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| Activity Title: | Going Places - Critical Thinking |
| Timeframe: | ~40 Minutes |
| Big Ideas and/or Essential Questions: | How can I think critically to solve a problem? |
| PA Standards: | <p>Next Generation Science Standards Practices</p> <ol style="list-style-type: none"> 1. Asking questions and defining problems 2. Developing and using models 3. Planning and carrying out investigations 4. Designing solutions for engineering |
| Learning Target(s): | <p>Learning Target: Today we will learn what critical thinking is.</p> <p>Performance of Understanding:</p> <ul style="list-style-type: none"> • I will show my learning by explaining what critical thinking is. • I will show my learning by using critical thinking in the classroom to solve the problem. <p>Success:</p> <ul style="list-style-type: none"> • I will know that I can do this when I can independently define critical thinking. • I will know that I can do this when I can demonstrate to my teacher/peer how I use critical thinking. |
| Materials: | <p>Materials:</p> <ul style="list-style-type: none"> • <u>Going Places</u> by Peter and Paul Reynolds • Going Places Kit - Box with Printer Paper inside • Start and finish line set up on the floor in the classroom |
| Activity Procedures: | <ol style="list-style-type: none"> 1. Review communication and collaboration with students. Introduce Critical Thinking. 2. Read the story <u>Going Places</u>. 3. Discuss what happened in the story. - Tie back into communication, collaboration & critical thinking. 4. Bring out the “going places kit” box. -- Act out that it is heavy.. Have students guess what could be in the kit -- |

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| | <p>build excitement for project. Explain to students they will be getting their own going places kit for their partnership.</p> <ol style="list-style-type: none"> Put students into partnerships. Their kit will include 1 piece of paper and this is all they are allowed to use. They need to get their piece of paper from the start line to the finish line. As students finish their designs, have them test their going places kit. **Make sure student names are on the projects. Collect students' creations. I will be keeping a few of them for the Maker Faire - the rest I will send home next week. Allot 5 minutes at the end of class for discussion. <p>Discuss different things each student made.</p> <p>What worked? What didn't work?</p> <p>Did you make an airplane? If yes, why?</p> <p>Did you need to make an airplane?</p> |
| Assessments: | <p>Reflection Discussion:</p> <p>Discuss different things each student made.</p> <p>What worked? What didn't work?</p> <p>Did you make an airplane? If yes, why?</p> <p>Did you need to make an airplane?</p> |

