

STEMS² Lesson Plan

Kilo to Wonder

Lesson 2

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Lesson Objective(s):

K-2-SEP4.1: Record information (observations, thoughts, and ideas).

K-2-SEP4.2: Use and share pictures, drawings, and/or writings of observations.

K-2-SEP4.3: Use observations (firsthand or from media) to describe patterns and/or relationships in the natural and designed world(s) in order to answer scientific questions and solve problems.

1MD2: Tell and write the time

1MD3: Represent and interpret data.

Lesson Launch Notes:

Revisit the Class Definition of Kilo, review the classification chart, and title the groupings if that wasn't already done.

Lesson Closure Notes:

Students will engage in a gallery walk and answer the following questions on a post it that they will leave for the kilo drawings.

- Does the drawing have shapes, lines, patterns, texture and color that are accurate and make the drawing look realistic?
- What more can be done to make the image look more realistic? (think like the kids in Austin's butterfly video)

Lesson Tasks, Problems, and Activities (attach resource sheets if needed):

Learning Goals: Student-Level Explanations	Lesson Activities and Steps to Learning to meet the Goals	Est. Time 60 min
<u>Lesson 2 Scientific drawing, drafting and feedback practice</u> Drawing like a scientist means to draw correctly with all the details of a	Modeling: Austin's Butterfly with students Zoom/F2F or Recording with Scientist Sarah Model using an potted plant or something similar Stop video for- Academic Vocabulary <ul style="list-style-type: none">• Accurate	20 min

<p>phenomenon.</p> <p>Giving and accepting feedback is helpful in having an accurate drawing.</p> <p>Making many drafts is good and necessary to get the drawing as accurate as possible</p>	<ul style="list-style-type: none"> ● Feedback ● Draft <p>Noticing details attributes to guide the drawing process:</p> <ul style="list-style-type: none"> ● Shapes ● Lines ● Patterns ● Texture ● Color <p>Practice drafting- Take students out to kilo the class chosen kilo subject</p> <p>Feedback_Practice - Partner up</p> <p>Draft 2 If time allows, draft again</p> <p>Gallery Walk with discussion partner Discussion questions/Formative:</p> <ul style="list-style-type: none"> ● Does the drawing have shapes, lines, patterns, texture and color that are accurate and make the drawing look realistic? ● What more can be done to make the image look more realistic? (think like the kids in Austin's butterfly video) 	<p>20 min</p> <p>10 min</p> <p>10 min</p>
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Evidence of Success:

Students were able to provide feedback that supported drawing skills
 Students were able to redraw their phenomenon with suggestions
 Students used academic vocabulary such shape, line, pattern, color, texture, accurate, detail in feedback.

Notes and Nuances:

Feedback is a challenging skill for all. Providing sentence stems or a word wall would be supportive in this practice.

Resources:

For Students: Kilo Journal, pencils, colors
 For Educators: Defining Kilo Circle Map from previous lesson, Chart of Classification of Class Phenomenon, post-its for each student to provide gallery walk feedback

Homework:

Kilo at home
 Start to think about your phenomenon.

Lesson Reflections (if applicable):

