



<p>Lesson: TinyTys™ “How To” Explanatory</p>	<p>Teacher:</p>
<p>CCSS/Aligned STEM: <u>E.L.A. Writing-</u> CCSS.ELA-LITERACY.W.K. 2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. CCSS.ELA-LITERACY.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. CCSS.ELA-LITERACY.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <u>ISTE:</u> <u>Creativity and Innovation</u> <u>Critical Thinking, Problem Solving, and Decision-Making</u> <u>DOK:</u> Depth of Knowledge Levels 3 & 4 Construction/Design and Extended Thinking</p>	<p>Lesson Objectives</p> <ol style="list-style-type: none"> 1. TLW create something using TinyTys™ 2. TLW Draw, Write and/or Dictate the steps taken to create their trinket. <p>Materials</p> <ol style="list-style-type: none"> 1. TinyTys™ Jewelry Kit(s) 2. “How to make a...” chart handout 3. Crayons/Colored Pencils/Pencil
<p>Content</p>	<p>Teacher/Anecdotal/Reflection Notes</p>
<p>Anticipatory Set Pull out a game box that has directions without pictures: “How will you know how to play the game?” Show the directions and ask: “What would make the directions easier?” “Yes, pictures. That’s exactly what will make it easier.”</p>	
<p>Input Task Analysis</p> <ol style="list-style-type: none"> 1. Give each student two of each size Tys and one pendant and one charm. 2. Instruct them to create something 3. When class has finished creating, teacher models how to break the process into steps while filling out the “How to make a” chart. 4. Students complete the “How to Make a...” chart. 	



<p>Check for Understanding (Periodically) What does this picture show? How could you put that into words? How many steps will you need?</p>	
<p>Guided Practice Students are prompted to create step one together: “What was the first piece you used to make your product?” “Everyone hold it up.” “That is what you should draw in step one.” If modeling step two is necessary: “Everyone draw it. Now below is where to write: “Find the...” Students finish the sentence using TinyTys™ vocabulary word bank.</p>	
<p>Independent Practice Students finish the “How to make a...” chart. Students disassemble their product and reassemble it, using their “How to make a...” chart. Make individual step changes as needed.</p>	
<p>Extension Students disassemble their product and have another student reassemble it, using their “How to make a...” chart.</p>	