Name _____

Cleaning Up the Beach



My ideas for cleaning up the beach:

What do I want my device to be able to do, or pick up?

How do I want it to do that?

What do I need to build it?

What my device should/could look like:

What worked?

What did not work?

What should/can I do now to make it better?

Name _____

What do I need to build it (again)?

What my device should/could look like now:

What worked?

What did not work?

What should/can I do now to make it better?

Name _____

Cleaning Up the Ocean



My ideas for cleaning up the ocean:

What do I want my device to be able to do?

How do I want it to do that?

What do I need to build it?

What my device should/could look like:

What worked?

What did not work?

What should/can I do now to make it better?

Name _____

What do I need to build it (again)?

What my device should/could look like now:

What worked?

What did not work?

What should/can I do now to make it better?

Questions and What We Noticed from *The Water Princess*

Questions and What We Noticed from *The Water Princess*	
Prereading Questions	
Question	**(Possible) Response**
In looking at the title and picture, what do you think the story will be about?	A princess carrying water.
What do you know about gathering water in some countries?	Gathering water in some countries is more difficult than others. Students might talk about specific countries (using wells, sterilization, etc.)
Post Reading Questions	
Question	**(Possible) Response**
Where did Gie Gie live (recall)?	Africa
What was the problem Gie Gie faced (recall)?	Lack of water nearby.
What impact did the problem have on Gie Gie's life (understanding)?	She desperately wanted easy access to water, but instead she had to travel a great distance every day to get water.
How does this compare to water use in your life (analysis)?	We can simply turn on a faucet for our water. We use much more water due to the ease of obtaining it.
How does hearing Gie Gie's story make you feel (evaluation)?	Responses will vary, but our students said sad, sorry for her, and grateful that they have easy access to water.
Components of the Book	
Page	**Things We Noticed**
"I am Princess Gie Gie" page	We noticed the story is being told by Gie Gie, so it is in first person.
The first few pages about Gie Gie and Africa	We noticed the difference in color scheme compared to the pages talking about water. The first few pages feel royal and majestic, whereas the pages about water do not.
Page divided into three sections (wild dogs, tall grass, and wind)	We wondered why the author/illustrator decided to do this-showing her interaction with three different things. The use of line is also interesting. There is much movement with the vertical lines and spirals.
The next page in which Gie Gie cannot command the water	We noticed the quick change from much movement to complete stillness. We notice the horizontal lines representing quiet and calm.
The next page, which reads, "It is early morning. Still dark."	We notice the tiredness. Even the dog and chicken are motionless. There are no birds. It looks quiet.
The page that begins, "The thirst comes quick-"	Here we notice the author shows that Gie Gie is uncomfortable, so the thought of the refreshing water motivates her to make the long trek to get water. We see that she wants it badly.

The page that starts with “Halfway there”	In looking at the two-page spread, half looks desolate, but the other half shows much life with the large tree and the positioning of Gie Gie and her mother, obviously having a conversation in the more comfortable shade.
“Some have traveled farther than I, only to return home when the sun has gone to bed” page.	There are several individuals across the two-page spread. They seem to be moving with purpose with no conversations taking place. Each individual seems to be on their own mission, just in proximity to everyone else.
“Clothes and body clean, I sing to the dogs. I dance with the tall grass. I hide from the wind” page.	After having her water, we notice the contrast in this page and the earlier page referencing the wild dogs, tall grass, and wind. Here the color is a royal purple. In addition, the 3 ideas are not separated by vertical lines. Gie Gie seems to be at one with everything. It seems peaceful as opposed to chaotic.
The last couple page of the story portion of the book.	In referring to Gie Gie as a princess and talking about Africa, we are back to the royal looking, almost majestic, color scheme.
We noticed and talked about French words-maman, meaning mom, and maintenant, meaning “now, at present.”	

STEM Activity Rubric

/20 pts.	5-4	3-2	1-0
Want Device to Do and How (5 pts. possible)	Student provided an explanation of *what* they wanted the device to be able to do and *how* it does what they want.	Student provided an explanation of *what* they wanted the device to be able to do **or** *how* they want it to do what they want.	There was no explanation or it was difficult to understand.
What Is Needed to Build (3 pts. possible)		Student provided a complete list of what was needed to build their device.	Student did not provide a list of what was needed to build their device or it was illegible.
Drawing of Device (3 pts. possible)		Student provided a nice sketch of their device.	Student did not provide a sketch of their device or the sketch was very messy.
Changes to Design (5 pts. possible)	Student was able to explain several changes that needed to be made to the design or could explain why changes were not necessary.	Student was able to explain a few changes that needed to be made to the design or could vaguely explain why changes were not necessary.	Student was not able to explain changes needed or could not explain what worked with their device.
Testing of Device (2 pts. possible)		Student tested the device.	Student did not test the device.
Working with Others (2 pts. possible)		Student worked well with others, sharing supplies, taking turns during testing, and following guidelines.	Student did not work well with others.

Name _____ Date_____

Opinion Writing Rubric

Total _____/20

	3 pts.	2 pts.	1 pt.	0 pts.
Introduction with a topic sentence			There is an introduction with a topic sentence.	There is no introduction with a topic sentence.
3 reasons to support your opinion	There are 3 reasons to effectively support your opinion.	There are only 2 reasons to effectively support your opinion.	There is only one reason to effectively support your opinion.	There are no reasons to effectively support your opinion.
Conclusion			There is a conclusion.	There is no conclusion.
Neatness	All writing is neat and easy to read.	Most of the writing is neat and easy to read.	Some of the writing is neat and easy to read.	Writing is difficult to read, illegible.
Correct punctuation	Punctuation is used with zero errors.	Most punctuation is used correctly.	Some punctuation is used correctly.	None of the punctuation is used correctly.
Correct capitalization	Correct capitalization is used throughout.	Most capitalization is used correctly.	Some capitalization is used correctly.	None of the capitalization is used correctly.
3 or more sentences per paragraph	3 or more sentences were used in each paragraph.	3 or more sentences were used in most paragraphs.	3 or more sentences were used in some paragraphs.	3 or more sentences were not used in any paragraph.
Paragraphs indented	All paragraphs were indented.	Most paragraphs were indented.	Some paragraphs were indented.	No paragraphs were indented.

Please circle where you feel you scored in each category and turn in your self-assessment with your paper. Thank you for working hard 😊