



Grades K-5

Classroom Dojo-Tier 1

Tier 1 standards are taught within the day school classroom setting. Our students should be provided access to completing their homework during the afterschool program as written in our 21st CCLC Grant.

Provide Clear Expectation in the classroom with posted rules and responsibilities

Provide Clear Routines within the after school setting in the classroom for students to access help when needed.

Provide Options: Computer Based (I Ready); Paper Based (grade appropriate assignments) Accelerated Reading Books

Use Classroom Dojo technology to communicate to parents about the students' status on homework within the program.

Communicate to your Center Coordinator any student that has an ongoing homework issue so that we can communicate with the school.

Use background soft music to set the tone for a relaxed working environment for homework time.

Control the classroom setting so that those that are engage in homework can have support, environment and time they need to complete it within the program.

Reward the student with personal positive praise, creative handshake or intercom praise as they complete their homework appropriately within the program allotted timeframe.

Global Reading Lesson Plans

Joe R Lee Branch, Walt Disney World Clubhouse, Universal Orlando Foundation Branch



Grades K-5

October 1-12th 2018

South America the Continent

Dramatic Education Universal Orlando Foundation Branch September 4-October 26th

- Complete lesson plans from previous week. South American addresses have been sent to the clubs. Preprinted letter to accompany Flat Stanley as well as international stamps will be provided this week for his send off. Complete South American PowerPoint, Video complete quiz prior to implementing the following lessons.



Marco Travels Hello, Brazil books.
(20-25 books were ordered and delivered to the clubs)
Picture Walk Sheet
Crayons, Colored Pencils, Pencils

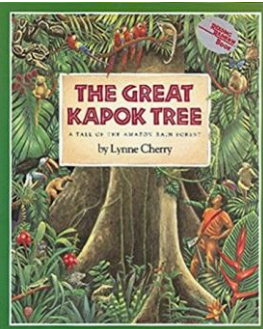
Take a Picture Walk

Directions: Take a picture walk before you read. Look at the pictures in the book. Draw a picture in each box to show what you learned.

Title _____

Author _____

Three empty boxes for drawing.



Take a Picture Walk

Directions: Take a picture walk before you read. Look at the pictures in the book. Draw a picture in each box to show what you learned.

Title _____

Author _____

Three empty boxes for drawing.

The Great Kapok Tree Guide and (20-25 books were ordered and sent to the club)

- 1) 20 mins Picture Walk: "Picture Walk", that teaches emerging readers to use pictures as clues to understand the meaning of a story, and guess at unfamiliar words. Here's how it works:
 - Hold the book so your child can see the cover. Read the title aloud.
 - Tell your child that this book has words and pictures, and that right now you're going to look at just the pictures and try to guess what's happening in the story. This is called a "picture walk" because you're going to walk through the pictures in the book without reading the words.
 - Start right from the top. Take a look at the cover and give your child a chance to take a look as well. Describe what you see in the picture. For example, "in this picture, I see a mama bear and her little bear cubs having a picnic."
 - Now it's your child's turn! Open to the first page of the story and ask her to describe what she sees happening on this page, just as you did when you described the cover illustration. Encourage her to speak in sentences and to give

Global Reading Lesson Plans

Joe R Lee Branch, Walt Disney World Clubhouse, Universal Orlando Foundation Branch



as many details as possible, referring to the characters, the setting (place), and the story events.

- Continue in this manner, until there is only one page left in the book.
- Before you turn to the last page, ask your child to guess how the story ends, based on what she has seen so far. You can give this a fancy word like a “prediction” or a “hypothesis”, or you can just ask her to give it her best guess. Then, turn the page and reveal the final picture. Was her guess correct?

Your walk is over.

2) 20 mins Teacher Read Aloud of Marco’s Travels Hello Brazil

3) 20 mins Complete Picture Walk Activity Sheet provided (make your own copies) Use colored pencils, crayons and pencils. Tell the students to take the work home.

4) Repeat Picture Walk Lesson using **The Great Kapok Tree**

Before the Lesson

1. Read the Big Ideas and Key Understandings and the Synopsis below. Please do not read this to the students. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

Why do living things need the rain forest? One key takeaway is that living things depend on the rain forest for shelter, food, and protection.

Synopsis

A man walks into a lush rainforest and starts chopping down a huge kapok tree. Lulled by the heat, he sits down and soon falls asleep. The forest dwellers approach him, each pleading in his ear a reason to keep the tree standing. Suddenly, the man wakes up, and for the first time notices the beauty all around him.

The Lesson – Questions, Activities, and Tasks

Questions/Activities/Vocabulary/Tasks	Expected Outcome or Response (for each)
FIRST READING: Show students the beginning pages with the world map of the tropical rain forests. Read aloud the entire book with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused.	The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully.

Global Reading Lesson Plans

Joe R Lee Branch, Walt Disney World Clubhouse, Universal Orlando Foundation Branch



SECOND READING: Pages 1-9

In the introduction to the story, the author stated “This is the story of a community of animals that live in one such tree (Kapok) in the rain forest.” What does community mean? How might members of a community depend on one another?

For the second reading tell students that we will be keeping track of the animals and their reasons NOT to chop down the tree.

Create a “T Chart” to gather information about the animals and their dependence on the rain forest.

Update this chart with the introduction of each new animal.

Page 1

How was the forest alive?

Teacher provides definitions for squawking and howling.

Why were the creatures suddenly quiet?

Page 3

Go back a page and ask, “what do we now know that tells us why the other man pointed to the tree?”

Have students pretend they are whacking and chopping at a tree.

What caused the man to fall asleep?

Write the word “slithered” for students to see. Have them repeat the word after you. Show students the picture on page. Have students explain what the word slithered means using words and motions.

Fill in the chart with why the boa constrictor doesn’t want the man to chop down the tree.

A community is a group that lives together and depends on one another. The animals depend on each other and the rain forest for shelter and food.

Animals	Reasons not to chop down the tree.

The forest had been alive with the sound of squawking birds and howling monkeys.

The creatures were suddenly quiet because they were watching the two men who walked into the rain forest and were wondering why they had come.

The man pointed to the tree because he wanted to chop it down.

The heat and the hum of the forest had lulled him to sleep.

Slithered means to move like a snake, wiggling from side to side.

The boa constrictor did not want the man to chop down the tree because it was a tree of miracles. It was his home and the home

Global Reading Lesson Plans

Joe R Lee Branch, Walt Disney World Clubhouse, Universal Orlando Foundation Branch



Discuss what "...generations of my ancestors..." means.

Page 6

What does pollinate mean?

Fill in the chart with why the bees need the trees.

Page 8

Explain that a troupe is a group of performers. Have students give other examples of collective nouns. For example, a bunch of flowers, a school of fish, a set of tools, a class of children.

Looking at the illustrations, what does scampered mean?

Have students use it in a sentence.

Explain the canopy and the layers of the rain forest. Refer to the preface of the book.

How do the roots of the trees help the earth?

Fill in the chart with the monkeys.

where generations of his ancestors have lived.

Older, (now dead) members of his family lived in that tree for many, many years.

When an insect travels from tree to tree, flower to flower, collecting pollen.

All living things like the bees and snakes need each other in order to survive. Living things need each other for food and shelter in order to survive.

Scampered means to run nimbly.

The canopy is the tops of the trees in the rain forest.

The roots of the trees help the earth by holding it in place.

When heavy rains come, without the roots, the soil will be washed away.

THIRD READING: Pages 10-15

Page 10

Fill in the chart with why the toucan believes the tree should not be cut down.

What does the author mean by, "Where once there was life and beauty only black and smoldering ruins remains,"?

If students are confused remind them of what happens when a candle or match is put out (smoke but no flame), so they can make the connections.

Before man settled in the rain forest there was beauty and now there is ruin.

Global Reading Lesson Plans

Joe R Lee Branch, Walt Disney World Clubhouse, Universal Orlando Foundation Branch



<p>Page 12 Fill in the chart with why the frogs do not want the Kapok tree chopped down.</p> <p>Page 14 Why did no one notice the jaguar?</p> <p>Fill in the chart with why the jaguar does not want the man to chop down the tree.</p>	<p>A ruined rain forest means ruined lives, many ruined lives. The frogs will be homeless.</p> <p>The jaguar's spotted coat blended into the dappled light and shadows of the understory.</p>
<p>FOURTH READING: Pages 16-21 Fill in the chart with what the porcupines reminded the man.</p> <p>What do trees produce? And why is this important?</p> <p>Page 18 Fill in the chart with the message from the anteaters. Have students visualize a world without trees.</p> <p>Page 20 Read the first two sentences. Did the sloth climb quickly or slowly? Explain what plodded means. Have students role play the sloth. Remind students to modify their voice to mimic the way the sloth spoke (in a deep, lazy voice).</p> <p>Fill in the chart with what the sloth meant by "...how much is beauty worth?"</p>	<p>Animals and humans need oxygen to live.</p> <p>Trees produce oxygen. We need oxygen to breathe.</p> <p>You are chopping down the tree with no thought for the future.</p> <p>The sloth climbed slowly because it took a while for him to reach the ground.</p> <p>She means if you destroy the beauty of the rain forest, there will be nothing to look at. You cannot put a price on beauty.</p>
<p>FIFTH READING: Pages 22-30 Page 22 Show appropriate pictures of the Yanomamo tribe.</p> <p>What does the child mean when he asks the man to "look upon us all with new eyes?"</p>	<p>He wants the man to show what he has learned from all of the animals in the forest who spoke to him in his sleep. He wants the man to see the value of the rain forest, and its inhabitants and not chop the tree down.</p>

Global Reading Lesson Plans

Joe R Lee Branch, Walt Disney World Clubhouse, Universal Orlando Foundation Branch



How is that different from the way the man viewed the tree in the beginning of the story? (You may need to review pages 1-3 with the students.)

Page 24

Why were all the animals and the rain forest child staring at the man when he woke up?

Page 26

How did the man's view of the forest change from what he had learned?

Page 30

Why did the man change his mind and drop his ax and walk out of the rain forest?

What was the author's purpose for writing the book?

The man entered the rain forest ready to chop the tree down.

The animals and child were staring at the man because they were waiting to see if he was going to chop down the Kapok tree.

He saw the sun steaming through the canopy. Spots of bright light glowed like jewels amidst the dark green forest. Strange and beautiful plants seemed to dangle in the air, suspended from the great Kapok tree.

He saw the beauty of the rain forest.

He no longer wanted to chop down the tree.

Lynne Cherry wrote the book so the reader can have a deeper appreciation of the rain forest and its creatures. Also, to bring awareness to the destruction of the rain forests.

FINAL DAY WITH THE BOOK - Culminating Task

- Using details from the text and the chart, explain what the man learned from the animals.

Why are rainforests important?

- The man in the story learned about how the rain forest creatures depend on one another and the forest for shelter, food and protection. The Kapok tree was home to many generations of boa constrictors as well as bees who pollinated many plants and trees, and built hives in them. Without the trees' roots, the ground will wash away and

Global Reading Lesson Plans

Joe R Lee Branch, Walt Disney World Clubhouse, Universal Orlando Foundation Branch



fires set will ruin the land. Also, trees produce oxygen that is essential to life. Animals like the jaguar prey on other animals in the forest. The rain forest is important because it is a source of life for the many creatures that depend on one another for survival. It also holds much beauty, which is priceless.

Vocabulary

These words merit less time and attention (They are concrete and easy to explain, or describe events/ processes/ideas/concepts/experiences that are familiar to your students)	These words merit more time and attention (They are abstract, have multiple meanings, and/or are a part of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with)
Page 1: Kapok Tree- a large, deciduous, tropical tree that is native to tropical America, Africa, and the East Indies. Page 4: ancestors- one from whom an individual is descended Page 6: pollinate- the carrying of pollen to fertilize the seed Page 8: scampered- run nimbly Page 16: oxygen- gaseous chemical element essential for life Page 22: Yanomamo tribe- tribe of people who live in the rain forest	Page 1: squawking- harsh, loud crying Page 1: howling-to utter a loud, prolonged, mournful cry, as that of a dog or wolf. Page 3: lulled- make or become quiet Page 4: slithered- glide along like a snake Page 4: gash- deep long cut Page 8: troupe- a group of stage performers Page 10: smoldering- burn and smoke without flame Page 12: piped- to speak in a high-pitched or piercing tone. Page 14: dappled- mark with colored spots Page 14: padded- to walk so that one's footsteps make a dull, muffled sound Page 20: feast- to look at Page 20: plodding- walk heavily or slowly

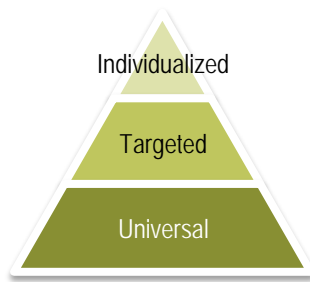
LAFS.K12.L.3.6Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

WL.K12.IH.3.6 Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.

Picture Walk



Picture Walk is a pre-reading strategy that familiarizes students with a text/story prior to reading. Students preview the images or graphic features in fiction or nonfiction texts to make predictions, and activate background or prior knowledge to enhance comprehension. Students make sense of new or unfamiliar vocabulary and/or concepts and explore answering questions related to the images in depth prior to engaging with the text/story. Picture Walk can also be useful as a formative assessment tool for teachers.



A teacher's understanding of their students' learning needs helps determine when to provide universal, targeted, or individualized instructional strategies. For some students, universal instructional strategies may be enough to meet their learning needs. For others, more targeted instructional strategies are the starting point for implementing the curriculum. The strategy described is a guideline that teachers can use depending on the learning context.

Why use this strategy in an inclusive learning environment

- Sets a purpose for reading and provides students with opportunities for using visual cues to enhance comprehension.
- Provides opportunities to make predictions and anticipate the events in a text/story.
- Helps students make connections to the text/story using their prior or background knowledge.
- Provides the opportunity to introduce new vocabulary prior to reading.

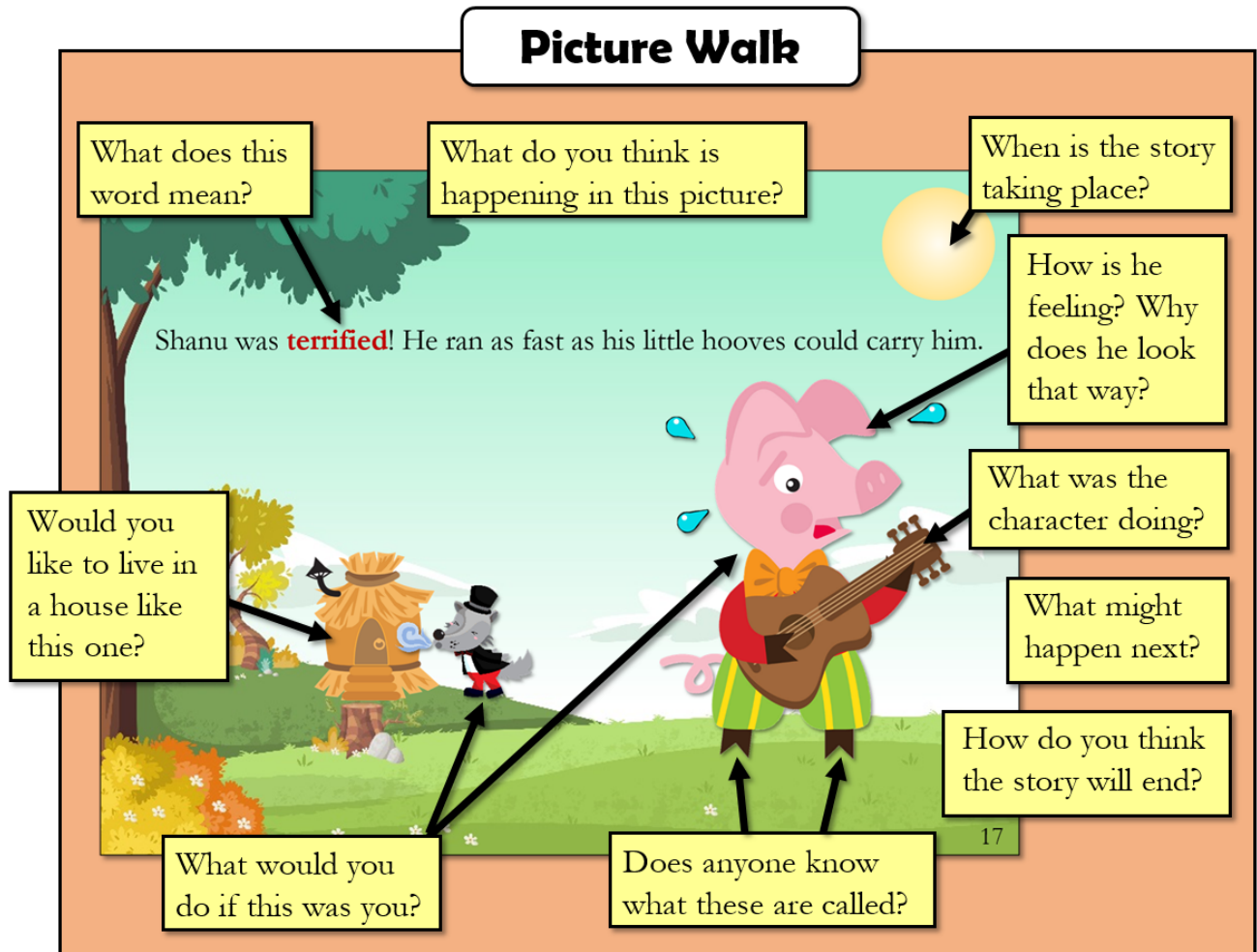
How this strategy could be used in an inclusive learning environment

1. Select a text/story that is a rich source of images or graphic features that relate directly to the text.
2. Preview the cover, title, author, and images or graphic features of the text with students. Use a think-aloud to model how students infer what the text/story is about.
3. Preview the text, either page by page or at pre-selected key sections, encouraging students to make predictions, reflect on cause-and-effect relationships, and make inferences based upon the images or graphic clues on each page.
4. Encourage students to share as many details as possible about characters, setting, and events or information, asking questions to guide their thinking and inferencing skills.



- When students encounter new or unfamiliar vocabulary, use the images or graphic features to review and build comprehension.
- Once you have completed the picture walk, read the story with students, pausing to discuss students' predictions and to review the images or graphic clues they used to make predictions.

Examples



Text Feature Walk

Looking for **main ideas** or **topics**?

Table of Contents

Differentiating Planning and Instruction	
Purposeful Planning	13
Developing Learner Profiles	23
Differentiated Assessment	45
Differentiated Learning Experiences	63
Leveraging Technology	87
A Schoolwide Approach	105

Headings and Subheadings

Enhancing instruction

A differentiated instruction approach uses various methods and materials. The use of instructional strategies, and these are enhanced by the use of technology.

Speech

Speech is the most frequent mode by which students are found that, on average, students spend more time on listening activities.

Index

administrators. See *also* schoolwide approach in professional learning communities, 106–107 on learning team, 118–119
advance organizers for English language learners, 152 for science, 240 for social studies, 250
agendas for individual learning, 69 for memory prompts, 128 for student responsibility, 252

Looking for **meaning**?

Image with caption

Visual tools can be essential in assisting students to become active, successful participants in the learning process.

special activity



birthday



Bolded, Underlined, or Italicized text

Universal design for learning

Universal design for learning (UDL) is a framework to increase access to learning for all students by providing multiple means of representation, multiple means of expression, and multiple means of engagement.

Glossary

Glossary	
Accommodations (for classroom)	Any changes to instructional materials, resources, facilities, or services.
Assessment data	Diagnostic assessment data used to inform programming and services.
Augmentative and Alternative Communication (AAC)	Used to supplement or replace spoken language. Includes sign language, letter boards, small message cards, basic communication boards, and mainstream tablets with communication apps.
Braille	A machine used to produce Braille for persons with visual impairments.

Looking for **details**?

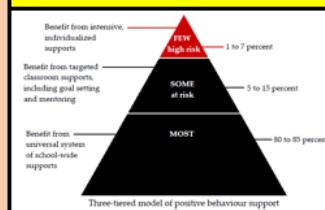
Table

The Zone of Proximal Development			
Zone of actual development	Zone of proximal development		New zone of actual development
STUDENT	TEACHER	JOINT	STUDENT
What the student can already do independently	Avoidance from teacher, peer or environment	Transition from receiving assistance to working independently	What the student can do independently or in peer-led groups
	Construct release of responsibility		
Independent	Modelled	Shared	Guided
			Independent

Graph



Diagram



Tips for individualized supports

- Model the picture walk process individually or in a small group to provide additional practice prior to a larger group activity.
- Use the [Word Wall](#) to keep track of new and interesting vocabulary that is encountered during the picture walk.
- Use [Idea Builder](#) to help students deepen their understanding of new concepts introduced in the text/story.
- Have students work with a peer or in small groups, providing key [academic vocabulary](#) in a student's first language using peer translation or a bilingual dictionary.



- Review new vocabulary prior to the picture walk activity and/or provide students with a short list of “look fors” (e.g., key elements, important and/or academic vocabulary) to use while participating in the activity.
- Use a viewing window tracking aid (like a typoscope) over top of the image or graphic features of a text/story to reduce extraneous visual information and focus the student’s attention on important visual cues.
- Ensure that students’ communication tools have the necessary vocabulary prior to the picture walk activity.
- Provide sentence frames to help students share predictions:
 - *The diagrams and headings tell me I’m going to be reading about _____.*
 - *This is important to the text/story because _____.*
 - *This photo/image tells me _____ about the characters in the text/story.*



Global Math Lesson Plans

Joe R Lee, Branch, Walt Disney World Clubhouse, Universal Orlando Foundation Branch



Grades K-5

October 1-12th 2018

Math Master's Program/ Four Corners

Joe R Lee-Financial Literacy Program Sept. 4th – October 26th

Automaticity in Math Facts creates a pathway to mastering math standards within the school day. The goal is to use up to 20 minutes within our afterschool program to provide practice with basic facts in addition, subtraction, multiplication and division.

Student school day homework or Math Menu Materials.

Laminated Copies of Math Sheets and or Page Protected Math Sheets or Beat the Clock Workbooks

Timer

Expo Markers

Paper Towel



4 Corner Activity 3-5th Grade
Projector
PowerPoint (provided)



4 Corner Activity Grades K-2

- 1) Explain to the students that they will have the opportunity to learn their math facts in addition, subtraction, multiplication and division.
- 2) Pass out Addition Facts ONLY blank laminated, page protected or beat the clock workbooks. Have students practice for the next 7 minutes with use of timer.
- 3) Tell students the will use expo markers only on the transparencies or page protected math sheets. Stress the importance of keeping the caps on after use so that our resources are there when we need them.
- 4) Have students pair up with a peer. Have students switch sheets that they completed. Paired peers will check each other's work with matching answer keys. Give them 3-5 minutes to check the work.
- 5) Have the pairs return the checked answer sheets to one another, check their errors and then erase their responses. Switch sheets with the other peer.
- 6) Next give the students 7 more minutes to answer as many addition problems as possible. Repeat the steps above...
- 7) Now that students have had 7 minutes to complete their addition questions, ask students to estimate how many they could get right in 1 minute? tell them to keep that number to themselves. but hold themselves accountable to reaching that number. Tell students that the next time they complete another sheet; they will only get 1 minute. They will have about 7 weeks to increase their fluency addition Math facts. Tell them each week they will have an opportunity master their facts and challenge themselves for a colored belt. Tell them more information will come next week.
- 8) Play Game of 4 Corners use Powerpoint provided. Students will be asked use mental math to solve a math problem. They will move toward the corner of the room that answers that best represents the answer to their program. There will always be 4 answer choices. A, B, C, D- A will be in the front left corner, B will be in the front right corner, C will be in the back right corner and D will be in the back left corner.
- 9) Practice with students how they should move in the classroom so that no one gets hurt.
- 10) Leave 15 minutes at the end of the class period for students to complete their homework. Make it a big deal and seek to assist the students as they needed. Provide seat work for those students who indicate they do not have homework. Feel free to use Math Menu Materials for this opportunity.

MAFS.K.OA.1.1Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.MAFS.1.OA.1.1Use addition and subtraction within 20 to solve word problems1 involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem (1Students are not required to independently read the word problems.)MAFS.1.OA.2.3 Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)MAFS.2.NBT.2.9Explain why addition and subtraction strategies work, using place value and the properties of operations.

Global Science Lesson Plans

Joe R Lee Branch, Walt Disney World Clubhouse, Universal Orlando Foundation Branch



Grades K-5

October 1-12th 2018

Into to Engineering

Walt Disney World Clubhouse- Mad Science Sept.4th –October 26th

In order to create an atmosphere of engineers who will need to work together for a common goal, which will be to create several structures that will adhere to a plywood to both plan and outline a city scape of and or combination thereof landmarks from either Antarctica South America or Europe.

Students will compare the process they use during an in-class challenge to the steps of the engineering design process

Marshmallow Design Materials as previous included in prior lessons.

Handout of the Engineering Design

Ability to show Design Process Video

https://florida.pbslearningmedia.org/resource/tacoparty/tacoparty#.WMmUIOn6B_s

Introductory activity

1. Tell students that over the last couple of weeks and in the future, they have been and will be engineering a solution to a problem. They will be working in small groups to develop their solution, create a prototype of their solution.

2. Give students a few minutes to make a list, of several engineered items that they use every day. To spur thinking, they could begin by listing items in the classroom or in their backpacks (e.g. mechanical pencil, ballpoint pen, water bottle, etc.). Then, have students choose one of the items they listed and answer the following questions:

- What is the item? How do you use it?
- Why was it made? (What problem does it solve?)
- What are other items that solve the same, or a similar, problem? What makes this item better or worse than the others?
- Is this the original design of the item or has it changed over time? How do you think it's changed from the original version?
- What is this item made out of? Why do you think it was made out of those materials?

3. As a class, discuss a few of the items the students chose. As you listen to the students sharing, highlight and reinforce how each of the items solves a specific problem or set of problems confronted by humans.

Refer to pervious instruction of the The Marshmallow Challenge

Tell students that they are going to participate in a short activity--The Marshmallow Challenge--that will simulate how engineers solve problems. AGAIN!

1. Place students in teams of 4-5. (Make the teams larger on purposes)

2. Tell students that the goal for the challenge is to build the tallest freestanding structure, when measured from the bottom of the structure to the top of the marshmallow.

3. Give students [instructions for the challenge](#).

- Teams will have 15 minutes to build their structures.
- The entire marshmallow must be on top of the structure.
- Teams can use as many or as few of the supplies as they want, but no additional items can be used.
- At the end of the challenge, no one may be touching the structure, and it can't be leaning on anything.

4. Begin the challenge. Remind teams of how much time is left every few minutes.

5. On the chalkboard/whiteboard, create a table (team name/number and height) to record the heights of the teams' structures.

6. Once 15 minutes is up, gather as a class. Go around to each team and measure their structure. Have a student record each structure's height on the board.

7. As a class, take a look at the winning structure. Ask that team to share a little about their design.

8. Have students reflect on the process of their steps for building the tower

Global Science Lesson Plans

Joe R Lee Branch, Walt Disney World Clubhouse, Universal Orlando Foundation Branch



- **Process:** What were the steps in your process? For example, how did you plan what to build? Did you make a sketch before starting? Did you test your materials before building?
- **Teamwork:** How well did your team work together? For example, did everyone share ideas? Did you make decisions by consensus or was there a leader?
- **Design:** Did you test your design and then adjust it as you started to build? Did you change your design completely along the way?
- **Challenges:** What were the challenges you encountered?

9. As a class, discuss the teams' processes. How did each team begin? Who changed their design along the way? Why?

(If you are splitting this activity into two days, this is a good place to stop.)

Learning activities

Guided Practice

1. Show [KQED's Engineering Design Process](#) diagram (also on page 3 of students' notebooks). Using the Marshmallow Challenge as an example, discuss the different steps and define key vocabulary words (i.e. constraints, criteria, prototype, iterate).
2. Watch the video, [The Engineering Design Process: A Taco Party](#). Ask students to follow along using KQED's engineering design process graphic and to pay attention to each of the steps of the process as it relates to the taco party. Periodically, pause the video to have them predict what will happen next.
3. Watch the video again. This time, have students deconstruct the engineering design process shown in the video using a jigsaw activity: assign each student, or group of students, two steps of the engineering design process to focus on. They should look for evidence in the video of the engineering team working through these steps. Students can record the findings on page 4 in their notebooks.
5. As a class, have students share what they found to create a complete chart ([answer guide here](#)) with evidence of the engineering design process shown in the video.

Classroom notes: You may choose to also use the worksheet on page 4 of the student notebook with "The Engineering Design Process: A Taco Party."

Culminating activity

Assessment/Reflection

Were the students able to complete the "Engineering Design Process in Action" chart in the final activity? Does it demonstrate an understanding of the steps of the engineering design process?

SC.35.CS-CS.2.2 Describe how computational thinking can be used to solve real life issues in science and engineering. SC.35.CS-CS.2.4 Solve real-world problems in science and engineering using computational thinking skills. SC.K2.CS-CS.2.3 Solve real life issues in science and engineering using computational thinking. SC.35.CS-CS.1.2 Describe how models and simulations can be used to solve real-world issues in science and engineering. SC.K2.CS-CS.1.2 Describe how models and simulations can be used to solve real-world issues in science and engineering.

THE ENGINEERING DESIGN PROCESS

DEFINE

the problem

IDENTIFY

constraints on your solution (e.g. time, money, materials) and criteria for success

COMMUNICATE

your solution

ITERATE

to improve your prototype



BRAINSTORM

multiple solutions for the problem

SELECT

the most promising solution

TEST

and evaluate your prototype

PROTOTYPE

your solution



**Engineering
for Good**

#EngineeringForGood
kqed.org/engineeringforgood

KQED



Grades K-5

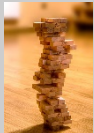
October 1-12th 2018

Self Control Lesson 3

What is WOOP? WOOP stands for Wish, Outcome, Obstacle, and Plan. It's a practical, accessible, evidence-based activity that helps students find and fulfill their wishes. In character development terms, WOOP builds self-control.

Students will define and experience the skill of Self-Control.

Need Access to Music. (the kind that the kids like to listen too clean versions please)



Jenga Games

- 1) Introduce the skill of Self-Control. Referring to the poster, read the parts of the Self-Control skill to your class. Self-Control Self-control is when I am in charge of what I do and what I say. I use my self-control to listen and follow directions. Using self-control helps me not do things that may be harmful to myself and others. Self-control helps me stay safe, be successful, and create peace
- 2) Give an example of how you, as an adult, use the skill of Self-Control. For example, you might say that instead of yelling at your kids when you are irritated, you try to talk calmly to them.
- 3) Give examples of ways students can use the skill of Self Control at home, at school, and in the community. Explain that it takes self-control to listen and follow directions and to follow the Pledge for Peace. For example: Self-Control 75 Home: Treating your brother or sister the way you'd like to be treated School: Waiting to give an answer when the teacher asks you a question Community: Recycling your cans instead of putting them in the trash Ask students to describe additional situations in which they have (or have not) used their self-control.
- 4) Discuss the idea that students are responsible for their own self-control. Share the following thoughts: Suppose a teacher has given a direction for all students to use their listening and try their best not to talk. A person next to you taps you on the shoulder and starts talking to you. If you talk back, who made you lose your self-control? Discuss the fact that it is up to the students to use their self-control, even if someone else is bothering them. Ask questions such as the following: ~ Who makes you talk? Who makes you raise your hand? ~ Whose responsibility is it to use self-control?
- 5) Have students experience the skill of Self-Control by playing a game. Who Made You Move? Purpose of the game In this game, students will use their self-control to move their bodies only when they hear the music (or other musical instrument). When the music comes on students must use their self-control to stop moving. Students will understand that it is up to them to control their bodies.
How to play First, allow the students to hear the music... Choose a body part that the students will shake (hands, shoulders, elbows, knees, and so on). Tell the group that when they hear the sound, they should shake the body part chosen. When the sound stops, the students must use their self-control to stop moving and remain still until they hear the sound again.
- 6) The speed of the game can be varied. The body part that students are shaking can be varied as well. When telling students to use a different part of the body, remind them they are using self-control to listen to your directions. After the game is over, you can discuss the following ideas:
~ Who made you move?
Was it me, the music ,or you?(you) That is called self-control. It is up to you to use your self-control. ~ Who makes you call out or raise your hand when you have something to say? (you do) It takes self-control to raise your hand and wait to speak.
~ If someone is bothering you, and you call the person a mean name, who makes you call that person the name? (you do) It is up to you to use your self-control to treat others the way you would like to be treated.

Global Society Lesson Plans

Joe R Lee Branch, Walt Disney World Clubhouse, Universal Orlando Foundation Branch



- 7) While Jenga is a game that is often played by adults, it can be a very effective tool for teaching young children the virtue of self-control. Because Jenga requires patience and strategy, it is an ideal game for teaching children how to slow down and think about the outcome of their actions. This game provides the perfect analogy of how the lack of self-control can cause the walls of life to come tumbling down.

SP.PK12.US.19.7b Demonstrate self-esteem, self-confidence, and pride, such as through self-affirmations, persistence, and self-monitoring. G.K12.5.2.3c

Self-awareness - Perform: Demonstrate an understanding of positive self-worth and recognize limits in the emotional capacity of individuals. SP.PK12.US.21.5

Use behaviors and skills, such as self-monitoring, accepting feedback, adjusting own actions, and self-reflection to maintain appropriate conduct in school, community, and employment settings.

Self-Control

Throughout our lives, we must all exercise self-control to resist temptation, to follow directions, and, ultimately, to stay safe and be successful. In the past, we may have expected children to use their self-control without understanding what it is. We are now learning that we have to teach students what self-control is and ways to control themselves throughout their lives. Through self-control, children discover that they are in charge of what they do and what they say.

Why should we use self-control? Self-control is a life skill that we all need to define, practice, use, and internalize. We use self-control because it makes us feel good about ourselves. Rather than giving children external rewards for using their self-control, make it known that they are using their self-control to make themselves feel good. Help students who are having problems using their self-control by noticing and praising the times they do use self-control and by helping them get their self-control back through Self-Control Time, a specific technique described in Lesson 4.*

Although it is ultimately up to each student to use his or her self-control, we must provide positive reminders that it takes self-control to participate in many daily activities. Some examples of situations requiring self-control include the following:

- ▶ Raising your hand to wait your turn to speak
- ▶ Staying focused on your work
- ▶ Keeping your hands to yourself
- ▶ Walking quietly in the hallway
- ▶ Playing by the rules in gym class
- ▶ Cleaning your room
- ▶ Telling the truth
- ▶ Trying your best

Daily Guidelines for Self-Control

- ▶ Provide positive reminders that students must use their self-control.
- ▶ Convey the message that using their self-control makes people feel proud of themselves.

*Self-Control Time is a registered trademark of Lesson One Company.

- ▶ Help students who are having problems using their self-control by noticing and praising them when they do.
- ▶ Use Self-Control Time to help individual students who need to get their self-control back.
- ▶ Use Self-Control Time to help the entire class refocus and regain their self-control.

Introducing Self-Control

OBJECTIVE Students will define and experience the skill of Self-Control.

MATERIALS

- ▶ Self-Control poster (Appendix C)
- ▶ A drum (or another musical instrument)
- ▶ *For the first-grade extension:* Crayons or markers, drawing paper

PROCEDURE *Before teaching this lesson, hang the Self-Control poster in a prominent location in your classroom. Leave the poster up for future reference.*

STEP 1 — Introduce the skill of Self-Control.

Referring to the poster, read the parts of the Self-Control skill to your class.

Self-Control

Self-control is when I am in charge of what I do and what I say.

I use my self-control to listen and follow directions.

Using self-control helps me not do things that may be harmful to myself and others.

Self-control helps me stay safe, be successful, and create peace.

STEP 2 — Give an example of how you, as an adult, use the skill of Self-Control.

For example, you might say that instead of yelling at your kids when you are irritated, you try to talk calmly to them.

STEP 3 — Give examples of ways students can use the skill of Self-Control at home, at school, and in the community.

Explain that it takes self-control to listen and follow directions and to follow the Pledge for Peace. For example:

Home: Treating your brother or sister the way you'd like to be treated

School: Waiting to give an answer when the teacher asks you a question

Community: Recycling your cans instead of putting them in the trash

Ask students to describe additional situations in which they have (or have not) used their self-control.

STEP 4 — Discuss the idea that students are responsible for their own self-control.

Share the following thoughts:

Suppose a teacher has given a direction for all students to use their listening and try their best not to talk. A person next to you taps you on the shoulder and starts talking to you. If you talk back, who made you lose your self-control?

Discuss the fact that it is up to the students to use their self-control, even if someone else is bothering them.

Ask questions such as the following:

- ▶ Who makes you talk? Who makes you raise your hand?
- ▶ Whose responsibility is it to use self-control?

STEP 5 — Have students experience the skill of Self-Control by playing a game.

Who Made You Move?

Purpose of the game

In this game, students will use their self-control to move their bodies only when they hear the drum (or other musical instrument). When the drum stops, students must use their self-control to stop moving. Students will understand that it is up to them to control their bodies.

How to play

First, allow the students to hear and see the drum. Choose a body part that the students will shake (hands, shoulders, elbows, knees, and so on). Tell the group that when they hear the sound, they should shake the body part chosen. When the sound stops, the students must use their self-control to stop moving and remain still until they hear the sound again.

The speed of the game can be varied. The body part that students are shaking can be varied as well. When telling students to use a different part of the body, remind them they are using self-control to listen to your directions.

After the game is over, you can discuss the following ideas:

- ▶ Who made you move? Was it me, the instrument, or you? (*you*) That is called self-control. It is up to you to use your self-control.
- ▶ Who makes you call out or raise your hand when you have something to say? (*you do*) It takes self-control to raise your hand and wait to speak.
- ▶ If someone is bothering you, and you call the person a mean name, who makes you call that person the name? (*you do*) It is up to you to use your self-control to treat others the way you would like to be treated.

STEP 6 — Do the Using Self-Control activity.

Have students turn to page 24 in their Student Manuals (Using Self-Control). Instruct them to draw a line between the people who are not using their self-control and the people who are. Briefly discuss why the students responded the way they did.

First-grade extension: Ask students to come up with other situations and draw another set of examples on a separate page.

Foreign Language Lesson Plans

Joe R Lee Branch, Walt Disney World Clubhouse, Universal Orlando Foundation Branch



It's now the time to say your foreign sentence out loud – and even that is easy with KLOO cards. Under each word you play, there is phonetic pronunciation guide telling you exactly how to say it (see the big card below).

So say your sentence, translate your words, score your points and mark on the board (if playing the game board version). Compete, race and overtake – and have more fun than you ever thought possible for learning a language.

WL.K12.IL.8.1 Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.SP.PK12.TP.1.1 Demonstrate comprehension and use of the sound systems of language and linguistic conventions to convey meaning in spoken and written language.WL.K12.SU.9.1 Use the skills acquired in the target language to interact with native speakers of the language on a variety of topics.

Foreign Language Lesson Plans

Joe R Lee Branch, Walt Disney World Clubhouse, Universal Orlando Foundation Branch



Grades K-5

October 1-12th 2018

Foreign Language Games /Video

Universal French Lessons with Marie Vilburn September 4th –October 26th

WL.K12.IL.8.1 Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.SP.PK12.TP.1.1 Demonstrate comprehension and use of the sound systems of language and linguistic conventions to convey meaning in spoken and written language.WL.K12.SU.9.1 Use the skills acquired in the target language to interact with native speakers of the language on a variety of topics.

Teaching Technique: My Turn/ Your Turn

Use the chart and move left to right.. You say.... They say.... Example:

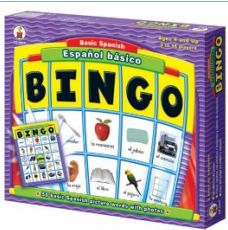
Tell the students that you would like to practice Pronunciation of Basic Colors in Spanish...

Find something in the club or what the student is wearing to identify the color.. Never say the English word for the color..

Only speak Spanish.

You Say	They Say
Amarillo (yellow)- Find and point to something Amarillo in the club or on a students and repeat.	Amarillo
Anaranjado/naranja (orange)- Find and point to something anaranjado/naranja in the club or on a students and repeat.	Anaranjado/naranja
Azul (blue) Find and point to something azul in the club or on a students and repeat.	Azul
Blanco (white) Find and point to something blanco in the club or on a students and repeat.	Blanco
Morando (purple) Find and point to something morando in the club or on a students and repeat.	Morando
Negro (black) Find and point to something negro in the club or on a students and repeat.	Negro
Rojo (red) Find and point to something Rojo in the club or on a student and repeat	Rojo
Rosado(pink) Find and point to something rosado in the club or on a student and repeat	Rosado
Verde (green) Find and point to something verde in the club or on a students and repeat	Verde

REPEAT using the chart above.. only this time.. Point to the color.... And then point to the student to say the word in Spanish. Correct the students responses using the technique above.....



Use Bingo Games to complete the foreign language lesson for the day..



Grades K-5

September 4- October 26, 2018

Presidential Fitness

More than a test

The Presidential Youth Fitness Program helps schools achieve excellence in physical education through quality fitness education and assessment practices by providing tools to:

- teach fitness concepts
- assess fitness and understand results
- plan for improvement or maintenance of fitness levels
- empower students to be fit and active for life.

Walt Disney World Clubhouse with Dr. Soccer-Contractor

The sport of soccer (called football in most of the world) is considered to be the world's most popular sport. In soccer there are two teams of eleven players. Soccer is played on a large grass field with a goal at each end. The object of the game is to get the soccer ball into the opposing team's goal. The key to soccer is that, with the exception of the goalie, players cannot touch the ball with their hands, they can only kick, knee, or head the ball to advance it or score a goal.



Universal Orlando Foundation Branch- Carol Cudjoe- Contractor

Dance is a performing art form consisting of purposefully selected sequences of human movement. This movement has aesthetic and symbolic value, and is acknowledged as dance by performers and observers within a particular culture.



Joe R Lee Branch- Catherine Clark

Zumba Gold is a program designed for beginners and older people. Zumba Step is a lower-body workout that incorporates Zumba routines and step aerobics with Latin dance rhythms. ... This type of Zumba class provides participants with a cardio workout and strength training.



PE.3.L.4.4

Match physical fitness assessment events to the associated fitness component. PE.5.L.4.7 Apply the principles of physical fitness to exercise.

Global Arts Lesson Plans

Joe R Lee Branch, Walt Disney World Clubhouse, Universal Orlando Foundation Branch



Grades K-5

September 4- October 26, 2018

Global Arts

it is the art directed to global audience, disseminated via global communication tools and whose topic has global dimension.

Walt Disney World Clubhouse with CJ – See attached syllabus

Universal Orlando Foundation Branch Culinary Arts College & Career Readiness, Healthy Habits with Dontae West Contractor



Culinary art professionals may have several different titles, including culinarians and chefs. Generally, however, these professionals are usually referred to as culinary artists. Whimsical individuals could liken a culinary artist's medium to food, and his canvas to a plate. In all seriousness, though, this is not usually very far from the truth. A culinary artist is responsible for preparing food and making it look not only edible, but exquisite. Like many other artists, culinary artists often choose to specialize in one area. Some culinary art professionals may choose to specialize in preparing food from a certain region, such as Italian food or Japanese food. Other culinary artists might specialize in a particular type of food, such as entrees or baked goods.

JOE R LEE- GAME ROOM @ CLUB

The benefits that can result from children learning to play cue sports are definitely points to consider: 1. It teaches kids problem solving and how to develop strategies. For example, if the situation of the balls on the table doesn't present a good shot, they can learn to take shots that will set their opponents at a disadvantage. 2. They learn situational logic. This leads to formulation of different ideas and strategies depending on a given situation. 3. Billiards offers character-building benefits. Your child will learn one of the basic tenets of sportsmanship which is to understand that they can't always win and to congratulate opponents when they gain a victory over them. 4. Children can realize when they make mistakes. They can learn to analyze when the wrong step or action was taken and learn from it, which can apply to other areas in their life. 5. Pool improves hand-eye coordination. Abundant evidence proves that sharpening this functional skill improves hand writing and other fine motor skill activities. This also improves a child's confidence, as they are less likely to be clumsy. Children with weak hand-eye coordination have trouble gripping objects and aiming, which can accidentally class them as learning disabled in certain academic contexts. 6. It can be a gateway to other sports. When a child is more confident in the functioning of their own motor skills, they may feel up to trying other sports, also. 7. They can become more spatially aware, which improves abilities later such as driving a car or adopting a craft. 8. Pool is mathematical. It teaches kids to make mental calculations and make mental judgements about distance, angle and speed required for the cue ball to reach the object ball and land it in a pocket. 9. The game helps build focus. Playing pool requires a great deal of concentration, and the act of placing such focus in the context of fun is a positive way to train kids' minds to reign in their focus to one action. 10. The game ties together the whole family. You can create a rewarding bonding experience with your children over family game nights around the pool table.

VA.2.O.3.1 Create personally meaningful works of art to document and explain ideas about local and global communities. CTE-HOSP.68.RESBEV.05.07 VA.3.S.1.4 Choose accurate art vocabulary to describe works of art and art processes. Develop menus that meet the special dietary needs of culinary customers.CTE-GEN.68.GENRL.10.09 Explore entrepreneurship opportunities in the culinary industry.PE.5.C.2.2 Design or modify a game incorporating skills, rules and strategies.