

Goal(s): Student will

- increase knowledge of Ka 'Upena o ke Ola-the Net of Life.
- increase knowledge about definition of science, protocols and patterns.

Unit I

Relating to Science

Lesson #3

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"> • Share what you learned from an adult about Ka 'Upena o ke Ola with a partner. 	Homework	
Review	<ul style="list-style-type: none"> • Instruct Ss to locate their homework. • Form heterogeneous groups of 3 or 4. • Invite group members to share 'Upena charts. • Return course Self Assessment and Course Overview worksheets while groups discuss assignment. • Invite groups to share connections they discussed. • Collect assignment or ask Ss to file in their binder. • Explain they will refer to Ka 'Upena o ke Ola throughout the year. 	Ka 'Upena o ke Ola– Net of Life charts Paper and pen Course Overview and "Science and Me" Self-Assessment (return to Ss) Est. 5-10 minutes	
Preview	<ul style="list-style-type: none"> • Display OH #1.1 and connect to today's 3 topics: <ol style="list-style-type: none"> 1. Definition of Science. 2. Patterns. 3. Protocols. 	Unit Overview OH #1.1	
Definition of Science	<ul style="list-style-type: none"> • Invite Ss to remain in the same groups: <ol style="list-style-type: none"> 1. Review the returned papers for answers to "What is science?" or "Science is..." 2. Share responses in round-robin format. 3. Select 2 or 3 responses they wish to share with the class. 4. Facilitate whole group sharing while charting responses. • Distribute What is Science? worksheet. • Display and read aloud OH# 3.1. • Invite Ss to share a question, comment or picture they might draw on top portion of worksheet. • Model how you might ask questions, make comments or draw pictures, as needed. 	What is Science? OH# 3.1 and Worksheet #1	

Topic	Task/Activity	Materials/Time	Notes
Definition of Science continued	<ul style="list-style-type: none"> Ask Ss to complete top portion of their worksheet. Write questions on board: <ol style="list-style-type: none"> <i>How might science be used for survival?</i> <i>How might science be done for fun?</i> Display and read aloud OH# 3.2. Model how you might ask questions, make comments or draw pictures in bottom portion of worksheet. Ask Ss to complete bottom portion of their handout. 	Class Poster (optional) Science Involves OH# 3.2 Est: 10-15 minutes	
Patterns	<ul style="list-style-type: none"> Display OH #3.3 and reveal first statement only while posing questions: <ol style="list-style-type: none"> <i>What is a pattern?</i> <i>What might be patterns in the environment or in ourselves?</i> <i>What might be meant by the term, "probability of success in what we do" mean?</i> Reveal second statement on OH #3.3 and ask for examples of patterns in relation to time such as the sun, tides, etc. Distribute People Patterns worksheet while explaining how to complete. Monitor as Ss independently complete worksheet. Invite Ss to Mix & Freeze sharing their responses. Ask Ss for patterns they might observe on their worksheet. Inform Ss they will continue to collect data on "self" during this unit. 	A Pattern is a... OH# 3.3 People Patterns Worksheet #2 Est: 15-20 minutes	

Topic	Task/Activity	Materials/Time	Notes
Protocols	<ul style="list-style-type: none"> Segue from patterns to teaching about protocols by: <ol style="list-style-type: none"> Sharing that sometimes patterns of appropriate behavior are called protocols. Asking Ss what the “local” protocol is before entering someone’s home (taking off shoes). Explain that taking off ones shoes is expected, polite protocol or behavior, based on customs of culture or place. Ask groups to discuss what they already know about protocols by posing questions such as: <ol style="list-style-type: none"> <i>What behaviors do you need to remember when visiting grandparents?</i> <i>What might you do before skating at a skate park?</i> <i>What do you do before sleeping?</i> <i>How do you behave in the library or the principals office?</i> Discuss the 3 key terms on OH #3.4: A Protocol Is... Ask Ss to count off 1-2-3 and form groups accordingly (1 – groups, 2 – place, 3 – event or activity) to see if they can identify several more examples of protocols connected to groups, places, events, or activities. 	<p>Protocols OH# 3.4</p> <p>Est: 5-10 minutes</p>	
Sport Protocols	<ul style="list-style-type: none"> Ask Ss to think about what protocols might be needed for sports viewed in the <i>Science of Sport</i> video (hang gliding, paddling, surfing). Display OH #3.5 and invite Ss to generate ideas about what these protocols might be (2-3 min). Instruct groups to assign different members to take notes on one of the 3 sports focusing on ideas about protocols. 	Sports Protocols OH #3.5	

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