

Dreaming of Dragonflies

Focus of Unit & Alignment to Standards

Affective Focus: Asynchrony: fitting in and standing out, feeling different, asking for support, friendship

Academic Focus: Environmental conservation, endangered species

Big Ideas <ul style="list-style-type: none"> • We are all different in some way. • Literary devices (similes) are used by writers to show similarities between objects and characters. • One problem solving strategy is to look at each piece of a problem to find a solution. • Dragonflies are different from one another and from other insects. • Research notes are sorted to aid analysis and understanding of the value of findings. • Venn diagrams are a tool to compare and contrast ideas and facts. • Insect and animal species rely on healthy habitats. • An entomologist is a scientist that studies insects. 	Student Inquiries <ul style="list-style-type: none"> • What makes you different? • How are similes used by writers to show how ideas, things or people are alike? • How do we make sense of math and word puzzles by looking at each piece? • What questions do I have about dragonflies? • How can I sort notes to make sense of them? • What tool can I use to show how things are the same and different? • How can we help keep habitats healthy to support endangered species? • What is an entomologist? Who are entomologists I might want to learn more about?
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Skills Focus

Affective Skills <ul style="list-style-type: none"> • Developing a realistic understanding of abilities • Positive risk-taking • Work ethic • Expressing and labeling feelings • Empathy • Leadership- responsibility for others • Friendship • Self-confidence 	Disciplinary Skills Math: Look for and use patterns to solve problems, make sense of problems and persevere in solving them ELA: Read and listen with critical mind, cite evidence to justify written or oral arguments, read for content knowledge, writing similes, word etymology Science: Formulate conclusions from data, identify variables	Thinking Skills Creative Thinking: Elaboration, flexibility Critical Thinking: Problem solving, Comparing/contrasting, sorting, analogical reasoning, identifying patterns Research: Make generalizations from a set of facts, distinguishing relevant from irrelevant information, formulating questions, sorting and analyzing notes
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Learning Objectives

<ul style="list-style-type: none"> • Learners will articulate their feelings in writing associated with fitting in, friendship, self-confidence, empathy. • Learners will create plans to accomplish performance goals. • Learners will define new vocabulary words and practice dictionary skills. • Learners will practice map skills by drawing objects on map. • Learners will identify and write similes. • Learners will solve math puzzles by using clues. • Learners will identify and create words using Greek roots. • Learners will formulate questions. • Learners will sort figures by attribute. • Learners will identify parts of insect. • Learners will analyze research notes and sort by focus. • Learners will compare and contrast attributes using a Venn diagram. • Learners will recognize essential components of a healthy insect habitat. • Learners will understand the value in talking with their teacher about their academic needs. • Learners will read non-fiction text for information.

Dreaming of Dragonflies

Lesson 4

Student Inquiry:

What questions do I have about dragonflies?

Summary of Chapter 4

Viv meets the rest of the group; Ron, Kai, Niko and Grace. The kids discover that they are good and interested in some of the same things and some different things. The kids decide to work together to answer Odie's question, "*How do dragonflies help people?*"

Learning/Performance Goals:

- Learners will define new vocabulary words and practice dictionary skills.
- Learners will formulate questions.
- Learners will sort figures by attributes.
- Learners will create drawing of dragonflies.

Minilesson

1. Introduce the chapter to learners
 - Discuss the work done on the previous day. Allow students to share journal entries if desired.
 - Walk through the chapter with students to give an overview and to define and review any words that may be challenging including *genius* and *experiments*.
 - In this chapter, the kids learn more about dragonflies through research. Broadly discuss research by asking students about a time when they were curious about a topic and sought answers through books, asking others or by doing simple experiments.
2. Introduce the tasks to learners
 - Read the student inquiry for the lesson to students: **What questions do I have about dragonflies?** Tell students that asking questions is an important thinking and learning skill.
 - Explain to students that in this lesson they will be asked to come up with questions they have about dragonflies. Curiosity is the basis for all scientific research.

Student Tasks

1. New Words to Learn *experiment*, *genius*
Review the new words for the chapter and add any words students are unfamiliar with. Since students have had some practice with this vocabulary format, facilitators can instruct students to identify challenging words independently.
2. Questions I have about Dragonflies: I wonder...
 - Remind students that in this chapter, the Dragonflyer Kids do some research to find out more about dragonflies. In particular they want to answer the question, "*How do dragonflies help people?*" Ask students if they have other questions about dragonflies. "What do you wonder about dragonflies?" Formulating questions is a critical thinking skill

that often requires direct instruction. Brainstorm questions with students and support them in generating questions if necessary.

- *Providing stems for student writing tasks can guide and support their thinking. Other stems that might work are: I think ... I see I believe ... I learned ...*

3. Dragonfly Sorts (*task sheet should be reproduced in color and can be laminated*)

- Explain to students that they will sort dragonflies by *attribute*. Define attribute for students as a characteristic of something.
- Demonstrate sorting the dragonflies using the cards and the labels. Brainstorm possible additional sort labels for students. For very advanced students, or if you find this task is too easy for most, draw a Venn diagram for students and ask them to label the Venn with an attribute for each circle and sort dragonfly cards.
- *You may want to save the cards in a plastic bag for students to use in the future. It is enjoyable and there are endless possibilities to sort, so it is a good task to return to when students have time.*
- *Sorting by attribute is an important critical thinking skill that can be practiced across all content areas.*

4. Drawing Dragonflies

- This is a creativity exercise. Encourage students to be creative and draw colorful and interesting dragonflies.

Assessment

- Self-evaluation
Teachers may choose to have students complete a self-evaluation each day for each lesson, or once a week to make students accountable for independent work.
- Anecdotal notes
Daily or weekly observations can be recorded to document student performance for all or some of the tasks. Facilitators can focus on specific skills for each student or group.
- Skills Checklist

NOTES:

Drawing Dragonflies

Draw dragonflies in the lake and in the air. Be creative and colorful!!



Questions I Have About Dragonflies

Write some questions that you have about dragonflies in the boxes below.

I wonder...

1.

2.

3.

4.

5.

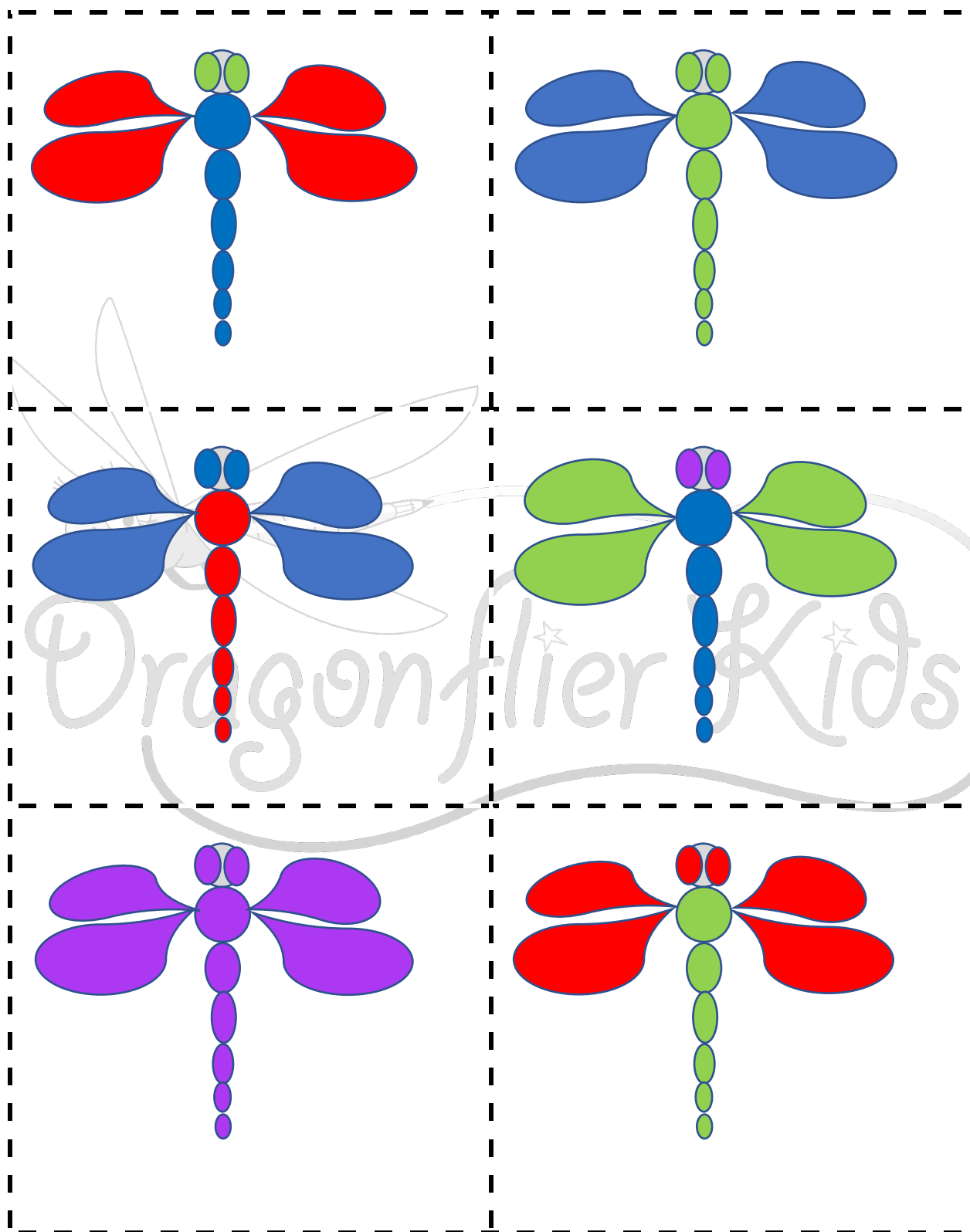
6.



Dragonfly Sorts

Cut out the dragonfly cards. Look for how they are the same and how they are different. Sort the dragonflies into as many categories as you can think of.

Use the cards or make up your own categories.



Cut the labels and sort the dragonflies. Make up your own labels to sort.

same color eyes,
body and wings

different color
eyes, body and
wings

2 colors the
same

same color eyes
and body

blue eyes

green body

purple wings

