

## *Lessons for Young Students*



# *Endangered Species*



## *Dear Parents, Teachers, and PEAKers,*

Last week at PEAK, students and student partners worked on creating invitations to kindergarten and 1<sup>st</sup> grade teachers at neighborhood schools. These invitations explained our endangered species lesson and how we would love to come teach their classes. We had a great discussion about what should be in an invitation and how the invitations should be constructed. Some students used templates in PowerPoint and others made their own invitations from scratch. The teacher invitations turned out amazing and have been delivered by students to the teachers. I plan to follow up with teachers to answer any question and provide more details.

Student teams began their 5 Areas research on the creature they chose for their final project. Students within teams selected which area they wanted to explore and then began gathering interesting facts. They also had to keep in mind their audience of younger students and change or reword where they thought these young students would not understand. It is an interesting process for the students.

Next week, PEAK students will learn about Bloom's Taxonomy. Bloom's is a hierarchical ordering of skills that can help teachers teach and students learn. We will be using the concepts in Bloom's Taxonomy to help us create our endangered species lesson.

Student teams will continue and hopefully finish their 5 Areas research next week as well. They will have compiled all the information they will need to be able to speak about this creature with confidence and a depth of knowledge. I have been telling students that it is better to have more information and not use all of it rather than not having enough information. In the afternoon, we will start the process of building our endangered species lesson. Students will use Bloom's information to build a lesson keeping in mind they must incorporate strategies for all three learning styles – visual, auditory, and tactile. This will be the creative component to the project – engaging the students with the information you have! I'm very interested to see what ideas they have!

## ***This Week's Activities: (Dec. 4 – Dec. 8)***

|   |   |
|---|---|
| <b>Interpersonal: Teamwork</b> – I can assume an assigned role within a group and effectively contribute to a team.             | <b>Becoming the Teacher!</b> – Student teams will start developing their endangered species lesson by incorporating their 5 Areas research with Learning Styles and the concepts learned through Bloom's Taxonomy.        |
| <b>Research: 5 Areas of Investigating Living Things</b> – I can use the 5 Areas system with little guidance from teacher.       | <b>Building our Species Knowledge</b> – Student teams will continue collecting information using the 5 Areas to build their knowledge. Teams will keep in mind their audience while developing their species information. |
| <b>Critical Thinking: Bloom's Taxonomy</b> – I can create appropriate activities to demonstrate the levels of Bloom's Taxonomy. | <b>What is Bloom's Taxonomy?</b> – Students will learn about Bloom's Taxonomy as a tool for building an endangered species lesson.  |

***Putting it all Together,***

***Mr. Currier***

# PEAK Calendar – Fall 2023

|   |   |                                   |   |  |
|---|---|-----------------------------------|---|--|
| 4<br>Jefferson<br>Rossiter<br>Warren  | 5<br>Jim Darcy<br>Kessler<br>Central  | 6<br>Four Georgians<br>Hawthorne  | 7<br>Broadwater<br>Bryant<br>Smith                  | 8  |
| 11<br>Jefferson<br>Rossiter<br>Warren   | 12<br><b>P/T<br/>Conf.</b>  | 13<br>Four Georgians              | 14 15<br><b>P/T Conferences<br/>Details coming!</b> |  |
| 18<br><b>P/T<br/>Conf.</b>  | 19<br>Jim Darcy<br>Kessler<br>Central   | 20<br>Hawthorne                   | 21<br>Broadwater<br>Bryant<br>Smith                 | 22<br><b>Winter<br/>Break<br/>Begins</b> |
| 25  | 26  | 27                                | 28  | 29                                       |
| <b>Winter Break – Happy Holidays</b>  |   |                                   |   |  |
| JAN 1 2024  | 2<br>Jim Darcy<br>Kessler<br>Central<br><b>Jefferson<br/>Rossiter<br/>Warren</b>  | 3<br>Four Georgians<br>Hawthorne  | 4<br>Broadwater<br>Bryant<br>Smith                  | 5  |
| 8<br>Jefferson<br>Rossiter<br>Warren  | 9<br>Jim Darcy<br>Kessler<br>Central  | 10<br>Four Georgians<br>Hawthorne | 11<br>Broadwater<br>Bryant<br>Smith                 | 12                                       |
| <b>Endangered Species: Lessons for Young Learners<br/>– Final Presentations (tentative)</b> |   |                                   |   |  |
| 15<br><b>MLK Day<br/>– No<br/>School</b>  | 16<br>Jim Darcy<br>Kessler<br>Central<br><b>Jefferson<br/>Rossiter<br/>Warren</b> | 17<br>Four Georgians<br>Hawthorne | 18<br>Broadwater<br>Bryant<br>Smith                 | 19                                       |