



**21ST CENTURY
SKILLS LESSONS**

Find Rex: Making Decisions in a 21st Century Community

GRADE 5

TIME

45 minutes

AGENDA

- **Introducing the Skill** (10 Min)
- **Marking Up Text** (10 Min)
- **Mapping the Scene** (5 Min)
- **Brainstorming Options** (5 Min)
- **Making a Plan of Action** (10 Min)
- **Exit Ticket** (5 Min)

MATERIALS

- **Resource 1:** Making Decisions
- **Resource 2:** Email From Owners
- **Resource 3:** Pet Care Instructions
- **Resource 4:** Community Map
- **Lined Paper**

LESSON STANDARD(S)

CCSS.ELA-LITERACY.RI.5.9

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

STUDENT OBJECTIVE(S)

I can use multiple sources of information to help me reach a decision.

Model **INTRODUCING THE SKILL** (10 min)

SUPPORT Provide an academic sentence frame and model response before having students share ideas with a partner (e.g., Today, I made the decision to wear a blue shirt and black pants.).

EXTEND Have students return to their elbow partners to discuss each of the three steps as it relates to a decision they made (e.g., deciding what to wear, what to eat, what to do). Monitor partner discussions to determine student understanding of the decision-making steps.

1. **Introduce the skill and its purpose.** **Say:** *Today, we will practice an important life skill—making decisions. We make decisions all the time. Each day we wake up and decide what to wear, what to eat, or what to do. Turn to your elbow partner and share one decision you made today. You have one minute to share.*
2. **Monitor** partner interactions. Preselect two students with strong responses to share with the class. Then have these students nominate peers to share. Sum up the decisions shared. **Say:** *We make decisions all the time, every day. There may be times when we have bigger decisions to make. Today we will practice using multiple sources of information to help us make a difficult decision.*
3. **Display** the following steps and explain how they help students make well-informed decisions:
STEP 1 Gather information. **Say:** *Whenever we make a decision, we first gather the information like a detective would gather clues. Then we consider each piece of information and decide which is most important and most helpful. For example, before choosing what to wear, I would look at my closet to see what clothes are available. I gather more information by watching the weather report to learn if it will be hot, cold, or raining.*
STEP 2 Brainstorm options. **Say:** *Once we have the most useful information, we can begin to consider our best options. When choosing what to*

wear for a hot summer day, I might look for cotton t-shirts and shorts. Then I would consider which shirts go best with which bottoms and identify possible outfits.

STEP 3 Make a plan of action. Say: *Finally, we decide on a plan of action. In the case of choosing what to wear, my plan is to pick out the outfit that best suits the weather and my plans for the day.*

4. **Instruct** students to turn to **Resource 1: Making Decisions** and read aloud the scenario in Part 1.
5. **Explain** that students will now have an opportunity to apply these same steps to a more difficult decision. **Say:** *We will now use these same steps to help us make a more difficult decision: how to find Rex before it gets dark!*

STEP 1: GATHERING INFORMATION (15 min)

Guided Practice

Marking Up Text (10 min)

- **Instruct** students to turn to **Resource 2: Email From Owners. Say:** *Now that we are familiar with the academic vocabulary terms, let's review the resources and learn more about Rex. As we do, we'll mark up the text as we find information that might help inform our decision.*
- **Read** aloud the **Email From Owners**. Then guide students to work with their partners to reread the text and underline at least two details. (His night vision has started to **deteriorate**; He can get lost or scared at night in **unfamiliar** surroundings; If there is a medical emergency, you can call the **veterinarian**, Dr. Zo; You can ask our neighbor, Ron, for **assistance**.)
- **Call** on one pair to share a detail they underlined. Ask students to raise their hands if they underlined the same detail. Continue until all details have been identified.
- **Guide** students to reflect on which details are most important for the decision-making task.
- **Ask** students to star one detail that is most helpful. (His night vision has started to **deteriorate**; He can get lost or scared at night in **unfamiliar** surroundings.)

SUPPORT Point out features of an email (e.g., TO, CC, BCC, SUBJECT, greeting).

Mapping the Scene (5 min)

- **Instruct** students to turn to **Resource 3: Pet Care Instructions** and **Resource 4: Community Map. Say:** *Now that we are familiar with the academic vocabulary terms, let's review the resources and learn more about Rex. As we do, we'll mark up the text as we find information that might help inform our decision.*
- **Direct** students to read the **Pet Care Instructions** with their partners.

SUPPORT Record students' ideas on the board or chart paper. Keep them posted for easy reference during DECISION TIME!

- **Display the Community Map.** Work with students to write down the time Rex would visit each location, according to his daily schedule. (E.g., 10 AM next to Waterway Trail, 4 PM next to Bowzer Community Dog Park, 5 PM next to Rosie's Pet Shoppe).
- **Guide** students to place an X on the **Community Map** to indicate where Rex was last seen. Then have them circle the next location on Rex's itinerary.

STEP 2: BRAINSTORMING OPTIONS (5 min)

- **Ask** partners to discuss possible next steps. Preselect at least two students to share ideas. Then call on volunteers to contribute other ideas. (Walk to Rosie's Pet Shoppe at 5 PM to see if Rex followed his schedule on his own; create flyers to post along Rex's familiar route and stay at the house in case he finds his way back; contact the neighbor and split up to look for Rex by going to his favorite places.)

Independent Practice STEP 3: MAKING A PLAN OF ACTION (10 min)

SUPPORT Model how to complete the email-writing frame.

- **Provide** time for students to review their resources and consider their options. **Say:** *Now that we have gathered information and considered some possibilities, it is time to make a decision to share with Rex's owners.*
- **Display Resource 1: Making Decisions.** Point out where students need to write to complete the email.
- **Nominate** students to share their decisions with the class.

Closing and Assessment EXIT TICKET (5 min)

SUPPORT Provide a model response.

EXTEND Encourage students to use the new academic vocabulary terms in their response.

- **Have** students complete the following sentence on a separate sheet of lined paper.

The two most important details that helped us decide on a course of

action were _____

and _____



MAKING DECISIONS

Decision Making

PART 1 SCENARIO: You started your own pet sitting business in your community. Soon, you have your first client, Steve and Sue Williamson. Steve and Sue will be out of town for two weeks and would like you to care for their dog, Rex. Rex is losing his eyesight and has trouble seeing at night. His owners ask that you closely follow his schedule and make sure he is inside the house before dark.

While walking back from Bowzer Community Dog Park, you stop to get a drink at a water fountain and find that Rex wanders off. You need to find Rex before it gets dark or his poor eyesight may mean he is lost for good.

What is the best way to find Rex? Work with a partner to review your resources and decide what to do next. Write an email explaining your decision to Steve and Sue.

PART 2

FROM petsitter@company.site
TO LuvmyRex@petowner.site
CC
BCC
SUBJECT Finding Rex

Dear Steve and Sue,
While on our walk back from Bowzer Community Dog Park, Rex wandered off. We have decided on a course of action that will ensure Rex is back home before dark.

We have decided to _____

We believe this will work best for the following reasons:

- _____
- _____
- _____

We will update you once Rex is safe and at home.

Best,
_____ and _____

EMAIL FROM OWNERS

Decision Making

FROM petsitter@company.site
TO LuvmyRex@petowner.site
CC
BCC
SUBJECT Caring for Rex

Hello! Thank you for taking care of our dog, Rex, while we are on our cruise. We will be back in two weeks. I am attaching two resources to help you care for Rex during our absence: Pet Care Instructions and Community Map.

I wanted to remind you that Rex is a Bernese Mountain dog and has Progressive Retinal Atrophy (PRA), a disease that is common to his breed. The disease affects his eyesight and he will eventually go blind. Since he is still young, the disease is not too far advanced. However, his night vision has started to deteriorate, so it is best to keep him indoors once the sun has set. If he needs to go out at night, make sure to have him on a leash and walk him on his familiar route. He can get lost or scared at night in unfamiliar surroundings.

If there is a medical emergency, you can call the veterinarian, Dr. Zo, at 123-555-3739. The veterinarian's office is open 7 days a week from 9 AM to 7 PM. For any other questions, you can ask our neighbor, Ron, for assistance. He is home by 6 PM each evening and is a good friend of ours.

We are relieved to know that Rex will be in your care!

Thank you,

Steve and Sue

PET CARE INSTRUCTIONS

Decision Making

Dog Name:

Rex

Age:

5 years old

Veterinarian:

Dr. Zo

35 Willow Lane

123-555-3739

Daily Schedule: Since Rex is losing his eyesight, it is very important to maintain his daily schedule and visit only familiar places.

7:00 AM Let Rex out into the backyard to go to the bathroom.

8:00 AM Fill up his bowl with dog food and refill his water supply.

8:30 AM Let him play with his favorite rope toy.

10:00 AM Take a short hike along Waterway Trail.

12:00 PM Fill up his bowl with dog food and refill his water supply.

4:00 PM Take a walk to the Bowzer Community Dog Park.

5:00 PM Stop by Rosie's Pet Shoppe on the way home; she always offers Rex a special treat.

6:00 PM Let Rex out into the backyard to go to the bathroom, then keep him indoors the rest

6:30 PM Brush Rex's fur coat.

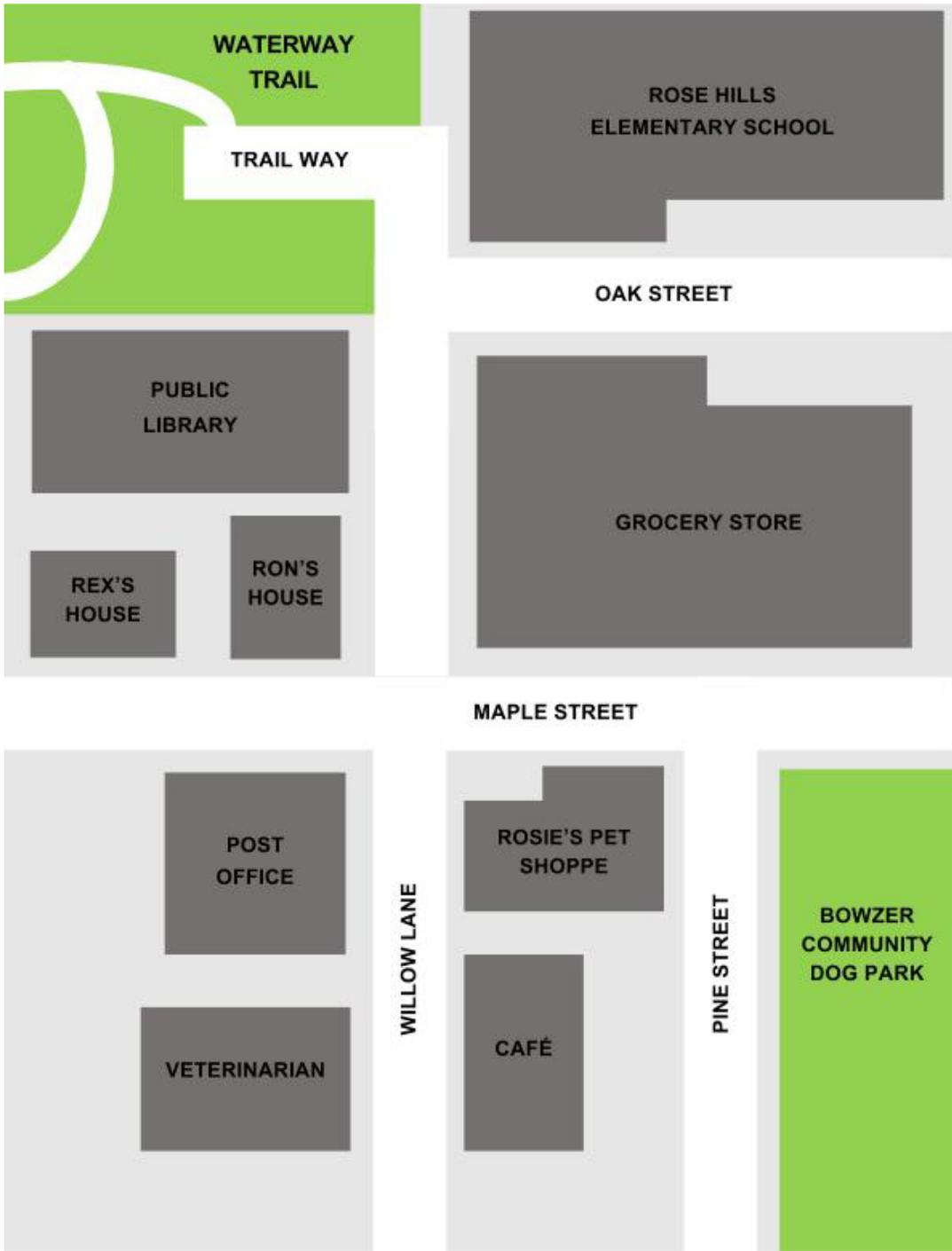
7:00 PM Fill up his bowl with dog food and refill his water supply.

7:30 PM Guide Rex to his bed and offer him his favorite rope toy. He sleeps better when he has it nearby. Keep the hallway light on so he can find his way to his water and food bowl at night.

RESOURCE
4
21ST CENTURY
SKILLS
LESSON #1

AREA MAP

Decision Making



Build It Up: Problem Solving in a 21st Century Community

GRADE 5

TIME

45 minutes

AGENDA

- **Introducing the Skill** (5 Min)
- **Identifying the Problem** (10 Min)
- **Making a Plan** (10 Min)
- **Taking Action: Build It** (15 Min)
- **Reflection Connection** (5 Min)

MATERIALS

- **Resource 1:** Build It Up Challenge
- **Resource 2:** Reflection Connection
- Equal number of **building supplies** for each team (e.g., craft sticks, straws, index cards, rubber bands)
- **Measuring Tape**
- **Timer**

LESSON STANDARD(S)

CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

STUDENT OBJECTIVE(S)

I can express my ideas and build on the ideas of others when working together to solve a problem.

Model **INTRODUCING THE SKILL** (5 min) .

- **Introduce** the skill and its purpose. **Say:** *There will be many times in our lives when we encounter a problem—finding a way to get to soccer practice, resolving an argument with a friend, or purchasing groceries on a tight budget. Learning to problem-solve is an important life skill. Today, we will learn four basic steps to problem solving, then put them in action to solve a challenging problem.*
- **Display** the following steps and explain how they help students learn problem solving skills:

STEP 1 Identify the problem. Say: *Simple problems often have simple solutions. Complex problems often require closer examination. The first step to problem solving is identifying the root of the problem. For example, two friends may be arguing. Though this is a problem, the root of the problem lies in what the friends are arguing about. Developing an in-depth understanding of the problem can help reveal possible solutions.*

STEP 2 Make a plan. Say: *Once we have a clear understanding of the problem, we can begin to explore solutions. Suppose the root of the argument between the two friends was miscommunication. Once this has been identified as the problem, a possible solution might include*

EXTEND Have students turn to their elbow partners to discuss each of the four steps as it relates to a problem they had to solve (e.g., a math equation, an argument with a friend, a poor mid-term grade). Monitor partner discussions to gauge student understanding.

speaking with the friend to clear things up. A plan of action could be contacting the friend, agreeing on a place and time to meet, and then attempting to clear up the misunderstanding.

- **STEP 3 Take action. Say:** *Once we have considered the problem, thought through possible solutions, and developed a plan, it is time to carry out that plan.*
- **STEP 4 Reflect. Say:** *Even with all of this thinking and planning, we may find our problem is not completely solved. Taking time to reflect allows us to consider whether we have sufficiently solved the problem or need to try a new idea. If we find our first solution did not work, we can repeat the steps and try another one!*

EXTEND Have students partner up to share a time they had to re-think their solution to a problem.

IDENTIFYING THE PROBLEM (10 min)

- **Display and instruct** students to turn to **Resource 1: Build It Up Challenge. Say:** *Let's practice these four steps to complete the Build It Up Challenge.*
- **Review** the first step: **Identify the Problem. Say:** *In a moment, we will read about the challenge. As we do, keep the first step in mind. When you identify a problem, you think about what you are being asked to do.*
- **Read** aloud the scenario. Think aloud as you model how to identify a key word or phrase that clarifies the problem. **Say:** *As I look back at the scenario, I am going to keep my eye out for the most important words or phrases—the ones that help me understand everything I need to know to solve this problem. Looking back, I see the phrase “build a skyscraper.” I will underline this phrase because it is telling me what I need to do. I need to build something. More specifically, I need to build a skyscraper, which is a tall building.*
- **Direct** students to work in pairs to reread the scenario and underline additional key words or phrases (e.g., *minimal resources, work together with your team, stand on its own for 2 minutes, tallest building wins*). Circulate the room to gauge understanding. Call on students to share what they underlined and explain their reasoning.
- **Work** together with students to review the key phrases, then restate the problem. Record it on the board. (E.g., *We will work in teams to build a tall structure using only the supplies we are given; the tallest structure that can stand for two minutes wins.*)
- **Group** students into teams of three to five members. Have students record the name of each team member in the space provided on the **Build It Up Challenge** resource.
- **Distribute** building supplies to each team. Any supplies can be used as long as each team receives the same supplies in the same quantity (e.g.,

SUPPORT Underline the key words and phrases students share on the displayed **Build It Up Challenge** resource.

SUPPORT Work with students to create 3 to 5 guidelines for successful teamwork (e.g., allow everyone a chance to speak, listen actively, be respectful). Post the guidelines in a central area of the room.

50 craft sticks, 20 index cards, 10 rubber bands). Have students record their list of supplies on the **Build It Up Challenge** resource.

- **Review** guidelines for the activity, including rules for participation. Remind students they can manipulate their materials by bending, tearing, or twisting them, but cannot use any additional supplies.
- **Check** for student understanding with a three-finger rating. Have students show three fingers if they understand and can explain the task and guidelines, two fingers if they understand but could use a review, and one finger if they do not understand.

Guided Practice **MAKING A PLAN** (10 min)

SUPPORT Share some images of buildings of different shapes and sizes.

- **Review** the second step: **Make a Plan**. Point out the planning section of **Resource 1: Build It Up Challenge**. Explain that students can approach planning in a variety of ways, but need to write down their ideas. **Say:** *As a team, you might decide to have everyone sketch out a building design in this space, then review each option before decided on a course of action. Or you might play around with the materials and discuss ideas before deciding on a plan that you all record. Whatever your approach, make sure you have a plan before you begin to build!!*
- **Provide** time for students to work in teams to consider their options and develop a plan. Circulate the room as teams work, reviewing guidelines and providing support as needed.

Independent Practice **TAKING ACTION: BUILD IT** (15 min)

SUPPORT Assign jobs to each team member to facilitate collaboration (e.g., team leader, builder, architect).

- **Review** the third step: **Take Action**. **Say:** *Now that you have a plan, it is time to put it in action. You will have 10 minutes to build. If you find your plan is not working, feel free to revisit the steps and make adjustments. After 10 minutes, all teams must stop. I will set the timer for 2 minutes as I circulate the room to measure the height of each structure. If any building falls within those 2 minutes, you will be disqualified.*
- **Circulate** the room as teams build their structures and provide support as needed. Take note of the differences in each team's approach.
- **Measure** each structure at the end of 10 minutes. Set a timer for 2 minutes to ensure all buildings remain standing in that time.
- **Announce** the team with the tallest structure. Discuss some reasons this team was successful in completing the challenge.

- **Review** the final step: **Reflect. Say:** *We have now reached our final step and will reflect on the overall process. What were the challenges? What were the lessons learned? What would you do differently? What did you learn about teamwork?*
- **Instruct** students to turn to **Resource 2: Reflection Connection** and have students complete it independently.
- **Have** students star one of their reflections to share in their small groups. If time permits, have a few volunteers share with the class.

SUPPORT Point out grammar cues for correctly completing each sentence frame (e.g., a phrase that begins with a gerund). For each frame, create a bank of words that students can reference (e.g., collaborating, reviewing, communicating).



BUILD IT UP CHALLENGE

Problem Solving

SCENARIO: An environmental group wants to hire a team of engineers to build a skyscraper with little resources. Using only the building supplies provided, work together with your team to design a structure that can stand on its own for at least 2 minutes. The team with the tallest building wins the challenge.

TEAM MEMBERS:

BUILDING SUPPLIES:

BUILDING DESIGN PLAN:



REFLECTION CONNECTION

Problem Solving

<p>One challenge we faced during this activity was ...</p>	<p>One important thing we learned during this activity was ...</p>
<p>If we had to do it over again, one thing we would do differently is to ...</p>	<p>When working as a team, it is important to remember to ...</p>