

Goal(s): Student will

- increase observation skills.
- increase understanding of patterns in the environment and patterns in self (introduce Multiple Intelligences).

Unit I

Relating to Science

Lesson #12

Standards:

- Science 1
- Language Arts 1-2, 4, 6
- GLO 1-5

Topic	Task/Activity	Materials/Time	Notes
Entry	<ul style="list-style-type: none"> • Ask Ss to think of 1 thing they liked about their observing and share with the person next to them. 		
Preview	<ul style="list-style-type: none"> • Display OH # 1.1 and connect to today's 2 topics. <ol style="list-style-type: none"> 1. Observation Skills – outside activity 2. Multiple Intelligence and Learning Patterns 	Unit Overview OH #1.1	
Observation Skills	<ul style="list-style-type: none"> • Discuss what Ss learned from the homework observations. • Prepare Ss to move outside to work: <ol style="list-style-type: none"> 1. explain plan to conduct observations outside 2. instruct Ss to locate homework, extra paper, a pen, and a hard surface to write on 3. share protocols for moving to outside location and working outside (boundaries, loudness, etc.) • Move outside and explain task to Ss stating they will: <ol style="list-style-type: none"> 1. find a quiet, shady place with few distractions and various things to observe 2. sit in a spot at least 3 feet from another person 3. sit silently with their bodies very still – just observing for 5 minutes 4. use skills scientists use to notice, wonder, and connect with their surroundings close up and far way 5. look for patterns – things that happen over and over 	Observation homework ObLog or paper/pen Hard surface to write on	

Topic	Task/Activity	Materials/Time	Notes
Observation Skills continued	<ul style="list-style-type: none"> Ask Ss to write about their observations for 4-5 minutes by encouraging them to keep their pens moving and thoughts flowing ("First Thoughts" writing strategy from Natalie Goldberg) Debrief by asking Ss to participate in a few <i>Mix and Freeze</i> rotations and share some observations or patterns noticed. 	Est: 30-35 minutes	
Debrief optional	<ul style="list-style-type: none"> Return to the classroom and debrief activity by redefining the term patterns and charting what Ss observed. Discuss various categories of patterns: <ul style="list-style-type: none"> Set and predictable Semi-regular depending on conditions or variables (briefly introduce variables = something that changes). 	Est: 5 minutes	
Multiple Intelligence and Learning Patterns	<ul style="list-style-type: none"> Explain to Ss that they will now look inward at themselves (<i>instead of outward at the environment</i>) to see patterns associated with their own learning. Ask Ss to think about the idea of "being intelligent," commonly used words. Display OH #12.1 or distribute T-Chart handout #1 and ask Ss to think of at least 2 ideas each category (prior knowledge). Invite Ss to share ideas with partner. Ask Ss to define what role model means. Display OH# 12.2 and review briefly. Ask Ss to form partners and discuss role model questions on OH #12.2. Introduce the idea that there are different ways of being intelligent and each of your role models is intelligent in one or more ways. Display OH# 12.3 and reiterate to Ss that people have many different kinds of intelligence. Read aloud the different categories/types of intelligence. 	<p>Being Intelligent T-Chart OH #12.1</p> <p>Role Models OH #12.2</p> <p>Ways of Being Intelligent OH #12.3</p>	

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Multiple Intelligence And Learning Patterns continued	<ul style="list-style-type: none"> Explain to Ss that they will play charades using the different intelligences. Assign Ss to 8 groups, one group for each intelligence. Explain that each group will receive a card with one intelligence and a description. Invite groups to quietly discuss the intelligence card and decide how each person in their group will help act out the intelligence. Display OH #12.3 and invite each group to act out their intelligence while the class guesses. Ask Ss to identify which of the 8 intelligence is most like their role model and why. Share and compare role model with a partner. 	<p>Multiple Intelligence Cards (8 cards – print 2-sided with title on one side and intelligences on other)</p> <p>Ways of Being Intelligent OH #12.3</p> <p>Est: 20 minutes</p>	
Homework	<ul style="list-style-type: none"> Explain homework assignment while referring to the wall chart or OH #12.4. WHAT: Ka 'Upena project (remind Ss of the due date) HOW: <ol style="list-style-type: none"> Work on project tasks and interviews. WHAT: Multiple intelligences HOW: <ol style="list-style-type: none"> Complete worksheet # 1 page 1. 	<p>Wall-chart or OH #12.4</p> <p>Ka 'Upena materials</p> <p>Multiple Intelligences Worksheet #1</p> <p>Est: 3 minutes</p>	