THE ÉTUDE GROUP

a K-12 educational continuum of tuition-free public charter schools in the Sheboygan Area School District
Ecology for Young Audiences

Outcomes

- Hear our process
- Share thoughts, questions and explorations
- Develop your own next step and accountability plan


- What do you think about this topic?
- What questions do you have?
- What does our process make you want to explore?
Interdisciplinary Goal

Science:

● Connect science to other disciplines
● Provide an authentic writing experience for students
● Collaborate. Creating alone isn’t ideal

ELA:

● Practice writing skills with a new purpose and meaning
● Combine informational and fictional writing skills
● Creative communication about a topic they care and know about

Together:

● Reduce the amount of projects students have
● Provide choice for students
● Provide experiences that they use for more than one class
Our Process

Resources

- Beaver Island Institute - GO SOMEWHERE
  - Developed Unit Plan:
    - ELA
    - Science
- Provide Student Choices
  - Student Project Planners
    - Option 1
    - Option 2
- Student Experiences and Professionals
  - Author Visit
  - Observations
  - NSGS Water Specialist
Results - 1st graders

Warm Feedback
- worked hard and looked closely
- they were good at reading and let us read after they read to us
- they wrote a lot of words in the book
- they worked hard on the books
- there were more salmon in 2013 than in 2014
- a new kind of bug and they go into trees (EAB)
- the EAB bug is creepy
- people read books and some of the things in the books are creepy
- I liked the details in the books
- I liked all of the small little details
- I liked how the he was talking about how they created the books

Cool feedback
- they could add more color in the books
- more details in the images
- they didn’t put as many fish to the stories (illustrations/photos)
- more realistic colors in the illustrations
Reflections

Science:

● Students were successful in applying how living and nonliving things interact within the world according to their character.
● Collecting independent student data to create authentic graphs wasn’t as successful as I had hoped.

ELA:

● Student writing quality was varied, and it would have been helpful to utilize the professional examples during studio time more intentionally.
● Some resources we got from Beaver Island (Adobe Spark) and some of the resources we created (character/plot summary) were successful.
What we would do differently

- Only have a team teaching situation when it is absolutely necessary.

- Do more collaborative work in the beginning of the year and gradually release to independent towards the end.

- Plan how you are going to track students progress.

- Schedule conferences with students and stick to them.
Think. Puzzle. Explore.
Links

- Evidence Plan
- Driving Question Creator
- Unit Planners:
  - ELA
  - Science
- Student Project Planners:
  - Option 1
  - Option 2
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