



## Moonshot Unit Planning Template

Name: Bring Back the Magic

School:

Date:

Essential Question(s)/Big Idea	Meaningful Text(s)
How can our actions positively impact our environment? What's my role in growing a healthy community?	<i>Mermaid Meg and the Magic Lagoon</i> by Leslie Kiddy Maloney informational articles
Power Standards	Additional Learning Goals
<p><b>ELA</b></p> <p>LAFS.2.RI.1.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>LAFS.2.RL.1.3: Describe how characters in a story respond to major events and challenges.</p> <p>LAFS.2.RI.1.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>LAFS.2.RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>LAFS.2.RL.2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>LAFS.2.RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>LAFS.2.SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>LAFS.2.W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>LAFS.2.W.2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>LAFS.2.RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LAFS.2.L.3.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>SCIENCE</b></p> <p>SC.2.N.1.1: Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.</p> <p>SC.2.N.1.5: Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).</p> <p>SC.2.N.1.6: Explain how scientists alone or in groups are always investigating new ways to solve problems.</p>	<p>Success Skills:</p> <ul style="list-style-type: none"> <li>Students will work collaboratively to investigate and solve problems</li> <li>Students will feel empowered to have a positive impact on their community (compassion &amp; agency)</li> </ul> <p>Additional Content Standards:</p> <ul style="list-style-type: none"> <li>SS.2.C.2.4 Identify ways citizens can make a positive contribution in their community.</li> <li>SC.2.P.9.1 Investigate that materials can be altered to change some of their properties, but not all materials respond the same way to any one alteration.</li> <li>SC.2.L.17.2 Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs. <i>B. Both human activities and natural events can have major impacts on the environment.</i></li> </ul> <p>Arts Standards</p> <ul style="list-style-type: none"> <li>VA.2.O.3.1 Create personally meaningful works of art to document and explain ideas about local and global communities.</li> </ul>
	Unit Vocabulary
	<p>determine, gratitude, spunky, guardian, lagoon, advice, respect, harmony, restore, paddle, shore, future, pier, important, machine, straw, critter</p> <p><i>word bank at the bottom of the unit plan with additional words</i></p>
Written and Artistic Products	Culminating Experience
Science Observation Log, Poetry Journal, published poetry, plant life cycle wheel, color symbol image, Boxes and Bullets, Vocabulary Word Web, watershed design challenge, Help the Environment Poster, Feelings change activity, Story Structure flip-book, Visual Vocabulary, concept map	Showcase, planting day

## Mindful Routine (Brain Start Smart)

[Mindful Moonshot Routine](#)

Days	Activity to Unite	Activity to Disengage	Activity to Connect	Activity to Commit
1-30	With the students, create a class name, chant, and handshake...this will be their activity to unite each day	Roll the dice or pick from a hat to decide which breathing technique to use	use the building community activity in the unit plan for each day	In the students' daily journal, have them write their commitment for the day. Be sure have students return to their commitment at the end of the day to check "Yes, I did it" or "Oops, I'll try again tomorrow".

## Day One

### **Building Community**

#### **Zip Zap Zop**

Source: *Zoomy Zoomy*

#### **Pre Assessment**

- Students write: What's my role in growing a healthy community?
- ORF
- SE survey

#### **Pre Reading:**

**Vocabulary 123** with words from Mermaid Meg: determine, gratitude, spunky, guardian, lagoon, advice, respect, harmony

Source: *Artslit.org* <http://artslit.org/activity.php?id=6>

#### ***Preparation***

Select a challenging word from a text and write the sentence or phrase with the word in context on a note card. Scatter them on the floor of the room.

#### ***Procedure***

1. Each student will select a note card of a word they find interesting or challenging. They will first become an expert on their chosen word by reading the word in context, or asking a friend or the teacher for help.
2. The student will then create a repeatable physical movement capturing their interpretation of the essence of that word.
3. Place the students in pairs. Students will teach their partners their words and movements. They will then choose one of their two words and movements and substitute it for "1" in the 1-2-3 game. Keep repeating. It will sound like:

Person 1: "Synthesis" (making a movement)

Person 2: "Two"

Person 1: "Three"

Person 2: "Synthesis" (making the same movement that was introduced)

Person 1: "Two"

Person 2: "Three"

5. Then they will add the second word for "2" and repeat the activity. It will now sound like "synthesis-orography-3-synthesis-orography-3."
  6. Have the partners exchange words and form new pairs. Each person in the room will now have a new word. In new pairs repeat the activity.
  7. Repeat with several pair switches so students experience many words.
  8. Gather all students in a circle. The students will go around, each say their word, and enact their physical gesture. Everyone will immediately chorally repeat the word while presenting the same gesture. Move rapidly around the entire circle.
- Display words on a wall or a cordel

## Story Nuggets

Source: [Artslit.org](http://artslit.org/activity.php?id=6) <http://artslit.org/activity.php?id=6>

### Preparation:

The teacher should read through the story and choose key sentences for understanding the overall story arc. Write/type the key sentences and number them in order from the beginning to the end of the story.

### Nuggets:

- **Mermaid Meg is the spunky guardian of the Indian River Lagoon.**
- **It was a magical place to live.**
- **They littered, overfished, and polluted with chemicals that were bad for the many animals and plants that lived there.**
- **It was not a magical place anymore.**
- **I have to figure out a way to get the humans to change.**
- **The whole community made sure to follow Meg's advice.**
- **The Indian River Lagoon was a magical place to live again.**

### Procedure:

1. Have students gather in trios. Give each trio a "story nugget" on a notecard or strip of paper. The story nuggets should be between one and three sentences.
2. Ask the trio to read the story nugget and to make sure they understand the vocabulary and the overall meaning. Allow time for students to ask each other or the teacher questions (if the students are early readers, the teacher might take time here to review with the class unfamiliar vocabulary or confusing sentences).
3. Give trios about five minutes to prepare a performance of the story nugget to share with the rest of the class. Depending on how much the class is familiar with the following tools, students might be asked to:
  - ❖ Include choral, individual, pair readings
  - ❖ Add movement and physical gesture
  - ❖ Embody the characters physically and vocally
4. Gather in a large circle if the space allows. Have trios order themselves from story nugget "1" to the highest number.
5. Ask students to present the text, in order, from trio to trio around the circle, not pausing or stopping.

## During Reading

## Post Reading

## Reflection

**Vocabulary 123:** Ask students now, individually, to list as many words as they can remember. Let them compare notes with their neighbors to see who remembered the most.

**Story Nuggets:** After moving around the circle ask students to predict what the text will be about.

- ❖ Who are the characters?
- ❖ Where does the story take place?
- ❖ What is the story?
- ❖ What are the big ideas or themes of the story?
- ❖ How do you think the story ends?

**Fluency Practice:** [Rasinsky](#)

**Centers (one per day, capture documentation on Seesaw)**

- **Creative:** Watershed experiment Make your own watershed: *Recommended read aloud:* "The Magic School Bus, At the Waterworks." [https://www.swfwmd.state.fl.us/files/database/site\\_file\\_sets/2589/Make\\_Your\\_Own\\_Watershed.pdf](https://www.swfwmd.state.fl.us/files/database/site_file_sets/2589/Make_Your_Own_Watershed.pdf)
- **Foundational:** [Making Words](#) POLLUTANTS/GARDENS/PLANTING
  - What words can you make with the letter cards?
  - What patterns can you find in the words?
  - What is the mystery word with all the letters?
- **Reading/Writing:** Have students create a Poetry/Writing Notebook (folder with prongs that additional papers may be added to it.) Add the noun, verb, adjective page. Have students add the vocabulary words under the correct category.

## Day Two

### Building Community

#### Zip Zap Zop

### Pre-Reading

**Vocabulary 123:** Review Vocabulary in a circle using the Vocabulary 1,2,3 protocol from the previous day.

### During Reading

#### Call and Response

##### Preparation:

Before class, select a list of key phrases or sentences from the designated text. Virtually any lines can work, though the best choices are lines that carry an emotional or aesthetic punch and that are essential to an understanding of the text.

##### Procedure:

The class gathers in a large circle. Everyone in the room needs to be able to make eye contact with one another. Ask the students to pull their shoulders back, take their hands out of their pockets, and avoid crossing their arms during the vocal warm-up. This will help them to open their voices, to speak with conviction and clarity. Next, walk into the center of the space and call out lines of text. The students repeat the lines back in chorus. Read with emotion, matching the tone of the text and encouraging students to match the energy and quality of the reading.

You might then playfully point to individual students and challenge them to match your level of energy. The warm-up continues with many lines, moving back and forth between you, individual students, and the entire group.

##### Lines:

- **spunky guardian of the Indian River Lagoon,**
- **easy job,**
- **it was a magical place to live,**
- **humans came to live on the shores, fished, paddled, and swam,**
- **forget to treat the lagoon with gratitude and respect,**
- **overfished and polluted with chemicals**
- **smelled stinky**
- **it was not a magical place to live anymore**
- **figure out a way to get the humans to change**
- **this was her moment**
- **something very important to tell you**
- **something has gone terribly wrong**
- **nodded their heads, wiped tears from their eyes**
- **heal the water**
- **vacuum out muck**

- **EWWWW**
- **stop using chemicals**
- **it makes us sick**
- **stop littering**
- **only take what you can eat**
- **restore oysters and clams**
- **filter 50 gallons of water a day**
- **community made sure to follow Meg's advice**
- **water growing clearer**
- **Meg smiled**
- **it was a magical place again**

Source: *Artslit.org*

### **Post Reading**

Mini lesson on nouns, verbs, adjectives

### **Reflection**

Based on the lines you heard in the Call and Response, what predictions can you make about the text? What was your favorite line of today's Call and Response?

### **Fluency Practice:**

#### **Centers (one per day, capture documentation on Seesaw)**

- **Creative:** Watershed experiment Make your own watershed: [https://www.swfwmd.state.fl.us/files/database/site\\_file\\_sets/2589/Make\\_Your\\_Own\\_Watershed.pdf](https://www.swfwmd.state.fl.us/files/database/site_file_sets/2589/Make_Your_Own_Watershed.pdf)
- **Foundational:** Making Words POLLUTANTS/GARDENS/PLANTING
  - What words can you make with the letter cards?
  - What patterns can you find in the words?
  - What is the mystery word with all the letters?
- **Reading/Writing:** Have students create a Poetry/Writing Notebook (folder with prongs that additional papers may be added to it.) Add the [noun, verb, adjective page](#). Have students add the vocabulary words under the correct category.

## Day Three

### Building Community

#### Zip, Zap, Zop

### Pre-Reading

#### Chain Link

Source: Word Nerds [http://schr.ws/hosted\\_files/gisddesignyourownlearningpr2015/68/Word%20Nerds%20All.pdf](http://schr.ws/hosted_files/gisddesignyourownlearningpr2015/68/Word%20Nerds%20All.pdf)

1. Use vocabulary words introduced so far on Vocab Wall. Students wear lanyards with a vocabulary word.
2. Select one student to come to front of classroom and pronounce the word and say its meaning.
3. The rest of the class tries to make a connection with the vocabulary word and their word (the connection does not necessarily have to be synonym or antonym, as long as the student can justify the connection.)
4. When some hands are raised, call one a student to justify their connection to the first word. If the connection makes sense, the two students link arms.
5. Ask if another student has a connection to either of the words, and repeat the process.
6. The goal is to have all students linking arms. Students do not want to be the last student standing that does not have a connection.

### During Reading

#### Alive Reading

Source: ArtsLit <http://www.artslit.org/activity.php?id=5>

Whole group interactive read aloud with *Mermaid Meg and the Magic Lagoon* by Leslie Maloney

#### **Preparation**

Use the phrases from the previous day, and repeat them chorally.

1. As a teacher read through the text and plan what the different “experiences” will be while you read the story to the students.

Here are a few ideas:

- Repeated Words. Students will all do an action when they hear that word. When Fred was teaching Othello he gave all the students tissues and they waved them in the air when they heard the word “handkerchief.” When Kurt Wootton leads workshops with the text *Where the Wild Things Are* by Maurice Sendak, he asks the participants to make a growling or roaring sound every time they hear the word “wild thing.”
- Dialogue. In more of a reader’s theatre format, ask for student volunteers to read different character’s parts. This is obvious for a play, but for a story like *Where the Wild Things Are*, you could assign parts for the mother, Max, and the Wild Things.
- Soundtrack. Choose a few moments in the story that lend themselves to sound effects. Kurt asks students what a “wild rumpus” sounds like or how we might create the sound of the ocean. Participants make those sounds and movement during the corresponding moments of the story.
- Choral readings. There will be parts of the story that call for the entire class to read together in a chorus. For instance, when we were teaching *The People Could Fly*, the slaves call out with their eyes “Take us with you!” We had the entire class shout it out together.
- Narration. Assign narrators for different parts of the story.



2. Before reading, assign all of the roles that you've previously mapped out. Practice them together. For instance call out "Wild Things" and rehearse the growling and roaring. Give the students that are reading a chance to read through the text on their own and practice (or assign them the day before for more difficult texts.)

3. It's best if the teacher serves as the narrator and "conductor" of the event the first few times. Read the story and pause for the experiences to happen throughout the reading.

4. As students gain experience, give texts to small groups of students and let them plan their own Alive Reading to share with the class.

### **During Reading**

**Foldable:** As teacher rereads story, pause for students to draw a picture on a flap of the foldable for important events in the beginning, middle and end of the story.

### **Post Reading**

On the inside of the flap students write to explain what was happening in the beginning, middle and end of the story.

**Mix-Pair-Share** to share answers

*Source: Kagan pg 6.46)*

The class mixes until the teacher calls "pair".

Students retell the story to a partner.

### **Reflection**

What were some of the important ways Meg shared to help keep the lagoon healthy?

### **Fluency Practice:**

#### **Centers (one per day, capture documentation on Seesaw)**

- **Creative:** Watershed experiment Make your own watershed: [https://www.swfwmd.state.fl.us/files/database/site\\_file\\_sets/2589/Make\\_Your\\_Own\\_Watershed.pdf](https://www.swfwmd.state.fl.us/files/database/site_file_sets/2589/Make_Your_Own_Watershed.pdf)
- **Foundational:** Making Words POLLUTANTS/GARDENS/PLANTING
  - What words can you make with the letter cards?
  - What patterns can you find in the words?
  - What is the mystery word with all the letters?
- **Reading/Writing:** Have students create a Poetry/Writing Notebook (folder with prongs that additional papers may be added to it.) Add the noun, verb, adjective page. Have students add the vocabulary words under the correct category.

## Day Four

### **Building Community** **Zip Zap Zop with names**

#### **During Reading**

**Activity 1: Discussion** (review from last session)

What was the problem in Mermaid Meg? (Write on chart paper)

What solutions did she give?

Give students time to discuss with a partner

Ask students to share out. (Write on chart paper problem/important actions/solution)

**(RL.1.3, RL.2.5)**

#### **Activity 2: Hot Seat**

Students volunteer to sit in the “hot seat” and play the role of one of the characters. Other students ask her text related questions that she responds to as if they were the character.

#### **Activity 3: Solution Game**

Have cards around the room with pictures and descriptions of how we can help the lagoon.

Have students work with a partner to choose the solution that resonates most with them. They discuss what the solution looks like and the steps they would have to take.

Groups meet up with other groups to discuss their ideas.

Groups share out on ideas.

- Lead group discussion: What can we do as a class to help the lagoon/environment?
- Discussion leads to growing plants, research how to grow plants on campus.
- What can we do with the other solutions? (posters during centers – use cards as guide)

**(SC.2.N.1.6)**

#### **During Reading**

#### **Post Reading**

#### **Reflection**

What will you do to make the environment healthier?

#### **Fluency Practice**

##### **Centers (one per day, capture documentation on Seesaw)**

- **Creative:** Filtration Experiment <http://onetimethrough.com/water-pollution-for-kids-fun-science-activities/>
- **Foundational:** Suffixes - add suffixes to words from the word bank to make new words (s, ed, ing, es, er, est)
- **Reading/Writing:** Feelings Change Activity (6.4) from *Reading Strategies Book* by Jennifer Serravallo

## Day Five

### **Building Community**

#### **Zip Zap Zop with names**

### **Pre-Reading:**

#### **Nature Walk**

Have students take a sheet of blank paper attached to a clipboard, and a pencil outside. Have students make observations, through writing and pictures, about what type of plants they see on the campus, what seems to be growing well, what does not. What do the areas look like where plants are going well? Are they sunny or shady? Would they get a lot of water from rain, or are they covered? Are there areas on the campus that could use plants to filter pollutants? Are there areas that already have a lot of plants/trees? Make other observations about what you see in are around the plants/trees. Do animals make that their home? Do animals get food from the tree/plant? How are these plants/trees helping to make the environment healthy?

### **During Reading**

Read articles about how plants grow and information on specific native plants to see which would be best to grow

Highlight any interesting words in the text that you can add to your NVA chart

Make a list of pros and cons

Have the class vote based on the data

Decide on a plant to grow

<http://www.fnps.org/plants/specieslist/IndianRiver>

### **Post Reading**

### **Reflection**

Which plants would be the best to grow, why?

### **Fluency Practice**

#### **Centers (one per day, capture documentation on Seesaw)**

- **Creative:** Filtration Experiment <http://onetimethrough.com/water-pollution-for-kids-fun-science-activities/>
- **Foundational:** Suffixes - add suffixes to words from the word bank to make new words (s, ed, ing, es, er, est)
- **Reading/Writing:** [Feelings Change Activity](#) (6.4) from *Reading Strategies Book* by Jennifer Serravallo

## Day Six

### **Building Community**

Zip Zap Zop with names

### **Pre-Reading**

### **During Reading**

### **Post Reading**

Create Science Journals to document plant growth

Journal should have a space for what the plant (seed) looks like now, what they predict it will look like, what the plant will need to grow, and pages to record growth and pictures.

Pictures can also be taken on the iPad to create a stop action film of the plant growth.

### **Reflection**

How will your plant help make the environment healthy?

### **Fluency Practice**

#### **Centers (one per day, capture documentation on Seesaw)**

- **Creative:** Filtration Experiment <http://onetimethrough.com/water-pollution-for-kids-fun-science-activities/>
- **Foundational:** [Suffix Swap](#) - add suffixes to words from the word bank to make new words (s, es, ing, er, est)
- **Reading/Writing:** [Feelings Change Activity](#) (6.4) from *Reading Strategies Book* by Jennifer Serravallo

## Day 7

### Building Community

#### Big Black Bugs

Teach a new, longer tongue twister. Start by teaching it line by line, call and response. Then recite the tongue twister going around the circle one word at a time. (One student says “big,” the next “black,” the next “bugs,” etc.) Then pass each word back and forth in the circle, Zip Zap Zop style.

### During Reading

### Post Reading

Planting Day! Students plant seeds in peat pots and document in science journals

- What their plant looks like now
- What it will look like at the end of MSA
- What the plant will need to grow (how often does it need to be watered, how much sunlight, etc)

### Reflection

What do you think your plant will look like in one week?

### Fluency Practice

#### Centers (one per day, capture documentation on Seesaw)

- **Foundational:** [Vocabulary word web](#)
- **Reading/Writing:** Read informational text, Boxes and Bullets Activity from *The Reading Strategies* by Jennifer Serravallo
- **Creative:** Paper plate life cycle of a plant



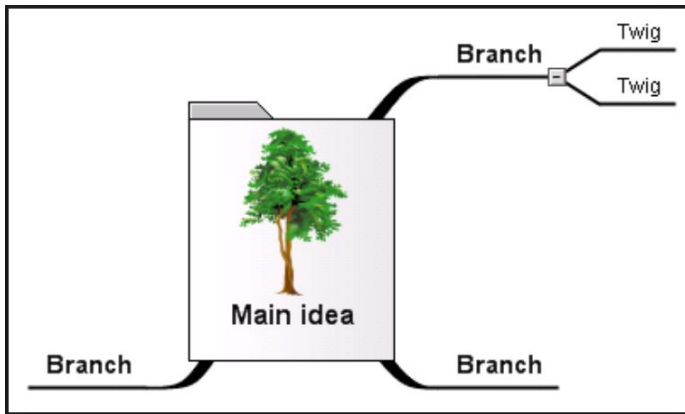
## Day 8

### Building Community Big Black Bugs

#### Pre-Reading

Read a poem about a plant/tree

Use a concept map to brainstorm what you know about plants, trees, shrubs



Ask Questions:

- What experiences do you have with plants, trees, or forests?
- What do you think when you stand next to a plant or tree?
- Do you have a favorite kind of plant, or tree?
- Do you have any favorite stories about plants or trees?
- Are there any issues about plants, and trees that bother you?

Create a list of characteristics and attributes of trees and plants.(on chart paper)

Tell students that they will have an opportunity to create a book of poetry about trees, plants, and the environment.

- Review the major parts of speech (nouns, verbs, adjectives) that students will need for poetry forms. (have a noun, verb, and adjective group to generate examples, then share out and chart)
- Generate examples with students and have them add to a chart in their notebooks. (create chart for N,V,A)

#### During Reading

#### Post Reading

#### Reflection

Did you learn anything new about plants and trees? Was there anything that surprised you?

## Fluency Practice

### Centers (one per day, capture documentation on Seesaw)

- **Foundational:** [Vocabulary word web](#)
- **Reading/Writing:** Read informational text, [Boxes and Bullets Activity](#) from The Reading Strategies by Jennifer Serravallo
- **Creative:** Paper plate life cycle of a plant

## Day 9

### Building Community

Big Black Bugs

### Pre-Reading

- Read a poem about a plant/tree
- Have students divide a sheet of paper into 4 sections
- Label the four sections with feel, smell, see, hear
- Give each student a clipboard and a pencil, and have them go outside and sit quietly in nature for 10 minutes. They should observe and jot down what they are taking in under these senses.
- Have 4 pieces of chart paper ready when students return, each one labeled with either feel, smell, see, hear.
- Have them move in groups and add words from their papers to each of the charts.
- Give them an opportunity to do another rotation, and discuss with their group what is written on each chart.
- Have students go back and add any interesting words to the Noun/Verb/Adjective chart.
- Add 4 square to Poetry Notebook as well.

### During Reading

### Post Reading

### Reflection

What were some of the most interesting words you wrote down today?

### Fluency Practice:

### Centers (one per day, capture documentation on Seesaw)

- **Foundational:** [Vocabulary word web](#)
- **Reading/Writing:** Read informational text, Boxes and Bullets Activity from The Reading Strategies by Jennifer Serravallo
- **Creative:** Paper plate life cycle of a plant

## Day 10

### **Building Community**

**Pitter Pitter Patter:** Like Big Black Bugs, but now with an even longer tongue twister poem. Teach one line at a time, then in couplets before repeating all four lines. Then go around the circle one word at a time (break up “rain” and “drops” for rhythm), then passing across the circle Zip Zap Zop style. This WILL be frustrating and difficult at first! (for both you and students) Stick with it and model perseverance. The feeling of accomplishment, success and teamwork will be worth it!

**Plant check in:** Care for, measure and record in science journal, discuss observations with class

**Pre reading:** Direct students to visualize what they hear while you’re reading this poem, and to make sketches to help remember what they hear.

### **During Reading**

Read aloud the Earth Worms” [Cinquain Poem](#)

Ask students to share what they drew/remember, and what they noticed about the poem (What parts of speech were used? What nouns, verbs, and adjectives did you hear? What image(s) did you sketch?)

Explain the structure of Cinquain Poetry and give the students the template. **All poems should demonstrate the student’s connection to nature.**

### **Post Reading**

**\*\*Encourage students to use the Noun/Verb/Adjective chart they created in their notebooks and/or the charts on the wall.\*\***

Have students create their own Cinquain poem

Have students create a visual representation of their poem (this can be moved to the creative center if time does not allow)

Have a few students read aloud their poem to the class (make sure you choose different students each day.)

Students add rough drafts to Poetry Folder

### **Reflection**

What was your poem about? Why did you choose to write about that topic?

### **Fluency Practice**

**Centers (one per day, capture documentation on Seesaw)**

- **Foundational:** [Chain Link](#)
- **Reading/Writing:** Read a poem with a partner, [color symbol image](#).
- **Creative:** Create a poster to raise awareness about the harmful effect of pollution and how we can help keep the environment healthy, to be displayed in the cafeteria.



## Day 11

### **Building Community**

#### **Pitter Pitter Patter**

Students work in small groups to act out a vocabulary word, while the rest of class guesses the word. Variations can include skits, tableaux, or skits with words that represent the vocabulary word.

### **Pre reading**

Direct students to visualize what they hear while you're reading this poem, and to make sketches to help remember what they hear

### **During Reading**

Read aloud the "[Tree](#)" [Acrostic Poem](#)

Ask students to share what they drew/remember, and what they noticed about the poem (did it rhyme? What parts of speech were used? What nouns, verbs, and adjectives did you hear?)

Explain the structure of Acrostic Poetry and give the students the template. **All poems should have an emphasis on nature, and how we can help the problems in nature**

### **Post Reading**

**\*\*Encourage students to use the Noun/Verb/Adjective chart they created in their notebooks and/or the charts on the wall.\*\***

Have students create their own Acrostic poem

Have students create a visual representation of their poem (this can be moved to the creative center if time does not allow)

Have a few students read aloud their poem to the class (make sure you choose different students each day.)

Have the students add the rough draft to their Poetry Folder.

### **Reflection**

What was your poem about? Why did you choose to write about that topic?

### **Fluency Practice**

#### **Centers (one per day, capture documentation on Seesaw)**

- **Foundational:** [Chain Link](#)
- **Reading/Writing:** Read a poem with a partner, [color symbol image](#).
- **Creative:** Create a poster to raise awareness about the harmful effect of pollution and how we can help keep the environment healthy, to be displayed in the cafeteria.

## Day 12

### **Building Community** **Pitter Pitter Patter**

#### **Pre-Reading**

Direct students to visualize what they hear while you're reading this poem, and to make sketches to help remember what they hear.

#### **During Reading**

Read aloud the "[Branches](#)" Shape Poem

Ask students to share what they drew/remember, and what they noticed about the poem (did it rhyme? What parts of speech were used? What nouns, verbs, and adjectives did you hear?)

Explain the structure of Shape Poetry and give the students the template. **All poems should have an emphasis on nature, and how we can help the problems in nature.**

#### **Post Reading**

**\*\*Encourage students to use the Noun/Verb/Adjective chart they created in their notebooks and/or the charts on the wall.\*\***

Have students create their own Shape poem

Have students create a visual representation of their poem (this can be moved to the creative center if time does not allow)

Have a few students read aloud their poem to the class (make sure you choose different students each day.)

Have the students add the rough draft to their Poetry Folder.

#### **Reflection**

What was your poem about? Why did you choose to write about that topic?

#### **Fluency Practice**

##### **Centers (one per day, capture documentation on Seesaw)**

- **Foundational:** [Chain Link](#)
- **Reading/Writing:** Read a poem with a partner, color symbol image.
- **Creative:** Create a poster to raise awareness about the harmful effect of pollution and how we can help keep the environment healthy, to be displayed in the cafeteria.

## Day 13

### **Building Community** **Energy Pass with Sound Repeat**

**Plant check in:** Care for, measure and record in science journal, discuss observations with class

#### **Pre reading**

Direct students to visualize what they hear while you're reading this poem, and to make sketches to help remember what they hear.

#### **During Reading:**

Read aloud the "Snails" [Haiku Poem](#)

Ask students to share what they drew/remember, and what they noticed about the poem (did it rhyme? What parts of speech were used? What nouns, verbs, and adjectives did you hear?)

Explain the structure of Haiku Poetry and give the students the template. **All poems should have an emphasis on nature, and how we can help the problems in nature.**

#### **Post Reading**

**\*\*Encourage students to use the Noun/Verb/Adjective chart they created in their notebooks and/or the charts on the wall.\*\***

Have students create their own Haiku poem

Have students create a visual representation of their poem (this can be moved to the creative center if time does not allow)

Have a few students read aloud their poem to the class (make sure you choose different students each day.)

Have the students add the rough draft to their Poetry Folder.

#### **Reflection**

What was your poem about? Why did you choose to write about that topic?

#### **Fluency Practice**

##### **Centers (one per day, capture documentation on Seesaw)**

- **Foundational:** Sight word practice (with words from the story) Use gel boards, bags with glue, sand trays, etc
- **Reading/Writing:** Vocabulary Showdown: write vocabulary words (from the student notebook) on the front of card and definition on the back, students quiz one another on meanings, get a point for each one correct.
- **Creative:** [Visual Vocabulary](#)

## Day 14

### **Building Community** **Energy Pass with Sound Repeat**

#### **Pre-Reading**

Direct students to visualize what they hear while you're reading this poem, and to make sketches to help remember what they hear.

#### **During Reading**

Read aloud "[I Dreamed](#)" [Windspark Poem](#)

Ask students to share what they drew/remember, and what they noticed about the poem (did it rhyme? What parts of speech were used? What nouns, verbs, and adjectives did you hear?)

Explain the structure of the Windspark poem and give the students the template. **All poems should have an emphasis on nature, and how we can help the problems in nature.**

#### **Post Reading**

**\*\*Encourage students to use the Noun/Verb/Adjective chart they created in their notebooks and/or the charts on the wall.\*\***

Have students create their own Windspark poem

Have students create a visual representation of their poem (this can be moved to the creative center if time does not allow)

Have a few students read aloud their poem to the class (make sure you choose different students each day.)

Have the students add the rough draft to their Poetry Folder.

#### **Reflection**

What was your poem about? Why did you choose to write about that topic?

#### **Fluency Practice**

##### **Centers (one per day, capture documentation on Seesaw)**

- **Foundational:** Sight word practice (with words from the story)
- **Reading/Writing:** Vocabulary Showdown: write vocabulary words (from the student notebook) on the front of card and definition on the back, students quiz one another on meanings, get a point for each one correct.
- **Creative:** Visual Vocabulary

## Day 15

### Building Community Energy Pass with Sound Repeat

### Pre-Reading

Direct students to visualize what they hear while you're reading this poem, and to make sketches to help remember what they hear.

### During Reading

Teachers create and read aloud several examples of the ["I wonder, I wish, I want, will" Poem](#)

Ask students to share what they drew/remember, and what they noticed about the poem (did it rhyme? What parts of speech were used? What nouns, verbs, and adjectives did you hear?)

Explain the structure of this poem and give the students the template. **All poems should have an emphasis on nature, and how we can help the problems in nature.**

### Post Reading

**\*\*Encourage students to use the Noun/Verb/Adjective chart they created in their notebooks and/or the charts on the wall.\*\***

Have students create their own I wonder, I wish, I want, I will poem

Have students create a visual representation of their poem (this can be moved to the creative center if time does not allow)

Have a few students read aloud their poem to the class (make sure you choose different students each day.)

Have the students add the rough draft to their Poetry Folder.

### Reflection

What was your poem about? Why did you choose to write about that topic?

### Fluency Practice

#### Centers (one per day, capture documentation on Seesaw)

- **Foundational:** Sight word practice (with words from the story)
- **Reading/Writing:** Vocabulary Showdown: write vocabulary words (from the student notebook) on the front of card and definition on the back, students quiz one another on meanings, get a point for each one correct.
- **Creative:** Visual Vocabulary

## Day 16

### **Building Community**

**Energy Pass with each student changing the onset to the rime** (moo, boo, coo, do, etc. until they run out of options, then change the rime with the last onset.)

**Plant Check in:** Care for, measure and record in science journal, discuss observations with class

### **During Reading**

### **Post Reading**

Revise/Publish

Students will edit their “I Wonder...Poem” and then write it on a leaf to become part of the Moonshot Tree

Share all I am poems with class, as you add them to the tree.

Discuss similarities and differences in poems

### **Reflection**

What was similar between you poem and your classmates, what was different?

### **Fluency Practice**

#### **Centers (one per day, capture documentation on Seesaw)**

- **Foundational:** Syllable sort or mark up: sort words from story by number of syllables. If appropriate, mark them up on paper
- **Reading/Writing:** [A feather poem template \(with example\)](#)
- **Creative:** Leaf rubbing to create a frame for published poetry

## Day 17

### **Building Community**

**Energy Pass with each student changing the onset to the rime** (moo, boo, coo, do, etc. until they run out of options, then change the rime with the last onset.)

### **Pre-Reading:**

### **During Reading:**

### **Post Reading**

#### **Revise:**

Students will choose their favorite of the other five poems they have written.

They will reread and make corrections

Have a partner read your poem and give you feedback.

Have your teacher review

### **Reflection**

Why did you choose this poem as your favorite?

### **Fluency Practice**

#### **Centers (one per day, capture documentation on Seesaw)**

- **Foundational:** Syllable sort or mark up: sort words from story by number of syllables. If appropriate, mark them up on paper
- **Reading/Writing:** A feather poem template (with example)
- **Creative:** Leaf rubbing/stamping to create a frame for published poetry

## Day 18

### **Building Community**

**Energy Pass with each student changing the onset to the rime** (moo, boo, coo, do, etc. until they run out of options, then change the rime with the last onset.)

### **Pre-Reading**

### **During Reading**

### **Post Reading**

**Publish best work:** Students will use their best writing to publish and mount their favorite poem to be displayed.

## Reflection

What does it mean to do your best work?

## Fluency Practice

### Centers (one per day, capture documentation on Seesaw)

- **Foundational:** Syllable sort or mark up: sort words from story by number of syllables. If appropriate, mark them up on paper
- **Reading/Writing:** A feather poem template (with example)
- **Creative:** Leaf rubbing/stamping to create a frame for published poetry

## Day 19

### Building Community

Review a favorite activity from previous weeks

### Pre-Reading

### During Reading

### Post Reading

#### **Plant check in:**

Care for, measure and record in science journal, discuss observations with class. Decide when and where plants will be planted on campus. Do you want to make this a family event?

#### **Post Assessment:**

- Writing: What can I do to help the environment?
- ORF
- SE Survey
- Running Records or Intervention Data

## Reflection

What have you noticed about the way your plant is growing? Is there anything that surprised you?

## Fluency Practice

### Centers (one per day, capture documentation on Seesaw)

**No new centers this week. Finish any incomplete center work, use time for testing.**



## Day 20

### **Building Community**

Review a favorite activity from previous weeks

### **Pre-Reading**

### **During Reading**

### **Post Reading**

Rehearsal for Informance

Continue post assessments

### **Reflection**

How do you feel about the Informance tomorrow? How do you feel about this session of Moonshot ending?

### **Fluency Practice**

**Centers** (one per day, capture documentation on Seesaw)

**No new centers this week. Finish any incomplete center work, use time for testing.**

## Day 21

### **Building Community**

Review a favorite activity from previous weeks

### **Pre-Reading**

### **During Reading**

### **Post Reading**

#### **Informance**

The Informance should include:

#### **An Opening greeting**

welcomes families, explains the components of the program and thanks grantors and community support.

#### **Brain Smart Start**

- Engage families in the way you start each day, explain the components and the purpose.

#### **Poetry Sharing**

- Rehearse and read aloud with families, in an engaging way, the “I am” poem, and the student’s published program.

#### **Student led conferences,**

- have students share with parents/family their progress in foundational: (intervention data, orf, iReady scores, poetry) Applied: Pre and Post write, Social Emotional (survey)
- Have parents complete survey

#### **STEM Center**

- Allow families to view first hand the experiments students conducted to deepen their knowledge of the content

#### **Display of Student Work**

- Display student science and poetry journals, plants they grew, “I am” tree, center/class work, enrichment activities

### **Reflection**

Students complete MSA questionnaire - reflect on experience

\*Collect parent surveys as well

### **Fluency Practice**

**Centers (one per day, capture documentation on Seesaw)**

**No new centers this week. Finish any incomplete center work, use time for testing.**

## WEEKLY OVERVIEW


### WEEK #1 - Mermaid Meg

1	2	3
<u>BC:</u> Zip Zap Zop (RL 2.4)	<u>BC:</u> Zip Zap Zop	<u>BC:</u> Zip Zap Zop
<u>Pre Reading:</u> Pre Assessments (ORF, Prewrite) Vocabulary 1,2,3 (RL 2.4) Story Nuggets (RL 2.4)	<u>Pre Reading:</u> Instant sculptures from Vocab 123 (RL 2.4) Call and Response (RL 2.4) Mini lesson on nouns, verbs and adjectives (L 2.3)	<u>During Reading:</u> Chain link (L 3.5) Alive Reading (RL 2.4) Sketches on BME on flip book (RL 2.5)  <u>Post Reading:</u> Flip book Partner share (SL 1.2)
<u>Fluency:</u> <a href="#">Rasinsky</a> <u>Centers:</u> Watershed Experiment (N 1.1) <a href="#">Making Words</a> (RF 3.3) Notebook, NVA sheet (L 2.3)	<u>Fluency:</u> <a href="#">Rasinsky</a> <u>Centers:</u> Watershed Experiment <a href="#">Making Words</a> (RF 3.3) Notebook, NVA sheet	<u>Fluency:</u> <a href="#">Rasinsky</a> <u>Centers:</u> Watershed Experiment <a href="#">Making Words</a> (RF 3.3) Notebook, NVA sheet

### WEEK #2 - Research Problem/Solutions

4	5	6
<u>BC</u> Zip Zap Zop with names (RL 2.4)	<u>BC:</u> Zip Zap Zop with names	<u>BC:</u> Zip Zap Zop with names
<u>Post Reading:</u> Review Mermaid Meg (Problem/solution) (RL 2.5) Hot Seat (RL 2.6) <a href="#">Solution Game</a> with cards (RI 1.1)	<u>Pre Reading:</u> Nature Walk (N 1.1)  <u>During Reading</u> Informative articles (RI 1.1) Pros/cons of certain plants (RI 3.9)	<u>Post Reading:</u> science journals (N 1.1)
<u>Fluency:</u> <a href="#">Rasinsky</a> <u>Centers:</u> <a href="#">Filtration Experiment</a> (N 1.1) Suffixes - (s, ed, ing, es, er, est) (L 3.4) Feelings Change Activity (RL 2.6)	<u>Fluency:</u> <a href="#">Rasinsky</a> <u>Centers:</u> Filtration Experiment Suffixes - (s, ed, ing, es, er, est) Feelings Change Activity	<u>Fluency:</u> <a href="#">Rasinsky</a> <u>Centers:</u> Filtration Experiment Suffixes - (s, ed, ing, es, er, est) Feelings Change Activity

**WEEK #3 - Science Journals/Planting**

7	8	9
<p><u>BC:</u> Big Black Bugs (RL 2.4)</p>	<p><u>BC:</u> Big Black Bugs</p>	<p><u>BC:</u> Big Black Bugs</p>
<p><u>Pre Reading:</u> Concept map to brainstorm questions about nature (W 3.8) mini lesson review Nouns, verbs, adjectives (L 2.3)</p>	<p><u>Pre Reading:</u> Read a nature poem Ask guiding questions to generate vocabulary Add words to notebook</p>	<p><u>Pre Reading:</u> Read a nature poem Observing nature with our senses 4 square (N 1.1) Share out with chart paper add to NVA sheet</p>
<p><u>Fluency:</u> <a href="#">Rasinsky</a> <u>Centers</u></p> <p>Paper plate life cycle of a plant (SC.2.L.17.1)</p>  <p><a href="#">Vocabulary word web</a> (synonyms and antonyms) (L 3.5)</p> <p><a href="#">Boxes and Bullets Activity</a> (RI 1.2) (W. 3.8)</p>	<p><u>Fluency:</u> <a href="#">Rasinsky</a> <u>Centers</u></p> <p>Paper plate life cycle of a plant <a href="#">Vocabulary word web</a> (synonyms and antonyms)</p> <p><a href="#">Boxes and Bullets Activity</a></p>	<p><u>Fluency:</u> <a href="#">Rasinsky</a> <u>Centers</u></p> <p>Paper plate life cycle of a plant <a href="#">Vocabulary word web</a> (synonyms and antonyms)</p> <p><a href="#">Boxes and Bullets Activity</a></p>

**WEEK #4 - Poetry**

10	11	12
<p><u>BC:</u> Pitter Pitter Patter (RL 2.4)</p>	<p><u>BC:</u> Pitter Pitter Patter</p>	<p><u>BC:</u> Pitter Pitter Patter</p>
<p>Read <i>Earthworms</i> Cinquain poem Explain format Give Students template Students create their own Cinquain poem (W 2.4) (RL 2.4) Create an illustration to reflect poem content (RL 3.7)</p>	<p>Read <i>Tree</i> Acrostic poem Explain format Give Students template Students create their own Acrostic poem (W 2.4) (RL 2.4) Create an illustration to reflect poem content (RL 3.7)</p>	<p>Read <i>Branches</i> Shape poem Explain format Give Students template Students create their own Shape poem (W 2.4) (RL 2.4) Create an illustration to reflect poem content (RL 3.7)</p>
<p><u>Fluency:</u> <a href="#">Rasinsky</a> <u>Centers</u> Create a poster (W 2.4) <a href="#">Chain Link</a> (L.3.5) <a href="#">Color Symbol Image</a> (RL 3.7)</p>	<p><u>Fluency:</u> <a href="#">Rasinsky</a> <u>Centers</u> Create a poster <a href="#">Chain Link</a> (L.3.5) Color Symbol Image</p>	<p><u>Fluency:</u> <a href="#">Rasinsky</a> <u>Centers</u> Create a poster <a href="#">Chain Link</a> (L.3.5) Color Symbol Image</p>

**WEEK #5 - Poetry**

13	14	15
<p><u>BC:</u> Energy pass with sound repeat (RL 2.4,RF 3.3)</p>	<p><u>BC:</u> Energy pass with sound repeat</p>	<p><u>BC:</u> Energy pass with sound repeat</p>
<p>Plant check in (SC 2. 17.1) (N 1.1) Read <i>Snails</i> Haiku poem Explain format Give Students template Students create their own Haiku poem (W 2.4)( RL 2.4) Create an illustration to reflect poem content (RL 3.7)</p>	<p>Read <i>I Dreamed</i> Windspark poem Explain format Give Students template Students create their own Windspark poem (W 2.4) (RL 2.4) Create an illustration to reflect poem content (RL 3.7)</p>	<p>Read several versions of I wonder, I wish, I will poem Explain format Give Students template Students create their own I wonder, I wish, I will poem (W 2.4) (RL 2.4) Create an illustration to reflect poem content (RL 3.7)</p>
<p><u>Fluency:</u> <a href="#">Rasinsky</a> <u>Centers</u> <a href="#">Visual Vocabulary</a> (L 3.5) Sight word practice (RF 3.3) Vocabulary Showdown (L 3.5)</p>	<p><u>Fluency:</u> <a href="#">Rasinsky</a> <u>Centers</u> Visual Vocabulary Sight word practice Vocabulary Showdown</p>	<p><u>Fluency:</u> <a href="#">Rasinsky</a> <u>Centers</u> Visual Vocabulary Sight word practice Vocabulary Showdown</p>

**WEEK #6 - Informance Prep**

16	17	18
<p><u>BC:</u> Energy Circle with each student changing the onset to the rime (RF 3.3) RL 2.4)</p>	<p><u>BC:</u> Energy Circle with each student changing the onset to the rime</p>	<p><u>BC:</u> Energy Circle with each student changing the onset to the rime</p>
<p>Plant check in (SC 2. 17.1) (N 1.1) Revise/Publish <i>I Wonder...</i> poem (W 2.5) Share with class Add to tree Discuss similarities/differences in poems</p>	<p>Choose your favorite rough draft of a poem from your notebook Reread/Revise poem (W 2.5) Peer Feedback Teacher Feedback</p>	<p>Publish Favorite poem for display (W 2.6)</p>
<p><u>Fluency:</u> <a href="#">Rasinsky Centers</a> Leaf rubbing/stamping to create a frame Syllable sort/mark-up (RF 3.3) <a href="#">A feather poem template (with example)</a> (W 2.4) ( RL 2.4)</p>	<p><u>Fluency:</u> <a href="#">Rasinsky Centers</a> Leaf rubbing/stamping to create a frame Syllable sort/mark-up A feather poem template (with example)</p>	<p><u>Fluency:</u> <a href="#">Rasinsky Centers</a> Leaf rubbing/stamping to create a frame Syllable sort/mark-up A feather poem template (with example)</p>

**WEEK #7 - Informance Prep/Post Testing**

19	20	21
<p><u>BC:</u> Review a favorite activity from previous weeks</p>	<p><u>BC:</u> Review a favorite activity from previous weeks</p>	<p><u>BC:</u> Review a favorite activity from previous weeks</p>
<p>Plant check in Post Assessments:</p> <ul style="list-style-type: none"> <li>● ORF</li> <li>● SE Survey</li> <li>● Post Write</li> <li>● Any specific intervention progress monitoring</li> </ul>	<p>Continue with post testing Informance rehearsal</p>	<p>Informance (SL 2.5)</p>

Fluency: <a href="#">Rasinsky</a> Centers <b>No new centers this week. Finish any incomplete center work, use time for testing.</b>	Fluency: <a href="#">Rasinsky</a> Centers <b>No new centers this week. Finish any incomplete center work, use time for testing.</b>	Fluency: <a href="#">Rasinsky</a> Centers <b>No new centers this week. Finish any incomplete center work, use time for testing.</b>
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### CENTERS AT A GLANCE

Creative	Foundational	Reading/Writing
Watershed experiment Filtration experiment Plant Life Cycle Paper plate Poster leaf rubbing/stamping Visual Vocabulary	Make words/mystery word Suffixes Chainlink Synonyms and Antonyms web Sight word practice Word sort/mark-up	Noun verb adjective sort/notebook Feelings Change Activity Color Symbol Image Boxes and Bullets Activity Vocabulary Showdown Feather poem template

## More Resources

### **Bragging Dude/Counting Dude**

Students wear vocabulary lanyards and divide into 2 groups - “Bragging Dudes” and “Counting Dudes.” Each group stands on one side of room.

The “Dudes” pair up, introduce themselves and role play their word.

The “Bragging Dude” must make a 7 word sentence (the number of words may be changed depending on the age of students).

The “Counting Dude” must determine if the sentence is long enough, makes sense, and if the word was used correctly. If yes, the “Bragging Dude” gets to do a quiet cheer, happy dance, etc.

Then students switch roles and repeat.

Source: *Word Nerds* [http://schr.ws/hosted\\_files/gisddesignyourownlearningpr2015/68/Word%20Nerds%20All.pdf](http://schr.ws/hosted_files/gisddesignyourownlearningpr2015/68/Word%20Nerds%20All.pdf)

### **Word Charades:**

Students work in small groups to act out a vocabulary word, while the rest of class guesses the word. Variations can include skits, tableaux, or skits with words that represent the vocabulary word.

Source: *Word Nerds* [http://schr.ws/hosted\\_files/gisddesignyourownlearningpr2015/68/Word%20Nerds%20All.pdf](http://schr.ws/hosted_files/gisddesignyourownlearningpr2015/68/Word%20Nerds%20All.pdf)

### **Vocabulary Rap**

Students rap vocabulary words, synonyms, and antonyms to music. Example of rap stem: “When I say \_\_\_\_\_, you say \_\_\_\_\_ (synonym or antonym). Another variation is to have students make up their own rap and put it to music and dance.

Source: *Word Nerds* [http://schr.ws/hosted\\_files/gisddesignyourownlearningpr2015/68/Word%20Nerds%20All.pdf](http://schr.ws/hosted_files/gisddesignyourownlearningpr2015/68/Word%20Nerds%20All.pdf)

**Word Bank for Foundational Center Activities From Mermaid Meg**

<b>CVC Closed Syllable Words</b>	<b>Sight/Trick Words</b>	<b>Multisyllabic</b>	<b>Other syllable types</b>
Meg	Her	Spunky	Easy
Job	Is	Guardian	Play
Sing	Know	Indian	Day
Thing	The	River	Dance
Tell	Out	Lagoon	Sea
Nod	For	Evening	Live
Fish	Change	Dolphin	Like
Can	Everyone	Manatee	Seem
Flash	Pretty	Turtle	came
Dress	Of	Critter	Heal
Pink	She	Magical	Shore
Swim	Would	Human	While
Pop	Please	Upon	Treat
Small	Every	Happy	Blue
All	Said	Harmony	Cloud
Add	From	After	Hard
Bad	An	Began	Way
Must	Some	Gratitude	Town
Lost	In	Respect	Year
Much	With	Happen	Near
Smell	Gone	Enjoy	Pier
Big	When	Perfect	Food
Stink	Other	Music	Time
Held	Know	Message	Group
Find	That	Surprise	Wipe
Yell	Eat	Important	Tear
Not	There	Vacuum	Heal
Sick	Sure	Machine	Line



Stop Lift Get Hand Fun Trash Lot Will Clam Swam Jump Stand Pop gasp gosh catch	Sometimes Full At Night Could See Place Light By too many large once eye use look	Determine Animal Mistake Plenty Future Restore Advice Began magic mermaid paddle moment	Straw Rule Green Brown make
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