



Episode Activity Stations

Provided by: Emily Burkhalter and Karlene Fullerman

Total Time: 1.25 hours

LEARNING STANDARDS

4th grade	<ul style="list-style-type: none"> ● 4.MD.2 Solve real-world problems involving money, time, and metric measurement. ● RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. ● W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. ● SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
5th grade	<ul style="list-style-type: none"> ● 5.MD.1 Know relative sizes of these U.S. customary measurement units: Convert between miles and feet; yards, feet, and inches; in solving multi-step, real-world problems. ● W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. ● 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.
6th grade	<ul style="list-style-type: none"> ● RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue ● W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources. ● SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LEARNING OBJECTIVES:

Teachers will pick which activities they want to work on each week. Will not focus on all of these:

- Students will be able to measure distance and convert measurement.
- Students will be able to create a commercial/brochure and present it to their peers.
- Students will be able to write opinions on a topic and make text connections.
- Students will be able to read/listen to transcripts and highlight supporting details.
- Students will be able to create a peer quiz.
- Students will be able to explain events and provide historic and scientific facts of relevance.

MATERIALS NEEDED

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| <ul style="list-style-type: none"> ● Maps of Ohio, United States, World ● Ruler or Tape Measurer ● Chromebook or iPad | <ul style="list-style-type: none"> ● Paper ● Transcripts for show ● Highlighters, Markers, Crayons, Pencil |
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LESSON PLAN

1 WATCH: Full NewsDepth episode	Time: 30 minutes
Video link: https://www.ideastream.org/topics/newsdepth	

2 OPENING CLASS DISCUSSION	Time: 10 minutes
<ul style="list-style-type: none">Download the NewsDepth Episode Guide and ask the students the discussion starter questions for the particular episode you will be viewing.	

3 ACTIVITY: Episode Activity Stations	Time: 20 minutes
<p>There will be five stations which you can use throughout your room. Students are introduced to each station and they are able to move freely throughout the 5 stations, OR if you choose, you can assign stations. Students should complete one station per day or per episode.</p> <p>Station 1: Road Trip</p> <ol style="list-style-type: none">Choose several cities mentioned in the current episode.Have students location the cities on a map and plan out a trip to visit each of the locations, starting from your school.Have students measure how far apart the locations are and convert them between miles, yards, feet and inches. <p>Station 2: Lights, Camera, Action!</p> <ol style="list-style-type: none">Have students choose an activity (i.e. firefighting, animal rescue) from the show that they are passionate about.Have students research the topic further online or in print materials.Have students create a commercial or brochure encouraging others to join in on the activity.Have students present their commercial or brochure to their peers. <p>Station 3: Topics of Debate</p> <ol style="list-style-type: none">Select a story from the full episode that lends itself to debate.Have students read/listen transcript and highlight supporting details,Have students write an opinion on the topic using text connections (text-to-text, text-to-self, etc.) <p>Station 4: Quiz Show</p> <ol style="list-style-type: none">Have students create quiz questions about the current episode.Students can test each other's knowledge and explain the correct answers to one another. <p>Station 5: Storyboarding</p> <ol style="list-style-type: none">Allow students to choose a story from the show.Have students draw a storyboard explaining how events in the story unfolded.Students should include historic and scientific facts when possible.	

4 WRAP-UP QUESTIONS	Time: 15 minutes
<ul style="list-style-type: none">What was most interesting about the activity you did today?What should I do with what I learned and know?How might I think of this learning in 40 days? 40 weeks? 40 months? 40 years?	