**Arizona Standards Alignment**

| **Content Area** | **Standard Code** | **Description** |
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| **English Language Arts** | **ELA.6.RI.1** | **Cite textual evidence to support analysis of informational texts.** |
|  | **ELA.6.SL.4** | **Present claims and findings clearly.** |
|  | **ELA.6.W.2** | **Write informative/explanatory texts.** |
| **Mathematics** | **MA.6.SP.4** | **Display numerical data in plots on a number line, including dot plots and histograms.** |
| **Science** | **SC.6.LS1.8** | **Gather, analyze, and communicate information about organisms.** |
|  | **SC.6.ETS1.1** | **Define criteria and constraints of a design problem.** |
| **Visual Arts** | **VA:Cr2.1.6a** | **Experiment with visual elements to communicate meaning.** |
| **Technology** | **ISTE 4.c** | **Collect data or identify relevant data sets to answer questions.** |
|  | **ISTE 6.a** | **Select appropriate platforms and tools to visualize data.** |

**Lesson 1: Observational Awareness — Introduction to Data and See–Think–Wonder**

**Objective**

Students define data and practice detailed observation using See–Think–Wonder.

**Materials**

* Selected image or classroom object
* See–Think–Wonder graphic organizer
* Student journals

**Step-by-Step Instructions**

1. **Introduction (I Do):**
   * Define “data” as information collected through careful observation.
   * Model the See–Think–Wonder strategy with a chosen classroom object or image. Write aloud: What do you see? What do you think about it? What does it make you wonder?
2. **Guided Practice (We Do):**
   * Together, select a new image or object. As a class, complete the See–Think–Wonder organizer, prompting students to contribute ideas.
3. **Independent Practice (You Do):**
   * Students select an object or scene nearby or in the classroom.
   * Individually complete their own See–Think–Wonder chart in their journals.

**Differentiation**

* Provide sentence starters (e.g., “I see…”, “I think…”, “I wonder…”) for students who need scaffolding.
* Use visuals and paired discussion for ELLs.
* Allow kinesthetic learners to observe objects physically by moving around.

**Reflection Prompt**

* *What surprised you about what you observed? How did your thinking change as you looked more carefully?*

**Assessments**

* **Formative:**
  + Observe student participation during guided See–Think–Wonder discussions.
  + Review completed See–Think–Wonder organizers for detail and thoughtfulness.
* **Summative:**
  + Evaluate individual See–Think–Wonder charts for depth of observation and ability to generate insightful questions or ideas.