

No Prep Comic Con Activities PrefK - Grade 1

STANDARDS:

AASL: Generating products that illustrate learning. Using a variety of communication tools and resources. Problem solving through cycles of design, implementation, and reflection. Persisting through self-directed pursuits by tinkering and making.

ISTE: Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

Students create original works or responsibly repurpose or remix digital resources into new creations.

CCSS: Read and comprehend complex literary and informational texts independently and proficiently.

CSTA: Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use. Create programs that include sequences, events, loops, and conditionals.

OBJECTIVE

Students will create multimedia products during a Comic Con.

OPENING ACTIVITY

Read aloud *Fly Guy*, *Narwhal & Jelly*, *Lift*, or another early reader that's written like a graphic novel.

INDEPENDENT WORK AND/OR STATIONS

Students will choose a Comic Con station. Younger students may be able to move to at least two stations, but set a timer and have them stay at the station until time is up.

(Choose the ones that make the most sense for the materials you have on hand.)

- Pixel Art [Star Wars](#), [Disney](#), and/or [Comics](#)
- Be a Super Sleuth with *I Spy* Books
- Build a superhero
- Sculpt a superhero
- [Emily Arrow Narwhal & Jelly](#)
- Draw [Piggie](#), [Pigeon](#), or [Knuffle Bunny](#)
- Games: [Pete the Cat Shoe Match](#) or [PJ Masks Starlight Sprint](#)
- [Superhero Yoga](#)

Or students can participate in a [Superhero Scoot](#).

3 MINUTE LESSON

- Play [Just Like Me](#)
- Explain to students that Graphic Novels:
 - introduce us to new vocabulary
 - stretch our inferring skills
 - Introduce us to figurative language.
 - help us empathize with others
 - develop critical thinking

REFLECT & WRAP UP

Clean up & reflect on the following:

- What types of Comic activities do you like the best?
- Would you want to be an author or an illustrator?

If time, do [Superhero Yoga](#)!

JUST LIKE ME

HOW TO PLAY

- Students sit on a chair, pushed away from the table or desk. This makes it easier for them to get up and down.
- You make a statement and students listen to it.
- If what you read is true for them, they'll stand up and say, "Just Like Me."
- Encourage them to look around the room so they can see who else has similar interests.

The goal is for students to not only learn about the types of books available in the library, but to also learn about their classmates.

PROMPTS

- I like to read.
- I like comics and cartoons.
- I know what a comic book is.
- I would want to be a Narwhal.
- I would want to be a unicorn.
- I would want to be a dinosaur.
- I would like to be a superhero.
- My superpower would be to fly
- My superpower would be invisibility.
- My superpower would be super strength.
- My superpower would be magic.
- My superpower would be to read someone's mind.
- I have a favorite super hero.
- I have a favorite book character.

No Prep Comic Con Activities Grades 2 - 3

STANDARDS:

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CSTA: Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use. Create programs that include sequences, events, loops, and conditionals.

OBJECTIVE

Students will create multimedia products during a Comic Con.

OPENING ACTIVITY

Concentric Circles

3 MINUTE LESSON

- Watch [What are Graphic Novels?](#)
- Explain to students that Graphic Novels:
 - introduce us to new vocabulary
 - stretch our inferring skills
 - Introduce us to figurative language.
 - help us empathize with others
 - develop critical thinking

INDEPENDENT WORK AND/OR STATIONS

Students will choose a Comic Con station.

(Choose the ones that make the most sense for the materials you have on hand.)

- Pixel Art → [Superhero](#), [Star Wars](#), and/or [Comics](#)
- Build or sculpt a superhero
- Be a Super Sleuth with I Spy Books
- [Superhero This or That](#)
- Read Graphic Novels
- Make Your Own Graphic Novel with [Kids Make Comics](#)
- Draw [Piggie](#) or [Narwhal & Jelly](#)
- Meet the Author: [Dav Pilkey](#), [Ben Clayton](#), or [Jeffrey Brown](#)
- Make Your Own Cartoon with Toontastic
- Games: [Hidden Heroes](#) or [Disney Jr. Spiderman](#), [Code Frozen](#)

REFLECT & WRAP UP

Clean up & reflect on the following:

- Would you ever go to a a Comic Conventrion after today? Why?
- What types of Comic activities do you like the best?
- Would you ever write a graphic novel? Why or why not?

CONCENTRIC CIRCLES

SET IT UP

- Have students count off 1, 2, 1, 2.
- Have the 2's make a circle, and then turn to face out.
- Have the 1's make a circle, facing the 2's. This should ensure that everyone has a partner.
- Explain to students that you're going to give them something to talk about. They'll talk with the partner until you give the signal.

HOW TO PLAY

- After students share with the partner, you can choose whether to have a couple of people share out.
- Then have a circle move 1 person to the right. The key to making sure everyone gets a new partner everytime is to make one circle move right. For example, the first time have the inside circle move 1 to the right. The next round, have the outside circle move 1 to the right.

PROMPTS

- Who is your favorite superhero?
- If you could have any superpower, what would it be?
- Which fictional world would you most want to be in: Amulet, Naruto, Jedi Academy, or Harry Potter?
- Which character would you most want to be: Captain Underpants, Narwhal or Jelly, Dog Man, Cat Kid, Harry Potter, Nikki Maxwell (Dork Diaries)?
- Do you enjoy reading Graphic Novels?
- Are you more or less likely to read a book if it is a Graphic Novel?

No Prep Comic Con Activities Grades 4 - 6

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CSTA: Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use. Create programs that include sequences, events, loops, and conditionals.

OBJECTIVE

Students will create multimedia products during a Comic Con.

OPENING ACTIVITY

Maitre D

3 MINUTE LESSON

- Watch [What are Graphic Novels?](#)
- Explain to students that Graphic Novels:
 - introduce us to new vocabulary
 - stretch our inferring skills
 - Introduce us to figurative language.
 - help us empathize with others
 - develop critical thinking

INDEPENDENT WORK AND/OR STATIONS

Students will choose a Comic Con station. (Choose the ones that make the most sense for the materials you have on hand.)

- Pixel Art → [Superhero, Harry Potter](#), or [Star Wars](#)
- Build a superhero
- Be a Super Sleuth with I Spy Books
- Read Graphic Novels
- Make Your Own Graphic Novel [with Dav Pilkey](#)
- Meet the Author: [Raina Telgemeier](#), [Dav Pilkey](#), or [JK Rowling](#)
- [Draw Naruto](#) or [Draw like Dav Pilkey](#)
- Make Your Own Cartoon with Toontastic
- Games: [Code a Droid](#)

REFLECT & WRAP UP

Clean up & reflect on the following:

- Would you ever go to a a Comic Conventrion after today? Why?
- What types of Comic activities do you like the best?
- Would you ever write a graphic novel? Why or why not?

MAITRE'D

HOW TO PLAY

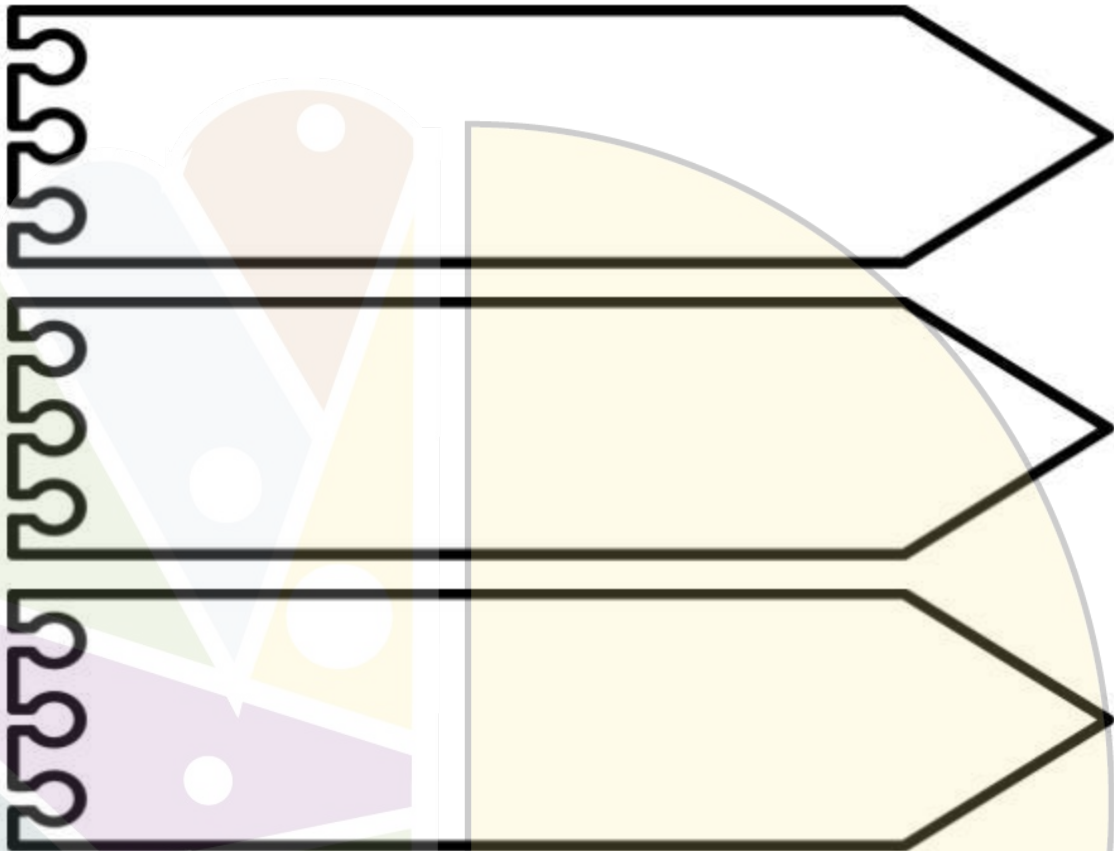
- Explain to students that you will be their Maitre'D and putting them into tables or groups.
- They'll hear you say party of...and make a group to fill that number. They should hand up & group up.
- Once in their groups, they'll talk about a prompt you give them until you give the signal to stop.
- Have a couple of groups share out & repeat.

PROMPTS

- Party of 4: Who is your favorite superhero?
- Party of 5: If you could have any superpower, what would it be?
- Party of 3: Which fictional world would you most want to be in: Amulet, Naruto, Jedi Academy, or Harry Potter?
- Party of 2: Which character would you most want to be: Captain Underpants, Narwhal or Jelly, Dog Man, Cat Kid, Harry Potter, Nikki Maxwell (Dork Diaries)?
- Party of 4: Do you enjoy reading Graphic Novels?
- Party of 3: Are you more or less likely to read a book if it is a Graphic Novel?

3

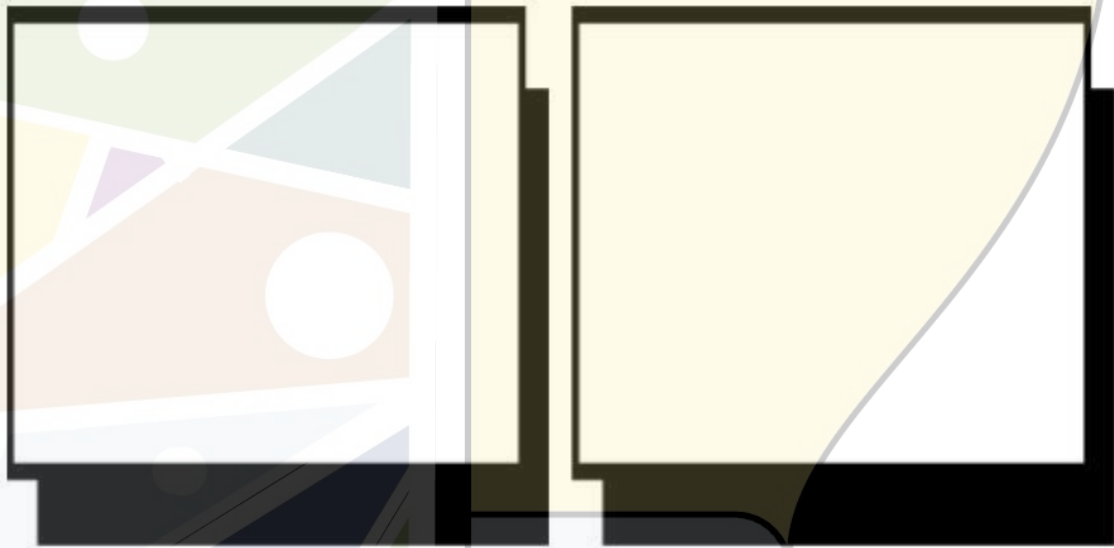
THINGS I WANT
TO KNOW
ABOUT THE
AUTHOR



Three spiral-bound notebook pages, each with a yellow cover and a white page. The pages are arranged vertically and are currently blank.

2

THINGS I
LEARNED



Two rectangular boxes, one on the left and one on the right, with black outlines. They are currently blank.

1

● QUESTION I STILL HAVE ●



A large rectangular box with a black outline. On the left side, there is a vertical label that reads "QUESTION I STILL HAVE" with a black dot above and below the text. The rest of the box is blank.

**¡LEER ES UN
SUPERPODER!**

READING IS A SUPERPOWER



**¡LEER ES UN
SUPERPODER!**

READING IS A SUPERPOWER



**¡LIBORS SON
PEDEROSOS!**

BOOKS ARE POWERFUL



**¡LIBORS SON
PEDEROSOS!**

BOOKS ARE POWERFUL



BONUS ACTIVITY

MAKE & TAKE SUPERHERO SCOOT

This is a great activity if you have enough materials handy for students to make their own superhero & bring it home.

MATERIALS

- Paper towel tubes / paper cups
- Chenille sticks / straws
- Googly eyes / buttons
- Stickers
- Popsicle sticks
- Feathers
- Markers / crayons
- Glue / glue sticks
- Other craft materials you have on hand

Place all materials, except for tubes or cups at tables. I tend to place one type of material at a table. Example, chenille sticks & straws at one table. Googly eyes & stickers at another table, etc.

I also suggest placing glue at each table.

Give all students a tube or cup. Students take a couple of minutes to color their superhero's body.

Place students at a table. While at that table, students will add materials to their tube or cup to make their superhero.

After about 1-2 minutes, students get up & move to the next table & add craft materials to their superhero.

Repeat until students have gone to all of the tables. Students share & tell about their monster with a partner.

Poetry Pops: Print & Digital Stations

STANDARDS:

AASL: Generating products that illustrate learning.

Using a variety of communication tools and resources.

ISTE: 6A: Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. Students publish or present content that customizes the message and medium for their intended audiences.

CCSS W: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

OBJECTIVE
Students will write a poem.

OPENING ACTIVITY

Read aloud [Eyes That Kiss in the Corners](#) or any of your favorite poems or poetic picture books.

3 MINUTE LESSON

- Poems are a great way to express yourself, understand our world, and relate to others.
- There are many forms of poetry. You can follow a specific format with it's rules, or create your own rules.
- FUN FACT: poetry does NOT have to rhyme!

INDEPENDENT WORK AT STATIONS

Before this part, decide which tools students will use to write poetry. & how you'll facilitate it. [Learn more in the activity notes.](#)

- Students choose a form of poetry to create.
- Students watch the video tutorial to learn how to specifically create their poem.
- Students write their poem
- Remind students to save their poem!

EARLY FINISHERS: Create another poem or choose another form to try!

REFLECT & WRAP UP

- Students complete a [Single Point Rubric](#) to reflect on the work they completed.
- Students share their poems. You can choose if they share in [Classcraft](#), [Padlet](#), [Seesaw](#), [Google Classroom](#), [Partner Chat](#), [Small Group Share](#), [Gallery Walk](#), etc.

ACTIVITY NOTES

Choosing an Activity:

Decide whether you want to students to use a [Digital Choice Board](#), [Slideshow](#), or [Stations](#). Choose the option that best meets your current materials & student needs. There are options that:

- have a subscription, like Storybird and Canva.
- have apps like Texting Story and Video Typer.
- require FREE materials.

Printing Tips

I print out 6 color copies on cardstock & then place them in a sheet protector (they can also be laminated). This makes it easy to reuse for multiple classes *and* years. I then place them at tables for students to access.

There is a black and white version in case you don't have access to a color copier! It is after the lesson plan!

Single Point Rubrics

Single Point Rubrics require students to reflect deeply about their work.

It requires them to consider areas for growth and areas that they excelled in.

It forces them to be specific and cite evidence. So they can't just say that choose words well, they have to provide evidence for that.

To learn more about Single Point Rubrics, read this post on [Cult of Pedagogy](#).

Google™



WATCH [this video](#) to see how to add an assignment to Google™ Classroom.

Use DIGITAL POETRY Slideshow.

If you have not already, click [here](#) to get your copy of Digital Poetry. When you click, it will force you to make a copy and will be added to your Google™ Drive.

To use with students in Google™ Classroom, you need Google™ Classroom activated for your school. Once you add Digital Poetry to your Google™ Drive, you will be able to add it as an assignment.

If you don't have Google™ Classroom, this activity can still be completed in Google™ Slides. After adding Digital Poetry to your Google™ Drive, you will need to make a copy of the file to use with students. If you don't do this, your students will edit your copy.

QUICK BYTE

These no prep

activities were created for my library learners to participate in Halloween themed activities while using multimedia tools.

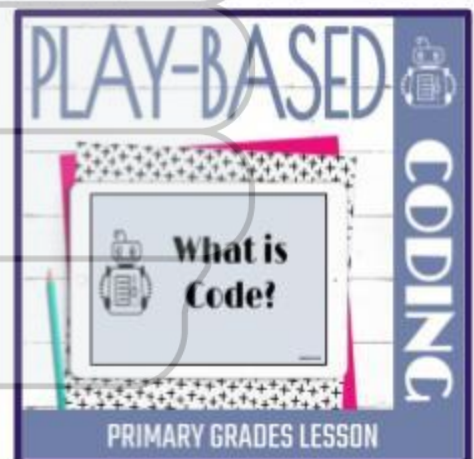
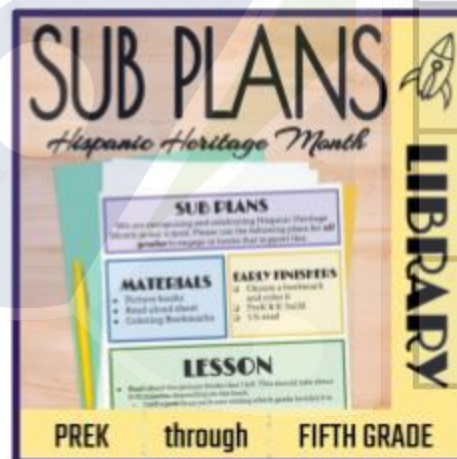
Use and choose any of the stations that work for the materials you have on hand. I provide a number of choices to give you and your students options for learning!

INCLUDED

- [Standards Based Lesson](#)
- [Suggested Read Alouds](#)
- [Station Task Cards](#)
- [Pumpkin Page](#) for Chatterpix Kids Station
- [No Prep Sub Plans for Stations](#) → check off the stations you want them to use!
- [No Prep Sub Plans w/o stations](#)
- [Make & Take Monster Scoot](#)
- [Halloween Slideshow](#)

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You May Also Like



Halloween No Prep Makerspace Activities

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OBJECTIVE

Students will listen to a story.

Students will design a spooky character or scene.

OPENING ACTIVITY

Read aloud The Dark or any of your favorite Halloween or Spooky books.

I like to use ones that pair with the [app Novel Effect](#).

INDEPENDENT WORK AND/OR STATIONS

Students will choose a monster / spooky makerspace station.

(Choose the ones that make the most sense for the materials you have on hand.)

- [QuiverAR Painter](#) → students draw their own monster or scary scene & use the Quiver app to scan & augment it
- [Halloween Pixel Art](#)
- Build a Monster, Spooky Scene, or Fall Scene → LEGOs or other building blocks
- Sculpt a Monster → PlayDoh, Clay, or Model Magic
- Code a Fall or Spooky Scene → Scratch or Scratch Jr.
- Make a Pumpkin talk (with ChatterPix)
- Make a Scary Cartoon (with Toontastic)
- Monster Games: [Shape Monster](#), [Tower of Monsters](#), [Dress Up Time](#), [Monster Match](#), [Scary Path](#)

3 MINUTE LESSON

Brain Break: [Monster Moves](#) or [Halloween Shuffle](#).

Explain to students that scary stories and creating our own scary things can help us with our own challenges & face our fears.

REFLECT & WRAP UP

Students clean up & then do one or more of the following:

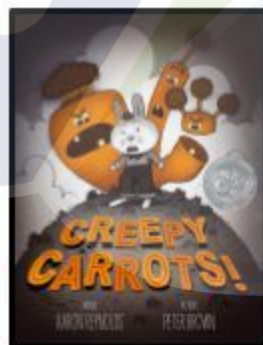
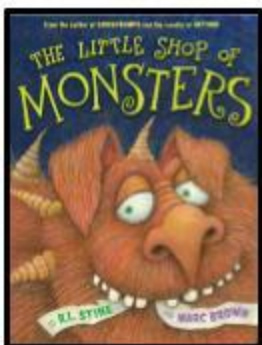
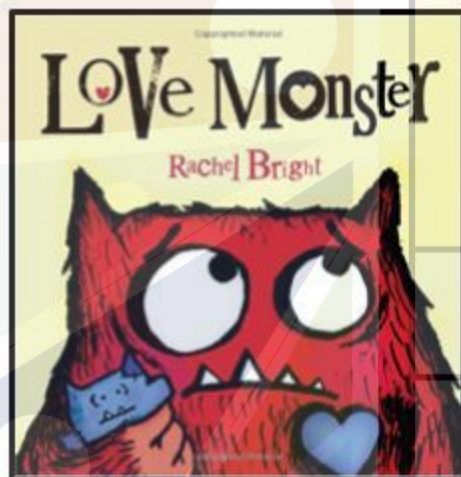
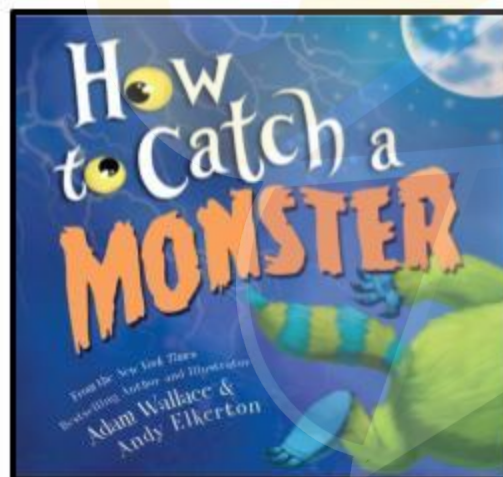
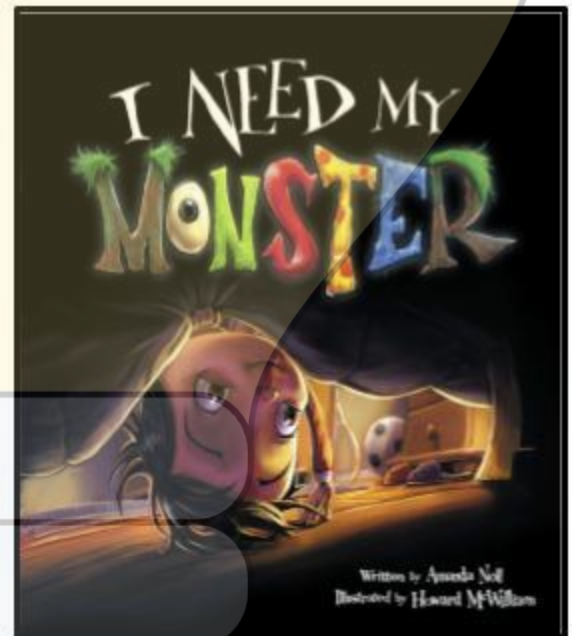
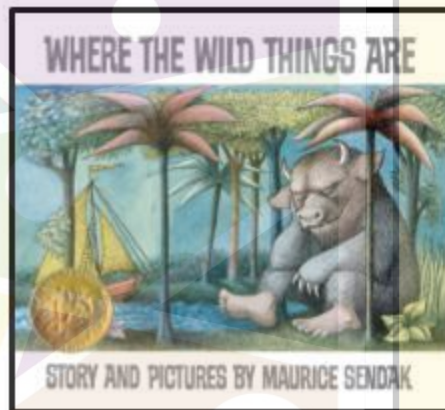
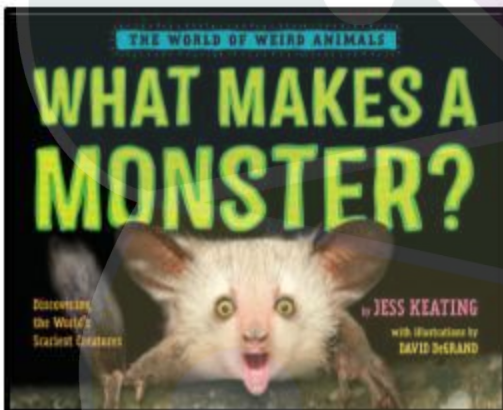
- Students share what they liked about their station.
- Students share with a partner what they made.
- Brain Break: [Monster Moves](#) or [Halloween Shuffle](#).
- Watch How I Met My Monster or Zombies Don't Eat Vegetables on [Storyline Online](#).

SUGGESTED READ ALOUDS

NOVEL EFFECT

Most of these read alouds were chosen because they are sound effects available with the app Novel Effect.

This app really elevates the read aloud. It engages the students in the read aloud.



SUB PLANS

We are recognizing and celebrating the power of scary stories. Please use the following plans for **all grades** to engage in books & activities that support this.

MATERIALS

- Picture books
- Station Task Cards
- Station Materials
- iPads &/or Laptops

STATIONS

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> Quiver | <input type="checkbox"/> Code Monster |
| <input type="checkbox"/> Scratch Jr | <input type="checkbox"/> Shape Monster |
| <input type="checkbox"/> Building | <input type="checkbox"/> Tower of |
| <input type="checkbox"/> Sculpting | <input type="checkbox"/> Monsters |
| <input type="checkbox"/> ChatterPix | <input type="checkbox"/> Dress Up Time |
| <input type="checkbox"/> Toontastic | <input type="checkbox"/> Scary Path |
| <input type="checkbox"/> Pixel Art | |

LESSON

- Read aloud the picture books that I left. This should take about 5-15 minutes depending on the book.
 - I left a post-it on each one stating which grade level(s) it is for.
 - Please know that if you love one story more than the others, feel free to read that to all of the classes. It's important that you enjoy the book, too!
- Do Monster Moves on YouTube (Brain Break) → https://www.youtube.com/watch?v=GxKb_VHCYdc
- Explain the stations to students.
 - Call on calm & quiet students to choose a station.
 - They choose a station and stay there for the remainder of class
- Students clean up & they can share what they liked.

SUB PLANS

We are recognizing and celebrating the power of scary stories. Please use the following plans for **all grades** to engage in books & activities that support this.

MATERIALS

- Picture books
- Read aloud sheet
- Brain Break
- <https://storylineonline.net/>
Zombies Don't Eat Veggies or
How I Met My Monster

IF TIME

- Do the Brain Break again
- Read another quick story
- Watch a story on the SmartBoard from Storyline Online

LESSON

- Read aloud the picture books that I left. This should take about 5-15 minutes depending on the book.
 - I left a post-it on each one stating which grade level(s) it is for.
 - Please know that if you love one story more than the others, feel free to read that to all of the classes. It's important that you enjoy the book, too!
- Do Monster Moves by Koo Koo Kangaroo on YouTube (Brain Break) → https://www.youtube.com/watch?v=GxKb_VHCYdc
- Have students complete a read aloud sheet. They should draw what it says on the sheet. This should take about 5-10 minutes.
 - They can bring these home when they are done.
- Students clean up & they can share with a partner.
- If time is still left, make a choice from above!

BONUS ACTIVITY

MAKE & TAKE MONSTER SCOOT ACTIVITY

This is a great activity if you have enough materials handy for students to make their own monster & bring it home.

MATERIALS

- Paper towel tubes / paper cups
- Chenille sticks / straws
- Googly eyes / buttons
- Stickers
- Popsicle sticks
- Feathers
- Markers / crayons
- Glue / glue sticks
- Other craft materials you have on hand

Place all materials, except for tubes or cups at tables. I tend to place one type of material at a table. Example, chenille sticks & straws at one table. Google eyes & stickers at another table, etc.

I also suggest placing glue at each table.

Give all students a tube or cup. Students take a couple of minutes to color their monster.

Place students at a table. While at that table, students will add materials to their tube or cup to make their monster.

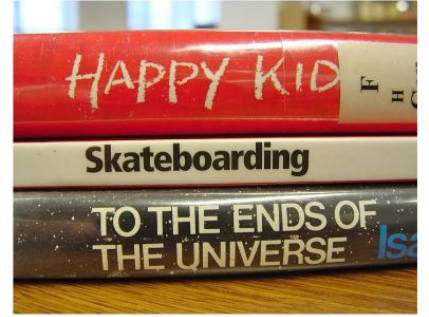
After about 1-2 minutes, students get up & move to the next table & add craft materials to their monster.

Repeat until students have gone to all of the tables. Students share & tell about their monster with a partner.

POETRY POPS



Spine
Poetry.



Blackout
Poetry.



Canva
Poetry.



Wordcloud
Poetry.



QUICK BYTE

This no prep

lesson was created for my youngest learners to participate in Fire Safety Week while using multimedia tools.

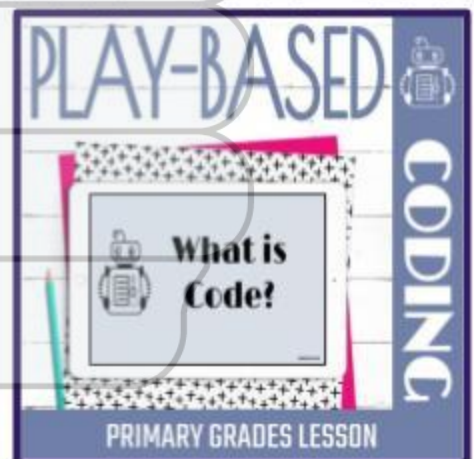
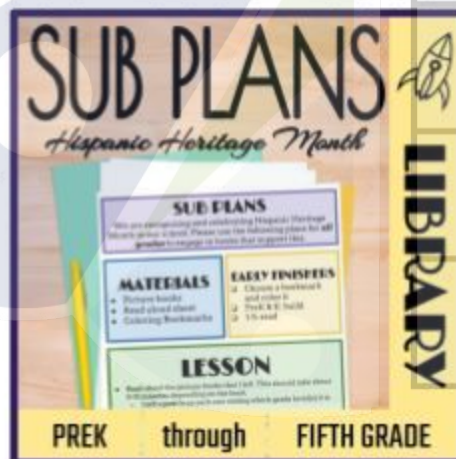
There are multiple stations to give you and your students choice.

INCLUDED

- [Standards Based Lesson](#) for PreK - Grade 1
- [Standards Based Lesson](#) for Grades 2 - 5
- 12 [No Prep Station Cards](#) → Print, Laminate & Cut
- [Fire Safety Slideshow](#) → use this to guide the lesson. Delete & edit any of the slides.

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You May Also Like



Fire Safety No Prep Lesson

PreK-1

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OBJECTIVE

Students will listen to a story.
Students will design a product for Fire Safety Week.

OPENING ACTIVITY

Read aloud Engine No 9 or any of your favorite books about Fire Trucks, Fire Prevention, of Fire Safety.

INDEPENDENT WORK AND/OR STATIONS

Students will choose how to show their understanding of Fire Safety and Prevention. (Choose the ones that make the most sense for the materials you have on hand.)

- [QuiverAR Fire Truck Coloring Sheet](#)
- [Explore Fire Trucks](#)
- [Fire Truck Dot-To-Dot](#)
- Code a Fire Truck to move → This is good for students who know how to use Scratch Jr and can draw their own Sprites.
- Make a Fire Truck talk (with ChatterPix)
- Build a Fire Truck or Rescue Vehicle
- Sculpt a Fire Truck or Rescue Vehicle
- Make a Fire Safety / Rescue Cartoon (with Toontastic)

Younger students can go to multiple stations during one classe. Give them a choice and see where they go!

3 MINUTE LESSON

Play & sing the song Hurry, [Hurry Drive the Fire Truck.](#)

Explain to students that Fire Trucks and Firemen are incredibly important in keeping us safe.

REFLECT & WRAP UP

Students share their favorite station and why.

Play & sing the song Hurry, [Hurry Drive the Fire Truck.](#)

Fire Safety No Prep Lesson

2-6

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OBJECTIVE

Students will listen to a story.
Students will design a product for Fire Safety Week.

OPENING ACTIVITY

Read aloud the first chapter of I Survived the Great Chicago Fire, 1871, or any of your favorite books about historic fires / fire rescues.

INDEPENDENT WORK AND/OR STATIONS

Students will choose how to show their understanding of Fire Safety and Prevention. (Choose the ones that make the most sense for the materials you have on hand.)

3 MINUTE LESSON

Play the GoNoodle activity [Get Fired Up](#) with John Cena.

Explain to students that Fire Trucks and Firemen are incredibly important in keeping us safe.

- [QuiverAR Fire Truck Coloring Sheet](#) (YUP! Some older students *really* love this!)
- [Explore Fire Trucks](#)
- Code a Fire Safety Scene → This is good for students who know how to use Scratch
- Make a Fire Truck talk (with ChatterPix)
- Create a photo collage of Fire Safety (with Canva)
- Build a Fire Rescue / Safety Scene with LEGOs
- Make a Fire Safety / Rescue Cartoon (with Toontastic)

REFLECT & WRAP UP

Students share what they made with a partner.

Play the GoNoodle activity [Get Fired Up](#) with John Cena.

<p>I CAN MAKE A FIRE TRUCK TALK</p> 	<p>I CAN EXPLORE A FIRE TRUCK</p> 
<p>I CAN SCULPT A FIRE TRUCK</p> 	<p>I CAN CODE A FIRE SAFETY SCENE</p> 

<p>I CAN DRIVE A FIRE TRUCK</p> 	<p>I CAN CODE A FIRE TRUCK</p> 	<p>I CAN MAKE A FIRE SAFETY COLLAGE</p> 	<p>I CAN MAKE A FIRE SAFETY COLLAGE</p> 
<p>I CAN BUILD A FIRE TRUCK</p> 	<p>I CAN DRAW A FIRE TRUCK</p> 	<p>I CAN DESIGN A FIRE RESCUE</p> 	<p>I CAN MAKE A FIRE SAFETY CARTOON</p> 

12 STATION CARDS

MIX AND MATCH FOR DIFFERENT GRADE LEVELS.

USE OVER A FEW WEEKS.

GREAT FOR STUDENT CHOICE.

QUICK BYTE

This makerspace challenge kit was created to engage our school community to use the makerspace.

These challenges were designed to:

- ✓ Build community
- ✓ Keep classroom community strong
- ✓ Use limited resources
- ✓ Create no prep teaching & learning opportunities

INCLUDED

- Challenge Task Cards & Station Signs
- Maker Journal & Recording Sheets
- Lesson Slideshow

Sign up for my Newsletter

Get a no prep research activity.



TASK CARDS & SIGNS

Choose whether you would like to use the Task Cards or Station Signs. Read more below about why you might choose one over the other.

Task Cards: These task cards are great *if*

- You want to provide student choice. Each group can choose what type of challenge they would like to complete.
- You want teachers to choose what type of challenge students will complete.
- You want to conserve paper.

Preparing Task Cards: Print the task cards on card stock and then laminate them. This will make them durable and long-lasting.

Station Signs: These signs are great *if*

- You want all of the students to complete the same challenge.
- You want to use the same materials in different ways over time. This helps students think about different ways to use limited materials!
- You want to slowly introduce how to use and care for the makerspace.

Preparing Station Signs: Print the signs on cardstock or copy paper. To display, you can

- laminate them and lay on the table.
- place them in a sign holder without laminating. Choose the orientation that best meets your signage needs.

INDEX CARD challenge

Cut an INDEX CARD so that you can WALK THROUGH IT.

GROUP GUIDELINES

- COMMUNICATE ideas.
- PLAN a design for your index card.
- CREATE a hole in the index card.
- IMPROVE the design.
- REFLECT on the design, how you shared ideas, and persevered through the

INDEX CARD challenge

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www.vr2tch.com

PAPER challenge

Work with your group to build the LONGEST PAPER CHAIN!

GROUP GUIDELINES

- COMMUNICATE ideas.
- PLAN a design for your paper
- IMPROVE the paper chain.
- CREATE your paper chain.
- REFLECT on the design, how you worked together, and the process

www.vr2tch.com

PAPER challenge

Work with your group to build the LONGEST PAPER CHAIN!

GROUP GUIDELINES

- COMMUNICATE ideas.
- PLAN a design for your paper chain.
- IMPROVE the paper chain.
- CREATE your paper chain.
- REFLECT on the design, how you worked together, and the process

www.vr2tch.com

PAPER

challenge

**Work with your group to build the
LONGEST CHAIN**

GROUP GUIDELINES



COMMUNICATE ideas.



PLAN a design for your chain.



CREATE your chain.



IMPROVE the chain.



REFLECT on the design, how you worked together, and the process

JOURNAL & RECORDING SHEETS

Choose how students will plan and record their thinking.

Journal: The journal is great when:

- You want to break steps down for students.
- Students may need more room to record their thinking.

Preparing Journals: There are four journals included; with 4 different challenges:

- **Longest Chain:** Students use only the paper provided to create the longest paper chain.
- **Sturdiest Structure:** Students use one sheet of paper and glue or tape to create a structure that can hold a heavy object without collapsing.
- **Farthest Airplane:** Students create an airplane that flies farther than anyone else's.
- **Index Card Portal:** Students cut a hole in an index card that they can walk through.

Print the journal you want to use. I recommend that you print them double sided to conserve paper.

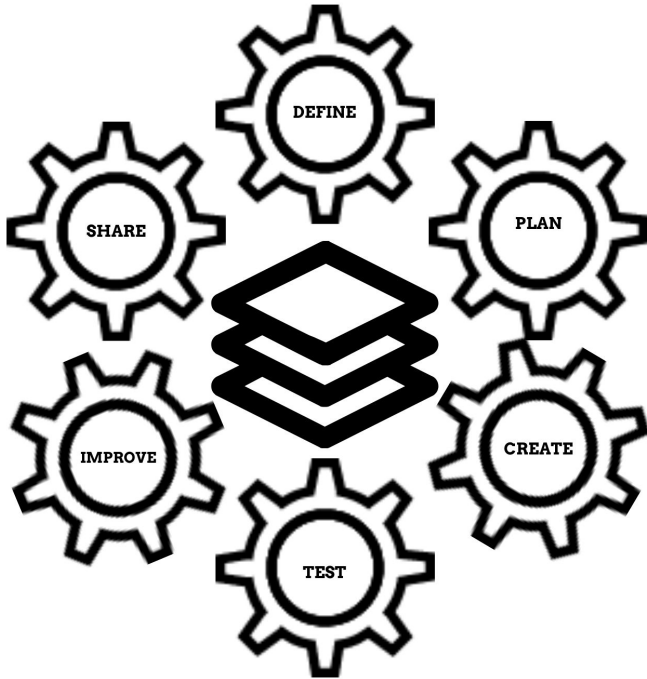
Recording Sheets: These recording sheets are great when:

- You want to conserve paper.
- Students can work through the design process on a single sheet.
- Students don't require as much room to record their thinking.
- You have time to facilitate a step-by-step challenge.

Preparing Recording Sheets: Choose the challenge you'd like to students to complete, and print out the number of copies you need!

PAPER CHALLENGE

JOURNAL



Name: _____

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PAPER CHALLENGE

TEST

What worked well from your original design?

What didn't work well from your original design?

Find and/or sketch some changes you might make to your design to build a paper chain.

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PAPER CHALLENGE

REFLECT

How did your finished design change from your original plan?

Why did you make these changes?

What was difficult? How would you change your design to save time?

Rate your design - score yourself out of 4



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PAPER CHALLENGE

DESIGN

CHALLENGE

Use paper to build an airplane that flies the farthest.

DRAW AND LABEL YOUR DESIGN:

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PRINT OUT THE JOURNAL FOR STUDENTS WHO NEED MORE GUIDANCE & SPACE AS THEY WORK THROUGH CHALLENGES.

PAPER CHALLENGE

Use paper to build an airplane that flies the farthest.

PLAN

DRAW AND LABEL YOUR DESIGN:

TEST

What worked well from your original design?

IMPROVE

How will you change your original design?

REFLECT

If you did this again, what would you do differently?

Rate your design - score yourself out of 5:



www.vr2tech.com

PAPER CHALLENGE

Use paper to build the longest chain.

PLAN

DRAW AND LABEL YOUR DESIGN:

TEST

What worked well from your original design?

IMPROVE

How will you change your original design?

REFLECT

If you did this again, what would you do differently?

Rate your design - score yourself out of 5:



www.vr2tech.com

INDEX CARD CHALLENGE

Cut an index card so that you can walk through a doorway.

PLAN

DRAW AND LABEL YOUR DESIGN:

TEST

What worked well from your original design?

IMPROVE

How will you change your original design?

REFLECT

If you did this again, what would you do differently?

Rate your design - score yourself out of 5:



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PLAN

DRAW AND LABEL YOUR DESIGN:

TEST

What worked well from your original design?

IMPROVE

How will you change your original design?

REFLECT

If you did this again, what would you do differently?

Rate your design - score yourself out of 5:



www.vr2tech.com

REFLECTION SHEETS
INCLUDED FOR EACH
CHALLENGE.

THESE ARE PERFECT FOR NO
PREP & CONSOLIDATING THE
PROCESS.

QUICK BYTE

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- place them in a sign holder without laminating. Choose the orientation that best meets your signage needs.

CRAFT STICK challenge

Work with your group to build a
MARBLE RUN

GROUP GUIDELINES

- ⚙️ COMMUNICATE ideas.
- ⚙️ PLAN a design for your marble run.
- ⚙️ CREATE your marble run.
- ⚙️ IMPROVE the marble run.
- ⚙️ REFLECT on the design, how you worked together, and the process

CRAFT STICK challenge

Work with your group to build a
CATAPULT

GROUP GUIDELINES

- ⚙️ COMMUNICATE ideas.
- ⚙️ PLAN a design for your catapult.
- ⚙️ CREATE your catapult.
- ⚙️ IMPROVE the catapult.
- ⚙️ REFLECT on the design, how you worked together, and the process

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CRAFT STICK challenge

Work with your group to build a
CATAPULT!

GROUP GUIDELINES

- ⚙️ COMMUNICATE ideas.
- ⚙️ PLAN a design for your catapult.
- ⚙️ IMPROVE the catapult.
- ⚙️ CREATE your catapult.
- ⚙️ REFLECT on the design, how you worked together, and the process

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CRAFT STICK challenge

Work with your group to build the
STRONGEST BRIDGE!

GROUP GUIDELINES

- ⚙️ COMMUNICATE ideas.
- ⚙️ PLAN a design for your bridge.
- ⚙️ IMPROVE the bridge.
- ⚙️ CREATE your bridge.
- ⚙️ REFLECT on the design, how you worked together, and the process

www.vr2tch.com

CRAFT STICK

challenge

**Work with your group to build the
TALLEST TOWER**

GROUP GUIDELINES



COMMUNICATE ideas.



PLAN a design for your tower.



CREATE your tower.



IMPROVE the tower.



REFLECT on the design, how you worked together, and the process



JOURNAL & RECORDING SHEETS

Choose how students will plan and record their thinking.

Journal: The journal is great when:

- You want to break steps down for students.
- Students may need more room to record their thinking.

Preparing Journals: There are four journals included; with 4 different challenges: [*tallest tower*](#), [*strongest bridge*](#), [*catapult*](#), and [*marble run*](#).

Print the journal you want to use. I recommend that you print them double sided to conserve paper.

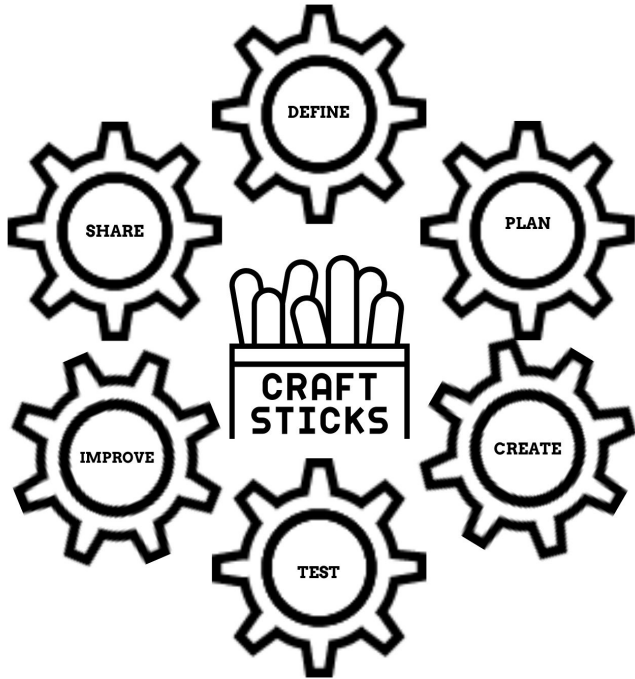
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- Students can work through the design process on a single sheet.
- Students don't require as much room to record their thinking.
- You have time to facilitate a step-by-step challenge.

Preparing Recording Sheets: Choose the challenge you'd like to students to complete, and print out the number of copies you need!

CRAFT STICK CHALLENGE

..... JOURNAL



Name: _____

www.vr2itck.com

CRAFT STICK CHALLENGE

..... DESIGN

CHALLENGE

Use craft sticks to build the *tallest* tower.

DRAW AND LABEL YOUR DESIGN:



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CRAFT STICK CHALLENGE

..... TEST

What worked well from your original design?

What didn't work well from your original design?

Dot and/or sketch some changes you made to your design to build the tallest tower.

www.vr2itck.com

CRAFT STICK CHALLENGE

..... REFLECT

How did your finished design change from your original plan?

Why did you make these changes?

What was difficult? How would you change it next time?

Rate your design - score yourself out of 5:



www.vr2itck.com

**PRINT OUT THE JOURNAL
FOR STUDENTS WHO
NEED MORE GUIDANCE &
SPACE AS THEY WORK
THROUGH CHALLENGES.**

..... **CRAFT STICK CHALLENGE**

Use craft sticks to build the *strongest* bridge.

PLAN

DRAW AND LABEL YOUR DESIGN:

TEST What worked well from your original design?

IMPROVE How will you change your original design?

REFLECT If you did this again, what would you do differently?

Rate your design - score yourself out of 5:

CRAFT STICKS

..... **CRAFT STICK CHALLENGE**

Use craft sticks to build the *tallest* tower.

PLAN

DRAW AND LABEL YOUR DESIGN:

TEST What worked well from your original design?

IMPROVE How will you change your original design?

REFLECT If you did this again, what would you do differently?

Rate your design - score yourself out of 5:

CRAFT STICKS

..... **CRAFT STICK CHALLENGE**

Use craft sticks to build a *marble run*.

PLAN

DRAW AND LABEL YOUR DESIGN:

TEST What worked well from your original design?

IMPROVE How will you change your original design?

REFLECT If you did this again, what would you do differently?

Rate your design - score yourself out of 5:

CRAFT STICKS

..... **CRAFT STICK CHALLENGE**

Use craft sticks to build a *strongest* bridge.

PLAN

DRAW AND LABEL YOUR DESIGN:

TEST What worked well from your original design?

IMPROVE How will you change your original design?

REFLECT If you did this again, what would you do differently?

Rate your design - score yourself out of 5:

CRAFT STICKS

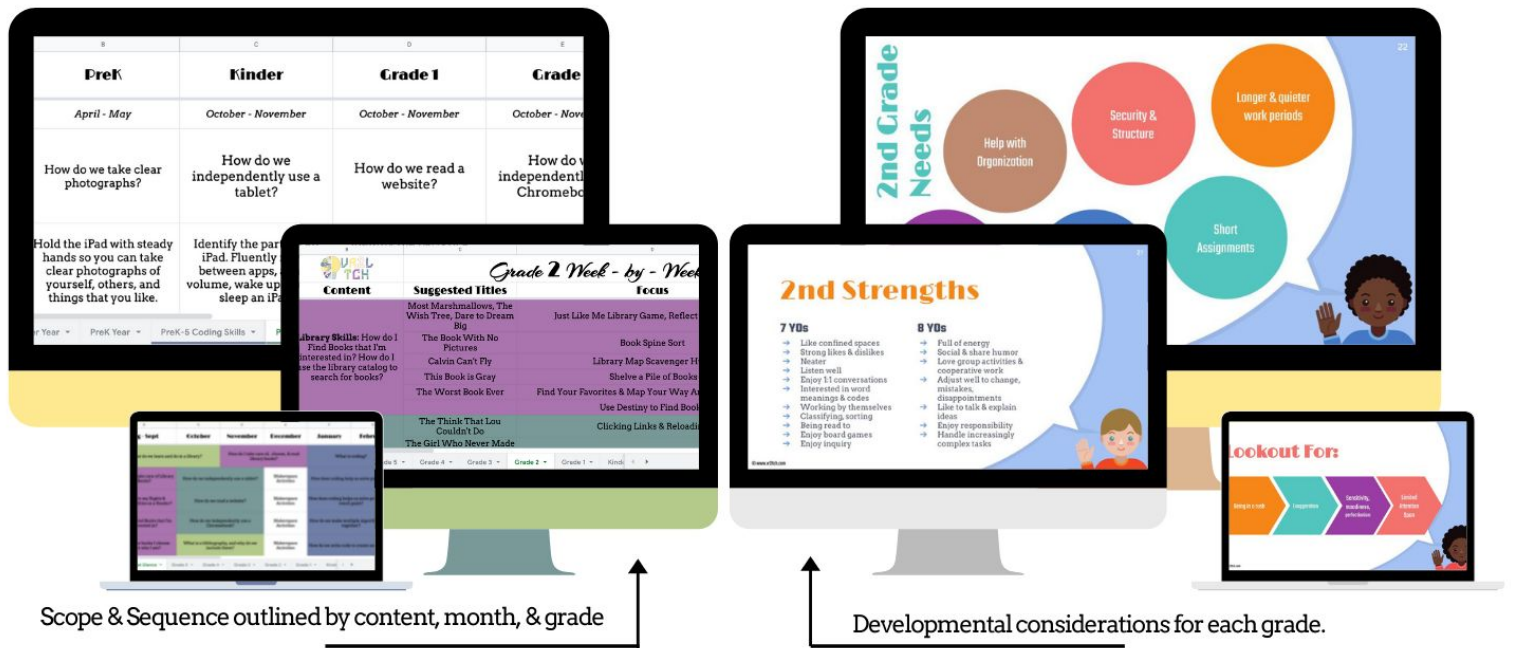
REFLECTION SHEETS INCLUDED FOR EACH CHALLENGE.

THESE ARE PERFECT FOR NO PREP & CONSOLIDATING THE PROCESS.

COMPLETE

YEAR

PreK - 5



Scope & Sequence outlined by content, month, & grade

Developmental considerations for each grade.

Scope LIBRARY Sequence

An outline of what to teach PreK - Grade 5 students.
 Laid out by content area, month, and grade level.
 Developmental Considerations for each grade; includes app & content suggestions.

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