

English Language Arts - Molly of Denali

Series: <https://pbskids.org/molly>

Access: <https://ket.pbslearningmedia.org/resource/mod19-soc-newnivagi/new-nivagi-molly-of-denali/> Episode: New Nivagi

| | Introduce | Apply | Assess | Make Connections |
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| <p>Kentucky Academic Standards</p> <p>SS-P-CS-U-2 cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior, and respond to human needs.</p> <p>SS-P-CS-U-4 a variety of factors promote cultural diversity in a community.</p> <p>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.1.5 Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus and icons to locate key facts or information in a text.</p> | <ul style="list-style-type: none">Share that Molly will be making ice cream by reading a recipe. Discuss what a recipe is and why it's important. Share experiences using a recipe.Check the KET Broadcast schedule, or view the video on PBSLM: https://ket.pbslearningmedia.org/resource/mod19-soc-newnivagi/new-nivagi-molly-of-denali/ | <ul style="list-style-type: none">Using appropriate questioning techniques, review:<ul style="list-style-type: none">The types of information found on a recipe.How Molly knew where to look for what she needed (headings)Encourage students to create a recipe card for their favorite food, utilizing headings to organize their information. | <ul style="list-style-type: none">With a copy of https://d43fweuh3sg51.cloudfront.net/media/media_files/b362cb0f-09f9-4666-a290-705c826f6a52/6cbdb72d-722a-4142-a6c4-7bc7cb4d0146.pdf, ask students to identify the heading. After reading the document, discuss what the word "values" means based on what they read. Using any art media (crayons, paint, clay, etc.) or technology application (Adobe Spark, Canva, Paint, etc.), students should create a visual representation to share their own values, their family values, or their class values by including a heading and 3-5 values. | <ul style="list-style-type: none">Write several headings on a piece of paper. (e.g. Colors, restaurants, transportation, etc.) Ask students to write sentences, list words, draw, or use magazines or photographs, to show what they might find under each heading.Encourage students to explore further by listening to Molly's podcasts. |