cartons, straws, etc... General Materials <ul style="list-style-type: none">● Markers, Poster Paper, Crayons, Scissors, Glue, Construction Paper |

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 |
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| 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-2-ETS1-2, K-ESS2-2, K-ESS3-1, K-ESS3-3, K-LS1-1, 1-LS1-1, 1, 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 | SEL Focus: Courage 21st Cent Framework National Art Standards |

At-A-Glance

The table below provides an overview of how you could implement this project. For the online centers, kids can move at their own pace and even move ahead knowing as a class or group you may go deeper into some of the content. The online lessons can also be additional source material for group lessons. Our hope is that all of these materials provide additional opportunities for kids to explore the content, answer the driving question and apply it to the take action project at the end.

| Module | Description | Activities | Materials |
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| Intro + Life Habit 1-2 Days | Students are introduced to their mission and learn about the life habit: courage. Students engage in 2 courage activities that help them reflect on what it means to be brave. | Whole or small group: <ul style="list-style-type: none"> Courage Activity 1 Courage Activity 2 | <ul style="list-style-type: none"> Student Mission log Online Course (Optional) |
| What are the physical characteristics of whales? 2-4 Days | Students learn about some of the physical characteristics of whales. While reading the zine, students use the text and illustrations to learn about the structure and function of whales' blowholes, flukes, and fins. They then engage in two online modules to further explore the size of whales and how whales breathe. Finally, students create a model to highlight the key physical features of whales. | 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: Inspired by Whales | <ul style="list-style-type: none"> Literacy Handouts Online Module Student Mission Log or print out of Activity #1 Glue Scissors |
| What is special about whales? | Students learn what is special about whales. By reading the zine, they explore the importance of | Whole or small group: <ul style="list-style-type: none"> Literacy Lesson #2 | <ul style="list-style-type: none"> Literacy Handouts Online Module |

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| <p>2-4 Days</p> | <p>echolocation and migration. Students also explore the differences between baleen and toothed whales, as well as the relationship between mothers and calves. Students explore these topics further while engaging with the online modules. Students further connect what they have learned through a hands-on fact sort.</p> | <p>Centers:</p> <ul style="list-style-type: none"> • Online student module lessons 4-7 • Hands-On Activity 2: Whale Fact Sort | <ul style="list-style-type: none"> • Student Mission Log or print out of Activity #2 • Marker • Poster Paper • Index Cards • Crayons |
| <p>Why are whales endangered?</p> <p>2-4 Days</p> | <p>Through these lessons students learn why whales are endangered. They read about different threats to whales in the zine. The online modules extend their learning by digging deeper into these threats. Students also conduct an experiment of how human action like pollution can affect a whale's habitat. Students should start to make connections between the causes and effects of human action in endangering whales.</p> | <p>Whole or small group:</p> <ul style="list-style-type: none"> • Literacy Lesson #3 <p>Centers:</p> <ul style="list-style-type: none"> • Online student module lessons 8-9 • Hands-On Activity 3: Pollution in the Ocean Sensory Bin | <ul style="list-style-type: none"> • Literacy Handouts • Online Module • Student Mission Log or print out of Activity #3 • Plastic Container • Sand • Water • Plastic Ocean Animals • Vegetable Oil • Cocoa • Cup • Spoon • Small Pieces of Garbage (including plastic pieces) |
| <p>Who is helping and how can we help?</p> <p>2-4 Days</p> | <p>Students learn about who is helping and what they can do to help. While reading the zine students learn about Maris Sidenstecker, the founder of Save the Whales. Students also learn about the Beluga Whale Sanctuary in Iceland through an online module and hands-on activity. Students should see that human actions can also help save the whales.</p> | <p>Whole or small group:</p> <ul style="list-style-type: none"> • Literacy Lesson #4 <p>Centers:</p> <ul style="list-style-type: none"> • Online student module lessons 10-11 • Hands-On Activity 4: 3D Beluga Whale Sanctuary Poster | <ul style="list-style-type: none"> • Literacy Handouts • Online Module • Student Mission Log or print out of Activity #4 • White Card Stock • Crayons • Cardboard Tube (Toilet Paper Roll) • Scissors • Tape • Glue • Beluga Whale Cutout |
| <p>Project: Save the Whales Reusable Bag</p> <p>2-3 Days</p> | <p>Students learn that having the courage to share what they have learned in public is one key way to take action and help save the whales. Students have two ways to take action. They can either choose to create a reusable bag or create a recycled art poster. Students learn to write a compelling message and write a clear</p> | <p>Whole or small group:</p> <ul style="list-style-type: none"> • Create a Take Action message • Create a Take Action bag or recycled art poster. • Practice sharing your message. | <ul style="list-style-type: none"> • Reusable Bag Materials • Student Mission Log • Markers • Reusable Bag • Whale Stencil |

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| | action oriented message. | | |
| Share & Reflect 1 Day | Students practice sharing their message with others publicly as one way to show courage. Students then reflect on what it means to be a changemaker, how they have grown and how they practice courage throughout this project. | Whole Group <ul style="list-style-type: none"> • Share publicly • Reflection | <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 |
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| Engage (1 Day) | | | |
| Your mission | <p>Objectives:</p> <ul style="list-style-type: none"> • Engage students around the topic: Save the Whales. <p>Methods:</p> <ul style="list-style-type: none"> • Invest: Share with kids that this month they will be learning all about saving the whales. • Prediction Activity: Is a whale more like a fish or a mammal? <ul style="list-style-type: none"> ○ Graph the answers in a bar chart. ○ Ask kids for their rationale. ○ Flip card - reveal the answer and explain why a whale is a mammal and not a fish. • Show the introductory video. • Share that this will take courage as courage is all about standing up for what you believe. | <p>Computer + Projector Speakers</p> <p>Online Module</p> <p>Student Mission Log</p> | <p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> • SL k.1.1.1, 1.4, 2.1, 2.4 |
| Life Habit - Courage (1 day) | | | |
| What is Courage? | <p>Objectives:</p> <ul style="list-style-type: none"> • Students learn all about courage and what we can learn about courage from whales. | <p>Student Mission Log</p> <p>Online Module</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 |

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| | <p>Methods:</p> <ul style="list-style-type: none"> Review the online lesson about courage. Read the story about the courageous whale. Discuss how whales have shown courage. Explain that courage is also when you do what is right even when it's hard to do so. Identify examples of courage in their own life. | | |
| How can we show courage? | <p>Objectives:</p> <ul style="list-style-type: none"> Students describe examples of courage in their own life. Students connect how courage can take many forms. <p>Methods:</p> <ul style="list-style-type: none"> Review the online examples of every day people who have shown courage. Have them draw a picture of courage and share their scenarios with a friend/partner. <i>Optional:</i> Create a courage wall and note and start a courage ritual where kids can share at the end of the day different ways they have shown courage. | <p>Student Mission Log</p> <p>Online Module</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 |
| What are the physical characteristics of whales? (2-4 days) | | | |
| Literacy Lesson 1 | <p>Objective:</p> <ul style="list-style-type: none"> Students practice tier 2 and tier 3 words related to whales and endangered animals. Students use illustrations and details in a text to identify and label key physical characteristics of whales. <p>Methods:</p> <ul style="list-style-type: none"> Think-Pair-Share: How are fish and whales similar? How are fish and whales different? Review Table of Contents and Key Vocabulary. First read (pages 1-9): Students gesture when they hear how fish and whales are different. Second read: Use illustrations to learn more about whale body parts, highlight the structure and function of each | <p>Online Magazine</p> <p>Student Mission Log</p> | <p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> RI 1.7 RI 2.5 <p>NGSS:</p> <ul style="list-style-type: none"> K-2-ETS1-2 |

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| | <p>whale body part.</p> <ul style="list-style-type: none"> ● Label body parts ● Repeat Think-Pair-Share | | |
| <p>Student Online Module</p> <p>Lesson 1: How big are whales?</p> | <p>Objective:</p> <ul style="list-style-type: none"> ● Students use media to compare the size of different types of whales. <p>Method:</p> <ul style="list-style-type: none"> ● Whale Size Comparison ● True/False Flip Cards <ul style="list-style-type: none"> ○ Blue whales are bigger than humpback whales. (T) ○ Killer whales are bigger than blue whales. (F) ○ Humpback whales are bigger than bottlenose whales. (T) ○ Fin whales are bigger than humans. (T) | Student Online Module | <p>NGSS:</p> <ul style="list-style-type: none"> ● 2-LS4-1 |
| <p>Student Online Module</p> <p>Lesson 2: How Whales Breathe</p> | <p>Objective:</p> <ul style="list-style-type: none"> ● Students recall that whales use blowholes to breathe. <p>Method:</p> <ul style="list-style-type: none"> ● Video: Blue Whale Amazing Whales Animals ● True/False Questions <ul style="list-style-type: none"> ● Whales breathe through gills. (F) ● Most whales can hold their breath for 60 minutes. (T) ● Whales come to the surface of the water to breathe. (T) ● Blubber helps whales breathe. (F) | Student Online Module | <p>NGSS:</p> <ul style="list-style-type: none"> ● K-LS1-1 ● 2-LS4-1 |
| <p>Student Online Module</p> <p>Lesson 3: Inspired by</p> | <p>Objective:</p> <ul style="list-style-type: none"> ● Students explore inventions that are inspired by plant and animal parts. <p>Method:</p> <ul style="list-style-type: none"> ● Video: Inventing with Plants! | Student Online Module | <p>NGSS:</p> <ul style="list-style-type: none"> ● 1-LS1-1 |

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| Nature | <ul style="list-style-type: none"> ● Biomimicry Matching Game <ul style="list-style-type: none"> ○ Bullet train / kingfisher beak ○ Wright airplane / flying pigeon ○ Suction cups / octopus tentacles ○ Firefly / LED lights | | |
| Hands-On Activity 1 Inspired by Whales | Objective: <ul style="list-style-type: none"> ● Students identify inventions that may have been inspired by whale body parts. Methods: <ul style="list-style-type: none"> ● Blowhole: Teapot, Steam Train ● Baleen: Cleaning Brush, Filter ● Fin: Wind Turbines, Diving Flippers | Student Mission Log Or Hands-On Activities. Scissors Glue | NGSS: <ul style="list-style-type: none"> ● K-ESS2-2 ● K-2-ETS1-1 |
| What is special about whales? (2-4 days) | | | |
| Literacy Lesson 2 | Objective: <ul style="list-style-type: none"> ● Students practice tier 2 and tier 3 words related to whales and endangered animals. ● Students participate in collaborative conversations with diverse partners about patterns of what whales need to survive. Methods: <ul style="list-style-type: none"> ● Review Key Vocabulary ● First read (page 10-15) ● Second read: Highlight key vocabulary in text, students explain the meaning of the term in their own words ● Create key vocabulary flash cards, discuss how each word relates to whales | Online Magazine Marker Poster Paper Index Cards Crayons | CCSS.ELA-LITERACY: <ul style="list-style-type: none"> ● SL 1.1 ● SL 1.5 ● RI 2.5 NGSS: <ul style="list-style-type: none"> ● K-LS1-1 |
| Student Online Module Lesson 4: | Objective: <ul style="list-style-type: none"> ● Students recognize how whales and humans use echolocation. Methods: | Student Online Module | NGSS: <ul style="list-style-type: none"> ● K-LS1-1 ● 2-LS4-1 CCSS.ELA-LITERACY: <ul style="list-style-type: none"> ● SL 1.1 |

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| <p>Echolocation and Sonar</p> | <ul style="list-style-type: none"> ● Video: What is Echolocation? (Part 1 3:03-4:29) ● Reflect and Discuss: How do whales use echolocation? How might people on boats use echolocation? ● Video: What is Echolocation? (Part 2 5:19-5:43) | | |
| <p>Student Online Module</p> <p>Lesson 5: Whale Migration Routes</p> | <p>Objective:</p> <ul style="list-style-type: none"> ● Students examine whale migration routes off the east and west coasts of the United States. ● Students explain why whales migrate to different locations throughout the year. <p>Methods:</p> <ul style="list-style-type: none"> ● Migration Maps <ul style="list-style-type: none"> ○ Humpback Whale Migration Routes near the US ○ Blue Whale Migration Routes near the US ● Reflect and Discuss: Why do humpback and blue whales migrate north? Why do humpback and blue whales migrate south? | <p>Student Online Module</p> | <p>NGSS:</p> <ul style="list-style-type: none"> ● K-LS1-1 ● 2-LS4-1 <p>C3: Geography - reading maps.</p> |
| <p>Student Online Module</p> <p>Lesson 6: Baleen and Toothed Whales</p> | <p>Objective:</p> <ul style="list-style-type: none"> ● Students recall facts about baleen and toothed whales. <p>Methods:</p> <ul style="list-style-type: none"> ● Joke: What is a whale's favorite sandwich? Krilled cheese! ● Baleen Whales Hotspot <ul style="list-style-type: none"> ○ Have baleen plates to catch food. ○ Have two blow holes. ○ Do not use echolocation. ● Toothed Whales Hotspot <ul style="list-style-type: none"> ○ Have teeth to eat seals and large fish. ○ Have one blowhole. ○ Use echolocation. | <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>Objective:</p> <ul style="list-style-type: none"> ● Students determine patterns in behavior of mother and child whales. | <p>Student Online Module</p> <p>Student Mission Log</p> | <p>NGSS:</p> <ul style="list-style-type: none"> ● 1-LS1-2 ● 1-LS3-1 |

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| <p>Lesson 7: Mother and Child</p> | <p>Methods:</p> <ul style="list-style-type: none"> ● Observe videos of mother and calf - what do you notice? ● Record Observations in the notebook. <ul style="list-style-type: none"> ○ How do babies follow their mothers? <i>Babies follow their mothers and copy what they are doing. They swim and move like their parents.</i> ○ How do mothers protect their babies? <i>Mothers protect their babies by swimming close to them. Babies usually swim close or between 2 adult whales.</i> ○ Where are mothers and babies going? <i>Most of the time mothers are taking babies on the migration to find food or Krill.</i> | | <p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> ● SL 1.1 |
| <p>Hands-On Activity 2 Whale Fact Sort</p> | <p>Objective:</p> <ul style="list-style-type: none"> ● Students recall important information about what whales need to survive, how they change their environment and live in different habitats. <p>Methods:</p> <ul style="list-style-type: none"> ● Fact Sort: Whales...can, have, are, eat... <ul style="list-style-type: none"> ○ Can: migrate, hold their breath ○ Have: blowholes, blubber, fins ○ Are: the largest animals to ever live, different sizes ○ Eat: krill, fish | <p>Student Mission Log or Hands-On Activities.</p> <p>Scissors</p> <p>Glue</p> | <p>NGSS:</p> <ul style="list-style-type: none"> ● K-LS1-1 ● K-ESS2-2 ● 2-LS4-1 |
| <p>Why are whales endangered? (2-4 days)</p> | | | |
| <p>Literacy Lesson 3</p> | <p>Objective:</p> <ul style="list-style-type: none"> ● Students explain how text features, such as captions, help them better understand key ideas in a text. ● Students identify key ways that human action leads to harming whales. <p>Methods:</p> | <p>Online Magazine</p> <p>Student Mission Log</p> | <p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> ● RI 1.2 ● RI 2.5 <p>NGSS:</p> <ul style="list-style-type: none"> ● K-LS1-1 ● 2-LS4-1 |

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| | <ul style="list-style-type: none"> • Think-Pair-Share: Review captions on page 7. How do the captions help us understand what is shown in each of the pictures? • First read (page 16-21): Identify main idea (Whales are in danger). • Second read: Focus on photographs and captions on pages 18-21 and ask how each picture helps them better understand the reasons why whales are in danger. • Image and caption match activity. | | |
| <p>Student Online Module</p> <p>Lesson 8: Threats to Sea Life</p> | <p>Objective:</p> <ul style="list-style-type: none"> • Students examine threats to whales and other marine animals. <p>Methods:</p> <ul style="list-style-type: none"> • Cause and Effect Review • Threats to Whales Cause and Effect <ul style="list-style-type: none"> ○ Cause: Fishermen use very large nets to catch fish. Effect: Whales get caught in the nets and die. ○ Cause: Plastic is thrown in the trash. Effect: Plastic gets dumped into the ocean. ○ Cause: Boats with large propellers travel through whale habitats. Effect: Whales get cut and die. | Student Online Module | <p>NGSS:</p> <ul style="list-style-type: none"> • K-LS1-1 • 2-LS4-1 |
| <p>Student Online Module</p> <p>Lesson 9: Plastic Pollution</p> | <p>Objective:</p> <ul style="list-style-type: none"> • Students examine the effects of plastic pollution in the ocean and on whales. • Students talk about how they can reduce the use of plastic in their everyday lives. <p>Methods:</p> <ul style="list-style-type: none"> • Student Mission Log: Answer questions about plastic pollution and its impact on whales. | <p>Student Online Module</p> <p>Student Mission Log</p> | <p>NGSS:</p> <ul style="list-style-type: none"> • K-ESS3-3 |

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| <p>Student Online Module</p> <p>Lesson 10: What belongs in the ocean?</p> | <p>Objective:</p> <ul style="list-style-type: none"> Students identify objects that do and do not belong in the ocean. <p>Methods:</p> <ul style="list-style-type: none"> Image Sort <ul style="list-style-type: none"> Belongs: whales, fish, krill Does Not Belong: plastic bag, fishing net, oil | <p>Student Online Module</p> | <p>NGSS:</p> <ul style="list-style-type: none"> K-LS1-1 K-ESS3-3 2-LS4-1 |
| <p>Hands-On Activity 3</p> <p>Pollution in the Ocean Bin Experiment</p> | <p>Objective:</p> <ul style="list-style-type: none"> Students observe and explain how ocean pollution impacts whales and other ocean animals. <p>Methods:</p> <ul style="list-style-type: none"> Pollution in the Ocean Sensory Bin Observations and Reflection | <p>Student Mission Log Or Hands-On Activities.</p> <p>Sensory Bin: Plastic Container, Sand, Water, Plastic Ocean Animals ,Vegetable Oil, Cocoa, Cup, Spoon , Small Pieces of Garbage (including plastic pieces).</p> | <p>NGSS:</p> <ul style="list-style-type: none"> K-LS1-1 K-ESS3-1 2-LS4-1 |
| <p>Who is helping and how can we help? (2-4 days)</p> | | | |
| <p>Literacy Lesson 4</p> | <p>Objective:</p> <ul style="list-style-type: none"> Students add drawings to clarify their thoughts and ideas about helping whales. Students participate in collaborative conversations about ways to help whales. Students demonstrate understanding of key details in a text by answering who and how questions. <p>Methods:</p> <ul style="list-style-type: none"> "Helping" Whales webchart First read (page 22-24) Second read: Answer how and who questions: <ul style="list-style-type: none"> How does Save the Whales help protect whales? Who is Maris Sidenstecker? | <p>Online Magazine</p> <p>Marker</p> <p>Poster Paper</p> <p>Mission Log</p> | <p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> RI 1.2 SL 1.1 SL 1.5 RI 2.5 <p>NGSS:</p> <ul style="list-style-type: none"> K-ESS3-3 |

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| | <ul style="list-style-type: none"> ○ How did Maris Sidenstecker start Save the Whales? ○ How can we help protect the whales? | | |
| <p>Student Online Module</p> <p>Lesson 10: Beluga Whale Sanctuary</p> | <p>Objective:</p> <ul style="list-style-type: none"> ● Students explain how whale sanctuaries are designed to protect whales. <p>Methods:</p> <ul style="list-style-type: none"> ● Beluga whale sanctuary Intro ● Video: The World's First Beluga whale sanctuary! ● Reflect and Discuss: Why do whales need sanctuaries? What would you see if you visited the sanctuary? | Student Online Module | <p>NGSS:</p> <ul style="list-style-type: none"> ● K-LS1-1 ● K-ESS3-1 ● 2-LS4-1 <p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> ● SL 1.1 <p>C3 Framework: D4.6.K-2</p> |
| <p>Student Online Module</p> <p>Lesson 11: How can we help?</p> | <p>Objective:</p> <ul style="list-style-type: none"> ● Students sort images to show what is helpful and harmful to whales. <p>Methods:</p> <ul style="list-style-type: none"> ● Image Sort <ul style="list-style-type: none"> ○ Helpful: recycle, letter writing, donate money, use glass cups ○ Harmful: throwing plastic in ocean, oil, fishing nets, use plastic straws | Student Online Module | <p>NGSS:</p> <ul style="list-style-type: none"> ● K-LS1-1 ● K-ESS3-1 ● 2-LS4-1 |
| <p>Hands-On Activity 4</p> <p>3D Beluga Whale Sanctuary Poster</p> | <p>Objective:</p> <ul style="list-style-type: none"> ● Students create a poster to communicate the importance of the Beluga Whale Sanctuary. <p>Methods:</p> <ul style="list-style-type: none"> ● Beluga Whale Sanctuary Illustration ● 3D Beluga Whale ● Poster Creation | <p>Student Mission Log Or Hands-On Activities.</p> <p>Card Stock, Blue Construction Paper, Crayons, Cardboard Tube (Toilet Paper Roll), Scissors, Tape, Glue</p> <p>Beluga Whale Cutout</p> | <p>NGSS:</p> <ul style="list-style-type: none"> ● K-LS1-1 ● K-ESS3-1 ● 2-LS4-1 <p>National Art Standards</p> <ul style="list-style-type: none"> ● VA:Cr2.3.1a |

Take Action Project (1-2 days) : Save the Whale Campaign

There are two options for the Take Action Project: 1) Create a reusable canvas bag or 2) Create a Recycled Art Poster. Depending on what materials are available to you or which project you think your students will find more interesting, you can choose to do one or both of the options. The reusable bag is to help make connections between using less plastic, reducing ocean pollution and therefore saving our whales. The recycled art also promotes a similar message by upcycling plastic as a way to send a message.

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| <p>Save the Whales</p> <p>How can we help?</p> | <p>Objective:</p> <ul style="list-style-type: none"> Students craft a compelling message about why we need to help save the whales. <p>Methods:</p> <ul style="list-style-type: none"> Introduce the Take Action Project: Read over the "courage to share" page of the project guide. Crafting a compelling message: <ul style="list-style-type: none"> Discuss the important parts of a compelling message... <ul style="list-style-type: none"> State a clear action. State WHY that action matters For example: <i>"Stop using plastic bags because plastic pollutes our oceans."</i> Brainstorm a list of actions and reasons students can use for their message. Refer back the ZINE to model finding textual evidence. <ul style="list-style-type: none"> Eat less fish. Fishing nets trap whales. Stop using plastic. Plastic pollutes our oceans. Start using cloth bags. Plastic kills our whales. In their mission logs students work on writing a message. | <p>Student Mission Log</p> | <p>NGSS: K-ESS3-1</p> <p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> SL k.1 1.1, 1.4, 2.1, 2.4 |
| <p>Save the Whales</p> <p>Reusable Bag</p> | <p>Objective:</p> <ul style="list-style-type: none"> Students create their reusable awareness bag or recycled cardstock poster. | <p>Student Mission Log</p> | <p>NGSS: K-ESS3-1</p> <p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> SL k.1 1.1, 1.4, 2.1, 2.4 |

| | <p>Method:</p> <ul style="list-style-type: none"> Refer back to the Changemaker Maris from the Save the Whales foundation and her story about how she helped to share about whales through a t-shirt campaign. Discuss the purpose behind the bag/poster kids will create to raise awareness. <p>Option 1: Create your reusable bag.</p> <ul style="list-style-type: none"> Distribute canvas bags and materials and have kids design and work on their bags. <p>Option 2: Create your recycled poster campaign.</p> <ul style="list-style-type: none"> Distribute recyclable poster board (you can use old boxes) and other materials for kids to create their posters. | <p>Option 1: Canvas bag, fabric markers, whale stencils.</p> <p>Option 2: Markers, scissors, glue, cardboard boxes (flattened and cut to be used as poster board), other recyclable art materials such as plastic bottles, egg cartons, toilet rolls, bottle caps.</p> | | | | | |
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| <p>Practice Presentation</p> | <p>Objective:</p> <ul style="list-style-type: none"> Students practice asking and answering questions. Students provide each other feedback on how persuasive they were about helping to save the whales. <p>Method: Writing, Speaking and Listening: What will I say?</p> <ul style="list-style-type: none"> Share that the purpose of their project is to persuade others to help save the whales. This takes courage and persuasion. Review these terms: <ul style="list-style-type: none"> Courage is when you stand up for something you believe in. Persuasion convinces others to take action. <p>Brainstorm a list of questions and responses so that kids can practice persuading others to help them save the whales.</p> <table border="1" data-bbox="352 1226 1234 1432"> <thead> <tr> <th data-bbox="352 1226 793 1291">Question</th> <th data-bbox="793 1226 1234 1291">Persuasive response</th> </tr> </thead> <tbody> <tr> <td data-bbox="352 1291 793 1432">Why should I help save whales?</td> <td data-bbox="793 1291 1234 1432"></td> </tr> </tbody> </table> | Question | Persuasive response | Why should I help save whales? | | <p>Poster to jot down persuasive responses.</p> | <p>NGSS: K-ESS3-1</p> <p>CCSS.ELA-LITERACY:</p> <ul style="list-style-type: none"> SL k.1 1.1, 1.4, 2.1, 2.4 |
| Question | Persuasive response | | | | | | |
| Why should I help save whales? | | | | | | | |

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| | <p>What can one person do to help save whales?</p> <p>Pairs Practice:</p> <ul style="list-style-type: none"> • Have kids partner up and ask each other the questions and practice answering based upon the questions generated. • Have partners give feedback and then take turns asking and answering questions. <p>To wrap up, have a few partners model for the class how they would respond and any feedback they would give to make their answers more persuasive.</p> | | |
| <p>Reflect & Share (1-2 days)</p> | | | |
| <p>Share</p> | <p>Share: There are two options for sharing in this project.</p> <p>Option 1 - Public Statement: Have students engage in an experience of wearing their bags or showing their posters out in public (i.e grocery store, lunchtime, in front of their school etc...) and report back what that experience was like. Students could write a journal entry or diary to record their experience and then read that out to the class.</p> <p>Option 2 - Presentation : Invite parents or school community members to come to your class and ask kids about their bags so that they can practice being courageous and sharing about what they learned about whales. Debrief with students on what that experience felt like.</p> | <p>Student Mission Log</p> | <p>NGSS:</p> <ul style="list-style-type: none"> • K-ESS3-3 |

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| <p>Reflect</p> | <p>Objectives:</p> <ul style="list-style-type: none"> • Students reflect on the life habits, courage and share their experiences. <p>Methods:</p> <ul style="list-style-type: none"> • Debrief the experience: <ul style="list-style-type: none"> ○ How did people respond to your message? ○ How did it feel to persuade others to help us on our mission to save whales? (i.e. nervous, uncomfortable, exciting, confident). Why did you feel that way? ○ What can we do to help overcome some of the uncomfortable feelings? • Courage Reflection: Have kids reflect on what they learned about courage. Some key reflection questions: <ul style="list-style-type: none"> ○ What does it mean to have courage? ○ What have you learned about yourself as a changemaker/leader? | <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 |
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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 center materials.

Essential Items:

- Teacher's guide
- Student Notebook.

Optional Items:

- Courage Activities
- 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 |
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| Teacher's Guide | 8.5 x 11 paper | Double-sided (Landscape) |
| Student Mission Log | 8.5 x 11 paper | Single-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 |
| Project booklet (also in the student notebook but you may want to print the project booklet separately). | 8.5 x 11 paper | Single-sided |