

Goal(s): Student will

- increase knowledge about the history of science in Hawaii, including the skills of scientists.
- develop skills in identifying and highlighting key contents in print materials.

Unit I

Relating to Science

Lesson #15

Standards:

- Science 1-2
- Language Arts 1-4, 6
- Social Studies 6
- Career & Tech Ed 2
- Health 4-5
- GLO 1-5

Topic	Task/Activity	Materials/Time	Notes
Entry	<ul style="list-style-type: none"> • Invite Ss to write type of scientist they might want to be on post-it note and place on the wall chart. 		
Review	<ul style="list-style-type: none"> • Ask Ss to think about the scientist they might want to be, their Multiple Intelligence preferences and answer these questions: <ul style="list-style-type: none"> ◦ What type of skills does this scientist need to do his/her job? ◦ Does the scientist you selected use the intelligences that are your preference? • Invite Ss to share with a partner. • Ask Ss to form heterogeneous groups of 4 and discuss their homework quickwrites about: <ol style="list-style-type: none"> 1. What feedback did you receive about Hawai'i as a great location for scientific study? 2. What kind of scientists might have worked in Hawaii in ancient times? • Ask a few volunteers to identify one type scientist who might have worked in Hawaii in ancient times. • Create a list of possible scientists in old Hawai'i during the 1700-1800s (optional). 	Multiple Intelligence Booklet Video Guide Worksheet #2 (page 1-2) ObLog Est: 5-8 minutes	
Preview	<ul style="list-style-type: none"> • Display OHs #1.1 and #14.2 and connect to today's 1 topic. <ol style="list-style-type: none"> 1. Hawaiian scientists – past - (Kāhuna) 	Unit Overview OHs #1.1 and #14.2	

Topic	Task/Activity	Materials/Time	Notes
<p>Kāhuna continued</p>	<ul style="list-style-type: none"> • Form 6 heterogeneous groups (based on reading skills). • Display OH #15.5 and explain to Ss that they will read and share information about 6 different kinds of scientists who practiced in Hawaii hundreds of years ago. • Option: Display OH #15.6 and review tips on highlighting. • Explain that artists and poets also used the scientific method to learn about their work (e.g., best dyes for kapa were found in plants by experimenting – can Ss guess how this might have been accomplished?). • Ask Ss to move to pre-identified area of classroom to conduct small group work. • Explain 3 task steps: <ol style="list-style-type: none"> 1. Rotate reading aloud, one paragraph per person, until story is complete. 2. Discuss vocabulary and clarify content. 3. Reread story with each reader suggesting key words to highlight after they have read their paragraph (Note: Encourage Ss to assist each other with suggestions). • Remind Ss of small group protocols (noise levels, respect, awareness of neighbors, and support for all in group, etc.). • Monitor group work and provide support as needed. • Debrief by asking groups to identify one fact they learned and liked the best. • Invite one person from each group to share their answer. 	<p>6 Pre-assigned groups lists (multi-leveled readers in all)</p> <p>Scientists OH #15.5 and 6 kāhuna stories (1 story per group and 1 copy per S)</p> <p>Study Tips: How to highlight OH #15.6</p> <p>Est: 30 minutes</p>	

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Review	<ul style="list-style-type: none"> Ask Ss to describe what skills they use to complete group story activity (pluses and deltas). 		
Homework	<ul style="list-style-type: none"> Explain homework assignment while referring to the wall chart or OH #15.7. Distribute Kāhuna Story Presentation Guide. Inform Ss that they will present their kāhuna story during next class and each member of the group will share one part of key information. Read presentation guide aloud and clarify questions. Allow time for Ss to identify who will be responsible for each part. <p>WHAT: Kāhuna presentations (next session). HOW:</p> <ol style="list-style-type: none"> Review guide and finish all steps. Practice for presentation. <p>WHAT: Ka 'Upena Project (due date reminder) HOW:</p> <ol style="list-style-type: none"> Continue work on project tasks. 	<p>Wall-chart or OH #15.7</p> <p>Kāhuna Story Presentation Guide Handout #1</p> <p>Ka 'Upena Project Materials</p> <p>Est: 5-10 minutes</p>	