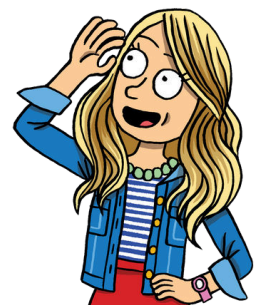




Curriculum Guide

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Wow in the World Curriculum Guide

Show overview: Join Guy Raz, Mindy Thomas, nosy-neighbor Dennis, a pigeon named Reggie and a cast of bonkerballs characters on the #1 podcast for elementary-aged kids (and their grownups). This cartoon-for-the-ear takes listeners on a journey through the latest discoveries in science, technology and innovation and makes us all say “WOW!”

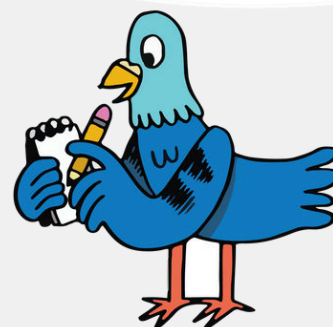
Suggested Grade level: K-6

Subjects: Science, STEM, ELA

Curriculum Connections: Earth & Space Science, Engineering & Technology, Life Science, Physical Science

Average episode length: 20-25 minutes

The *Wow in the World* curriculum guide contains everything you’ll need to start using this podcast with students in your classroom. Whether you are putting together an individual lesson or a whole unit on a particular science topic covered in the show, this comprehensive guide provides support to help you do so. We’ve also included specific lesson ideas that can be seamlessly integrated into your current curriculum.



Aligning With Curriculum

Science Standards

Within the Next Generation Science Standards (NGSS), there are three distinct and equally important dimensions to learning science. These dimensions are combined to form each standard—or performance expectation—and each dimension works with the other two to help students build a cohesive understanding of science over time.

The Three Dimensions of Learning Science	How Listening to <i>Wow in the World</i> Supports the Three Dimensions
<p>Crosscutting Concepts help students explore connections across the four domains of science, including Physical Science, Life Science, Earth and Space Science, and Engineering Design.</p> <p>When these concepts, such as “cause and effect”, are made explicit for students, they can help students develop a coherent and scientifically-based view of the world around them.</p>	<p>Listening to Mindy and Guy Raz investigate the latest discoveries in science, technology and innovation in every episode helps students develop a coherent and scientifically-based view of the world around them.</p>
<p>Science and Engineering Practices describe what scientists do to investigate the natural world and what engineers do to design and build systems. The practices better explain and extend what is meant by “inquiry” in science and the range of cognitive, social, and physical practices that it requires. Students engage in practices to build, deepen, and apply their knowledge of core ideas and crosscutting concepts.</p>	<p>Listening to <i>Wow in the World</i> lets students “see” Mindy and Guy Raz modeling science and engineering practices as they create representations, explain complex phenomena, test design ideas, and communicate to each other about scientific concepts.</p>

Disciplinary Core Ideas (DCIs) are the key ideas in science that have broad importance within or across multiple science or engineering disciplines. These core ideas build on each other as students progress through grade levels and are grouped into the following four domains: Physical Science, Life Science, Earth and Space Science, and Engineering.

Episodes explore all four domains.

[See how *Wow in the World* episodes align with Next Generation Science Standards \(NGSS\).](#)

English Language Arts (ELA)

The Common Core State Standards (CCSS) call for several Key Shifts in Language Arts that have implications across the curriculum. See how *Wow in the World* aligns with these Key Shifts in the English Language Arts.

ELA Practice	How Listening to <i>Wow in the World</i> Supports ELA
Regular practice with <u>complex texts</u> and their academic language	Students can listen to episodes multiple times, with or without reading transcripts concurrently, in order to deepen their understanding. Listening to podcasts offers all students access to complex texts, regardless of reading level, which in turn can help students improve their reading skills. Listening also helps students to grow their vocabularies in authentic ways.

Reading, writing, and speaking grounded in evidence from texts, both literary and informational	The scientific content featured in every episode provides material for high-level classroom discussions and/or analytic writing tasks. TinkerClass provides plug-and-play activities that promote this practice as well.
<u>Building knowledge</u> through content-rich nonfiction	<i>Wow in the World</i> episodes introduce listeners to content-rich, non-fictional historical accounts that can help students build background knowledge, which is critical to both listening and reading comprehension.

Listening Flow

Before playing an episode

Share the episode title and description with your whole class, or a small group, and then...

- Prepare a KWL chart that lists what they know, want to know, and then learned
- Lead a “*Turn-and-Talk*” by having students turn to a partner and share a question they have or something they already know about the episode’s content
- Let students predict three things that might come up in the episode
- Have students jot down curious questions they might have about the episode
- Ask students to do a quick write to predict what might happen in the episode
- Introduce the episode topic along with a few topic-related vocabulary words
- Project a related image and brainstorm what they already know about it

Review the affiliated TinkerClass Guided Activity and decide if it might work for your students individually or in small groups. Determine how you might want to present it to your class.

While playing an episode

Prime students to listen for key points to share afterward (use a note-taking sheet).

Model recording key information and content from the episode using a graphic organizer.

Give students the option to doodle or sketch as they listen.

You might find it helpful to pause the episode at key moments to

- check for understanding
- highlight important moments (like when Mindy or Guy Raz introduce the experiment or scientific study that the episode is based on)
- answer any questions

Have students read along using an episode transcript.

The screenshot shows a video player interface. At the top, the word "LISTEN" is written in large, blue, stylized letters with a microphone icon to the right. Below this, the episode title "Can I Print You Some Dessert?" is displayed. A short description follows: "Mindy's ice cream truck is now selling... 3D-printed cheesecakes?! It's the WOW of 3D-printed food!". To the left of the text is a thumbnail image of a 3D printer printing a dessert. Below the text is a progress bar showing "0:00 / 15:00" and a "VIEW TRANSCRIPT" button. The "WOW IN THE WORLD" logo is visible in the bottom right corner of the thumbnail area.

The screenshot shows a video player interface. At the top, the word "LISTEN" is written in large, blue, stylized letters with a microphone icon to the right. Below this, the episode title "Screaming Plants" is displayed. A short description follows: "Mindy's running an advice booth... for plants?! Dive into our relationships with the beloved greenery around us and find out what plants are trying to tell us! Listen and learn about the how and WOW of what plants are trying to tell us!". To the left of the text is a thumbnail image of a potted plant with a megaphone. Below the text is a progress bar showing "0:00 / 14:34" and a "VIEW TRANSCRIPT" button. The "WOW IN THE WORLD" logo is visible in the top left corner of the thumbnail area.

Sample Wow in the World episodes

After playing an episode

Conduct a “Listen and Check” by asking students to reflect on whether or not the 3 things they predicted during pre-listening came up.

Conduct a Think-Pair-Share by allowing a few minutes for private reflection followed by a few minutes to share with partners. Then have a couple of students share with the class.

“Turn & Talk” to a partner to summarize the episode.

Have students record an audio summary.

Record key information and content from the episode using a graphic organizer.

Repeat listening is always a good idea for working on listening comprehension and makes a great homework assignment.

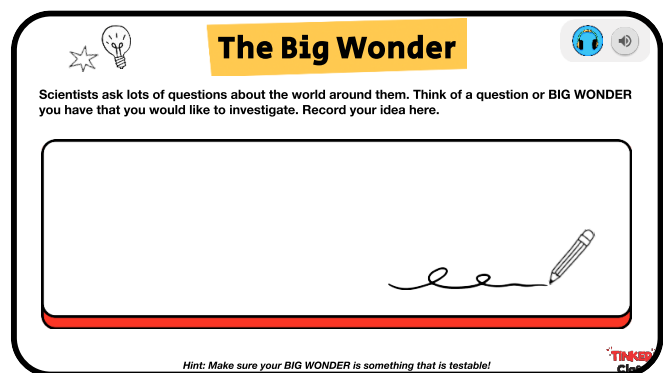
Ask students what their favorite and least favorite parts were.

Have students come up with a list of follow-up questions.

Assign the TinkerClass WONDER slides and have students record their WOWs and WONDERs.

Assign a **TinkerClass Guided Activity** that you want your students to complete and model how they might go about completing it.

Assign a **TinkerClass Make Your Own Activity** and talk about how they might go about it.



Make Your Own Experiment Slides

TinkerClass Connections



Listen



Wonder



Tinker



Make

TinkerClass adds *podject*-based learning to every episode. Our *Wow in the World* podjects invite students to listen, wonder, tinker and make like real scientists and engineers.

- Access to 55 *Wow in the World* Podjects which include
 - Ad-free **episodes**
 - *Wow in the World* themed **WONDER** and **TINKER** templates
 - *Wow in the World* **Guided Activities**
 - *Wow in the World* **Make Your Own Activities**
- Access to Universal TinkerClass worksheets that help students reflect on any episode
- [WOWs and WONDERS Worksheet](#) – A place to record ideas during and after listening
- [Brainstorming WONDERS Worksheet](#) – Try this brainstorming tool in your classroom
- [BIG WONDERS Worksheet](#) – Try this organizer to help your students get to the BIG WONDER

Additional Implementation Ideas

We know that educators have already been using our podcasts in their classrooms for years, in so many creative ways. Here are a few more ideas for how you might incorporate this particular show into your lesson planning:

1. While listening, keep track of what the scientists of the original study tried (and maybe failed at) on the way to their discovery. Or keep track of some things Mindy and Guy Raz try (and most likely fail at) as they explore the scientific wow featured in the episode. (STEM, ELA)
2. Have students design their own, one-of-a-kind, wow-worthy scientific tools or inventions that Mindy and Guy Raz might use to help them out in the episode they listened to. (STEM)
3. Keep an ongoing character chart as you make your way through all of the episodes. Discuss each of the characters. What are their defining character traits? Who do you like the most and who do you like the least? Which character are you most like? (ELA)
4. After listening to a full season, use the characters (and any new ones they'd like to include) to write their own *Wow in the World* episodes. (ELA)
5. Create groups with 2-3 students in each group. Assign each group a different episode. Instruct the groups to take notes while listening to their episode as a team, perhaps listening a few times. Students then create a short presentation about the episode and present the information to the class. (ELA, Science)
6. Write a short summary or record an audio summary of the episode. Then have them listen to the episode a second time and see if they can add any extra information. (ELA)
7. Invite students role play the episode in small groups. (ELA)
8. Ask students to write a review of the episode or podcast. (ELA)