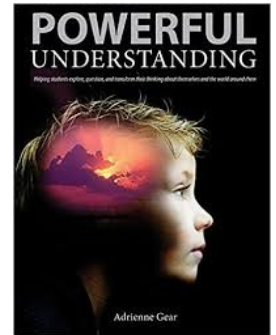


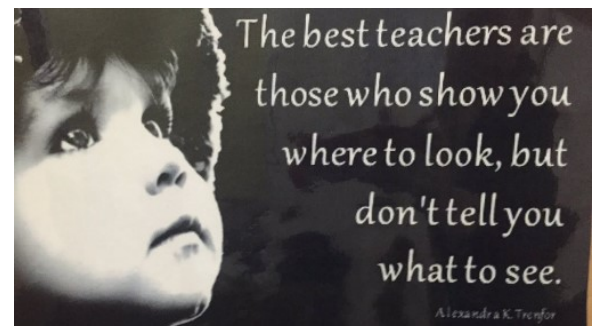
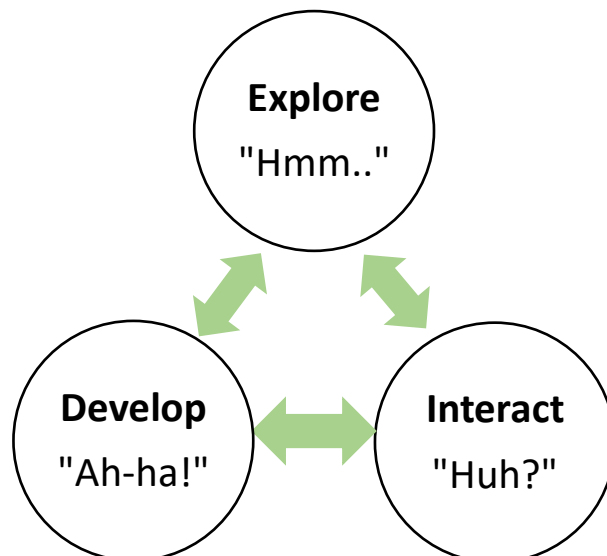
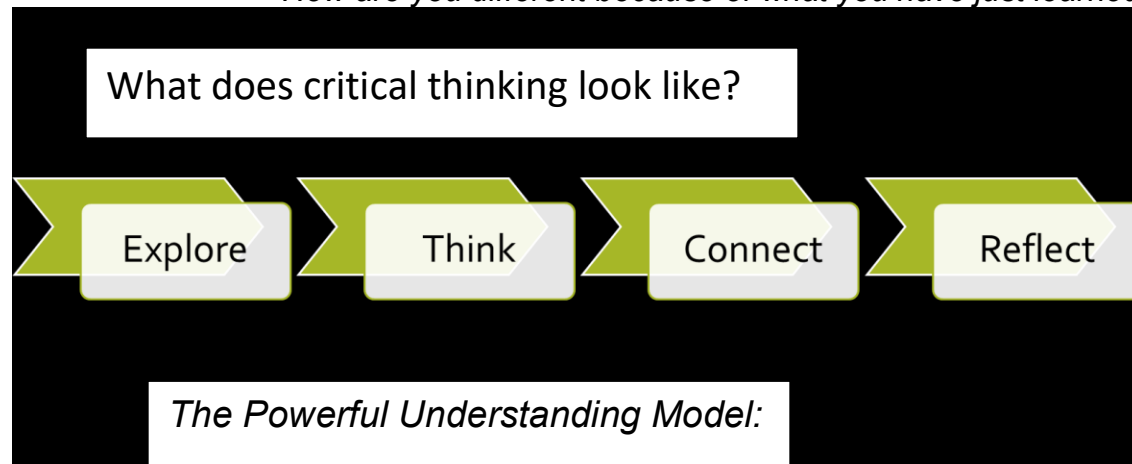
Powerful Understanding – Adrienne Gear



Learning	Understanding
<p>The taking in (memorizing) of information about a topic from teacher, text and other sources and retelling or regurgitating it.</p> <p><i>Literal learning</i></p>	<p>Interacting with that information and developing new thinking on the topic. Reflect and Rethink.</p> <p><i>Transformative understanding</i></p>

To demonstrate deep understanding, learners MUST be able to show...

- *How has your thinking developed? Stretched? Been transformed?*
- *How are you different because of what you have just learned?*



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“To achieve our educational goals, we need to promote social emotional literacy as well the three “R”s. The purpose of education is to enable children to be life-long learners and effective citizens.”

(Jonathan Cohen, 2001. Director of the Program for Social and Emotional Learning at Teachers College, Columbia University.)

Powerful Understanding:

- **Understanding Self** – My Name, Celebrate Me, My Family, My Culture, My Moral Compass, My Feelings, My Hopes and Dreams
- **Understanding Others** – Friendships, Empathy, Inclusion, Diversity, My Social Footprint, My Local Community
- **Understanding the World** – Global Citizenship, Global Justice, Global Education, Global Conservation, Global Footprint, Peace, Privilege and Poverty

FOCUS: The Ocean

Anchor Books:

Hideaway Cove and Hideaway Cove At Night – Strong Nations Publishing

Water, Water Everywhere! Stop Pollution and Save Our Oceans – Pfiffkus

Learning About Our Oceans – Gabriella Francine

1, 2, 3, Who's Cleaning the Sea?: A Counting Picture Book About Protecting Our Planet

- Janina Rossiter

Sea Change – Joel Harper

Captain Green and the Plastic Scene – Evelyn Bookless

LESSONS:

- ONE WORD – “Ocean” – create a class web
- Read “Hideaway Cove” or any book about the ocean – add new ideas to web.
- Students draw “BEFORE” pictures of their ocean - “Transforming Our Thinking”
- Share image of turtle eating plastic and/or oil spill - Do “OWI” – Observe, Wonder, Infer
- Read one or two of the “Call to Action” books – What can we do?
- Students draw “AFTER” pictures of the ocean and share new thinking.

Deepening Our Understanding of Oceans

What?	So What?	Now What?
Explore	Interact	Develop
Gather facts Learn about the Oceans	What is happening to our oceans? What connections are you making? What are you wondering?	Call to action What can we do?

FOCUS: Forest and interconnectedness of nature

WHAT? EXPLORE Facts about forests

Nature All Around: Trees – Pamela Hickman

The Busy Tree – Jennifer Ward

Salmon Forest – David Suzuki

Because of an Acorn – Lola M. Schaefer

What on Earth? Trees – Kevin Warwick

This Tree Counts – Alison Formento

The Tree in the Ancient Forest – Carol Reed-Jones

You Are Never Alone – Elin Kelsey

The Magic and Mystery of Trees – Jen Green

SO WHAT? - DISAPPEARING TREES

The Last Tree – Marla Quintenoa Silva

Window – Jeanette Baker

A Forest – Marc Martin

Tidy – Emily Gravett

The Tree – Neal Leyton

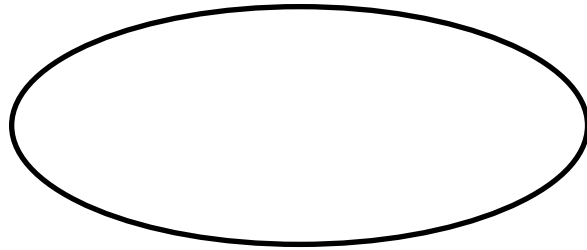
NOW WHAT? CALL TO ACTION (How can we save the trees?)

The Tree Lady

Luna and Me – The True Story of a Girl

Who Lived in a Tree to Save a Forest – Jenny Sue Kosteki

One Word Activity



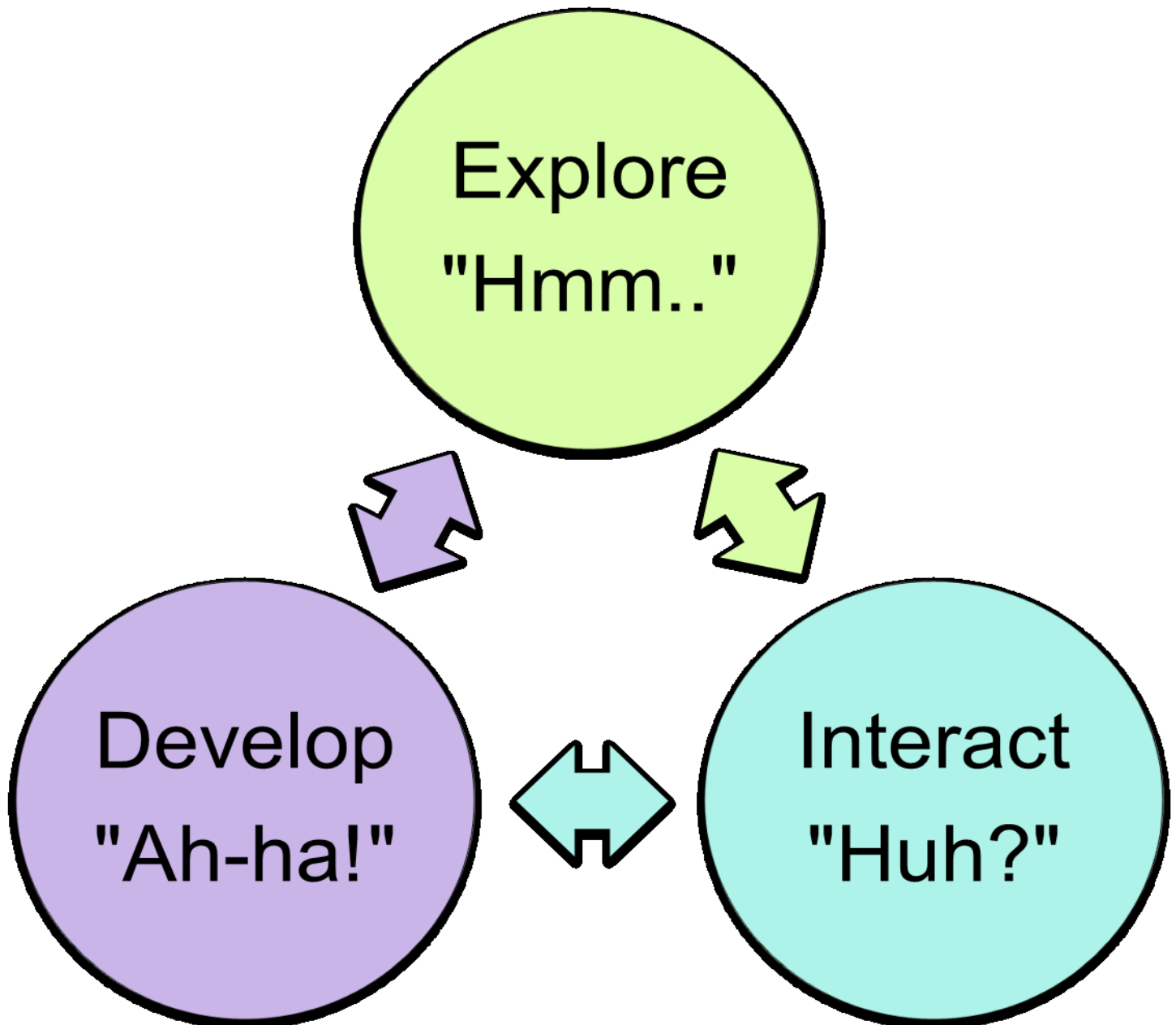
I already KNEW...

This is NEW to me...

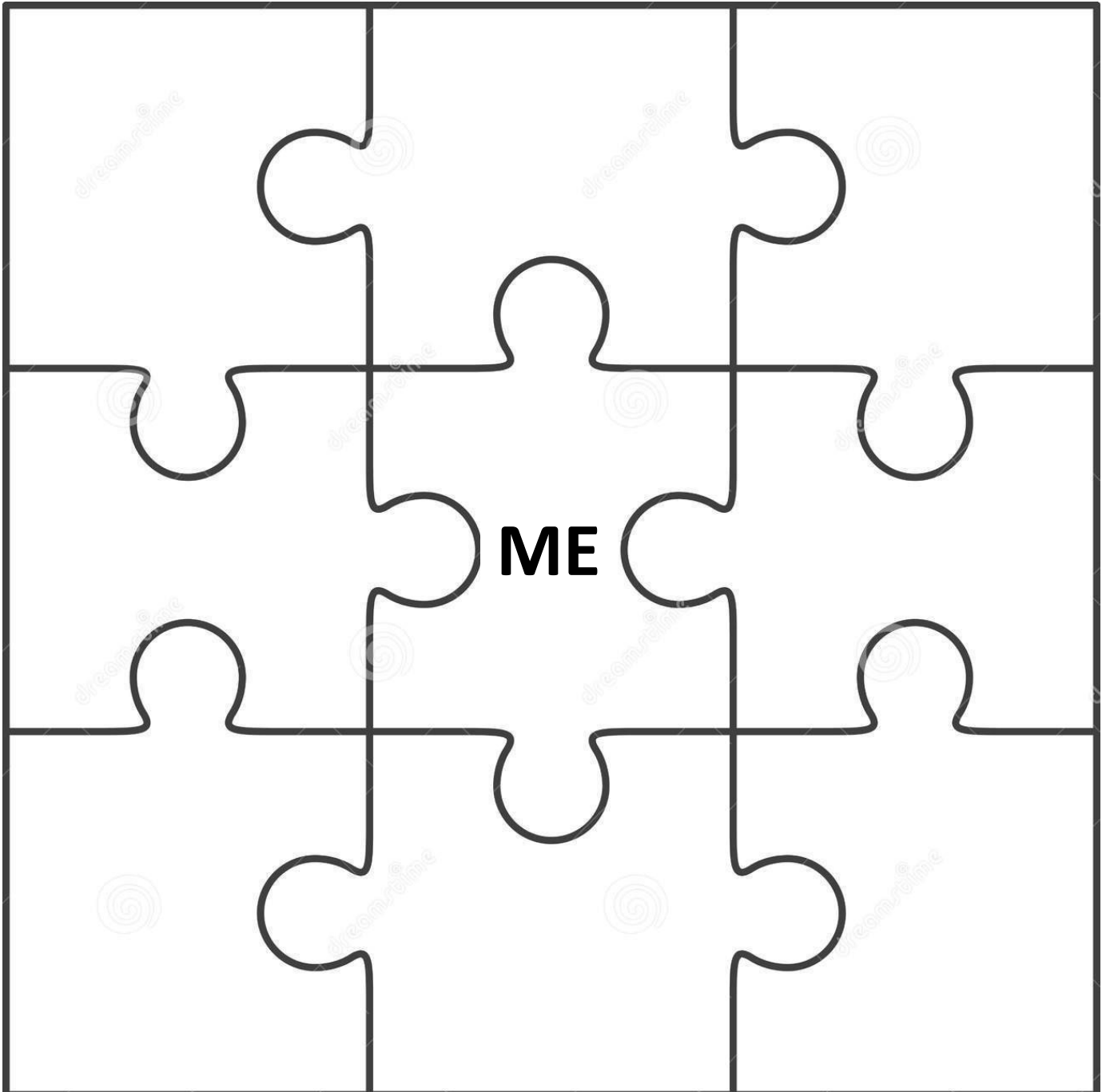
I visualized...

I'm wondering:

Powerful Understanding Model



The Many Pieces of ME!



Who Am I?

Connect – Reflect!

Title: _____

Author: _____

In the story...	This makes me think about...
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Stretching Our THINKING

Title: _____ Author: _____

What?	So What?	Now What?
This is what the book says...	This is what I'm thinking about...	This is what I'm thinking now....How my thinking has stretched..
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

My Name

My name is _____

My name means

My name is from _____ (country or culture)

My parents named me _____ because

Something interesting about my name is

I like my name because

If I could change my name, I would call myself

Celebrate Me!

Name: _____

Outside Me	Inside Me	Hooray for Me!
I have _____! _____ _____ _____ _____ _____ _____ _____	I am _____! _____ _____ _____ _____ _____ _____ _____	I can _____ _____ _____ _____ _____ _____ _____ _____

Meet My Special Family!

Name: _____

Here is my special family!

(who live in the same house) Don't forget yourself!

_____ - _____

_____ - _____

_____ - _____

_____ - _____

_____ - _____

_____ - _____

I also have family who live in different places!

_____ lives in _____

_____ lives in _____

_____ lives in _____

My favorite thing to do with my family:

My family is special because...

One word to describe my family would be: _____

Cultural Celebrations



Special Food	Special Clothing	Special Activities

Would You Rather.... (circle your personal preference)

Have a dog or cat?

Sleep in a tent or a hotel?

Eat broccoli or carrots?

Watch TV show or YouTube?

Eat cheese pizza or Hawaiian
pizza?

Lego or video game?

Meet Justin Trudeau or Justin
Bieber?

Read a book or watch a
movie?

Eat fries with or without
ketchup?

Be in a room with a spider or a
snake?

Go swimming or skating?

Play basketball or hockey?

Be outside in snow or
sunshine?

Eat a bag of chips or a
chocolate bar?

Play indoors or outdoors?

Go Sky diving or bungee
jumping?

Go to a beach or a park?

Have the ability to fly or
become invisible?

Drink something hot or
something cold?

Be with friends or be alone?

Be an artist or an athlete?

Play basketball or hockey?

Now share and compare with a partner!

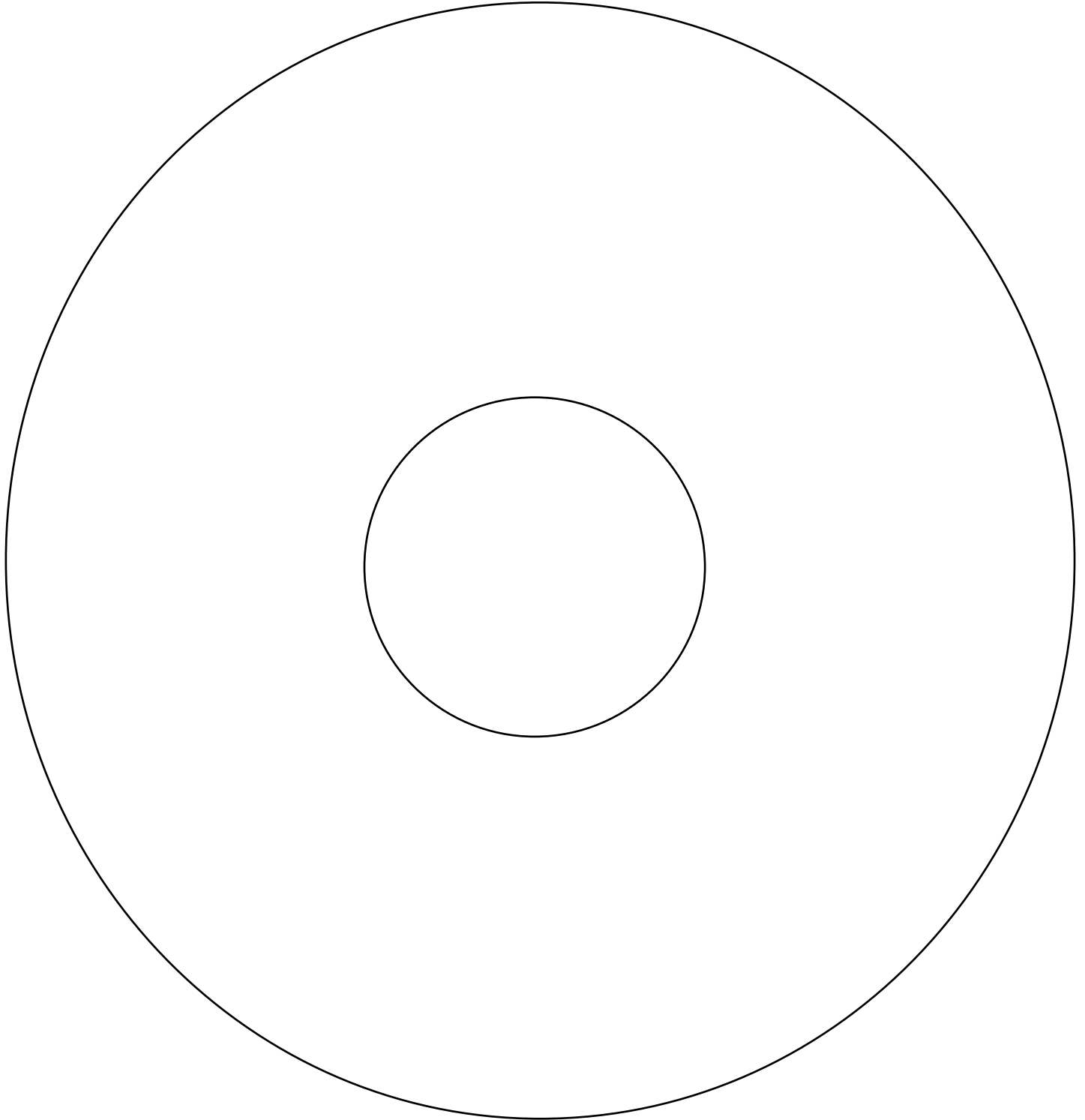
We both prefer _____

But I _____

and he/she

My Community and Me!

Draw a picture of yourself inside the small circle. In the outside circle, draw, label and color places in your community.



My Community and Me (part 2)

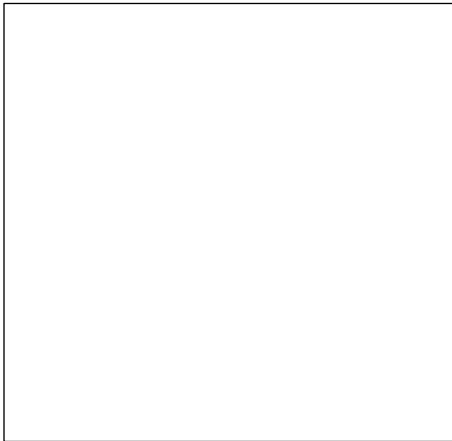
My Community Helps Me.... Choose a place in your community you visit often. How does this place help you?	I Help My Community ... Choose one thing you can do to help your community. Draw and write how you will do this.
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

My School - Your School

My School	Your School
My school is in _____	Your school is in _____
I get to school by _____	You get to school by _____
In my classroom, we have _____	In my classroom, you have _____
In my school, we have _____	In your school, you have _____
In my school, we learn about _____	In your school, you learn about _____
In my school, we sit in _____	In your school, you sit in _____
In my school, we _____	In your school, you _____
A special thing about our school is _____ _____	A special thing about your school is _____ _____
This is my school _____.	This is your school

Champions for Change

Title: _____ Author: _____



WHO was the champion for change?

WHAT was the problem?

WHERE? _____

WHAT action did they take?

HOW did this change impact the community or the world?
