

Give Me Shelter.... Please?

Grade Cluster - K-2

NETS-S - 4 - Critical Thinking, Problem Solving & Decision Making

Quick Look:

After an early summertime recess, students return to Ms. V.'s classroom complaining that it's much too hot on the playground. They decide they need some shade and proceed to figure out how they might get it.

Scenario:

One warm summer day, the line at Ms. V.'s classroom water fountain quickly increases as wilted children return from their morning recess. "It's way too hot outside. There's no place to get out of the sun," many are heard to complain. As the children join the meeting time circle, a discussion begins about the problem on the playground. The class decides that the playground is in need of some sort of shade from the sun. "I wonder if other classes feel the same as we do?" children ask.

The class decides to bring digital video cameras to the playground the next day to interview other students about the playground situation (4a). The group decides to only ask two questions: "Does all the sun on the playground bother you?" and "If so, what does our playground need to help solve this problem?" In preparation for the student interviews, Ms. V. emails fellow teachers from all grades in the school and arranges for representatives from their classes to speak with the younger children. On Interview Day, Ms. V.'s students organize themselves into teams of two students, one person asking questions and the other recording the video (6a). They proceed to the playground to gather their data.

When interviews have been completed, Ms. V.'s students return to the classroom to watch their playground videos using an [interactive whiteboard](#). Ms. V. enlists two students to act as scribes for the class. Using their [netbooks](#) and a simple [Google spreadsheet](#) created by Ms. V., the students record either the problems students have with the sun or possible solutions (4c, d, 6b). Ms. V. pauses the videos for students in the class to add suggestions to the lists as needed. After viewing all the videos, the two recording students project their spreadsheets and report the following class findings (6a):

Problems - sunburn, sweating, thirsty, hard to work after hot recess, wet clothes, can't focus when hot, sleepy

Solutions - tents, roof over playground, trees, no outdoor recess, fans, no school when hot
The class decides to further explore planting trees around the playground as a solution. They learn more about trees at [Dr. Arbor Talks Trees](#) and from books checked out of their library. Using their [netbooks](#), the students conduct [safe searches](#) to find out which trees might provide good shade and grow well in the Northeast (4c). Ms. V.

invites experts from local tree nurseries to speak with her class and give their suggestions for tree types, as well.

The class narrows the choices to the top three trees. The parent email system is used to find out if anyone knows the location of any of the recommended trees so that the students might see the trees up close and take digital images of them (6a). Students form teams for each of the three types of trees and use a *visual organizer* to illustrate reasons supporting why their type of tree should be planted around the school's playground (4b, 6b). They create posters at *BigHugeLabs*, using their digital images (4b, 6d). Both the *visual organizers* and posters are published on the class web site. A display board outlining the students' problem and solution is also assembled, using a few of the student creations that have been printed in color.

The class requests that the topic of shade trees for the playground be placed on the agenda for the next school PTO meeting. Representatives from the three class teams attend the meeting, showing video interview clips of the playground problem that Ms. V. has spliced together with *Windows Movie Maker*. The students make a case for shade trees by presenting their teams' *visual organizers* and posters. They request PTO support in the purchase of trees for the school playground. There is unanimous support from PTO members at the meeting with the decision to plant two of each of the recommended trees, since a local tree nursery has offered a discounted rate for the tree purchase. The next day, Ms. V.'s class celebrates the news about the results from PTO meeting. Her students are interviewed and photographed by the local newspaper when the trees are planted a couple of weeks later. The children now know that even the youngest of learners can make a big difference in the world.

Resources:

Dr. Arbor Talks Trees - <http://urbanext.illinois.edu/trees3/01.html>

Student Standards – The following NETS-S are noted in the Scenario:

4. Critical Thinking, Problem Solving & Decision Making – A, B, C, D
6. Technology Operations and Concepts – A, B, D

Teacher Standards – Teachers who teach this unit address the following NETS-T:

1. Facilitate and Inspire Student Learning and Creativity - A, B, C, D
2. Design and Develop Digital-Age Learning Experiences and Assessments – A, B, C
3. Model Digital-Age Work and Learning – A, B, C, D
4. Promote and Model Digital Citizenship and Responsibility – B, C, D
5. Engage in Professional Growth and Leadership – A, B, C

Content Grade Expectations

The scenario writer has identified the following content grade expectations that s/he felt might be assessed in this scenario. In most of these scenarios, there may well be opportunities to assess other or additional content grade expectations across a variety of disciplines. If you are interested in developing a unit or lessons based on the following scenario, and you don't see any grade expectations in your content area, we encourage

you to capture the ideas presented in the scenario and make it your own by adding components that address the grade expectations you are most interested in assessing.

Science Inquiry

SPK-K:1 Students demonstrate their understanding of SCIENTIFIC QUESTIONING by...

- Developing a question by completing the prompt, “I wonder.. .?”
- Demonstrating a “questioning mind” through extended, intentional (purposeful) interactions with materials or people; Experimenting with possibilities.

Writing Grade Expectations: Grade 2

Standard 5.13: Responding to Text

Writing in Response to Literary or Informational Text

W2: 6 In response to literary or informational text, students make and support analytical judgments about text by...

- Using references to text to support a given focus.
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Standard 1.19: Research

Informational Writing: Reports

W2: 8 In reports, students organize information by...

- Using a given organizational structure (e.g., template, frame, graphic organizer).

History and Social Sciences GEs: Grades 1 – 2

Inquiry

H&SS1-2:4 Students conduct research by...

- Asking questions and observing during the investigation process.
- Recording observations with words, numbers, symbols, and/or pictures (e.g., drawing or labeling a diagram, creating a title for a drawing or diagram, recording data provided by the teacher in a table).

H&SS1-2:5 Students develop reasonable explanations that support the research statement by...

- Organizing and displaying information (e.g., table, chart, graph).
- Classifying information and justifying groupings based on observations, prior knowledge, or experience.

H&SS1-2:7 Students communicate their findings by...

- Speaking, using pictures, (including captions) or creating a simple report or “painted essay” containing a focus statement, details, and conclusions.

Government and Society

H&SS1-2:16 Students examine how different societies address issues of human interdependence by...

- Explaining that people have rights and needs (e.g. fairness, safety).
- Defining their own rights and needs – and the rights and needs of others – in the classroom, school, and playground (e.g., “I” statements, learning to be assertive, taking care of yourself).