Curriculum Guide

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Flip and Mozi Curriculum Guide

Show overview: Join Flip and Mozi on an intergalactic musical adventure featuring all the amazing animal creatures that make our Earth full of WOW!
Suggested Grade level: PreK-4th
Subjects: Science, ELA
Curriculum Connections: Life Science
Average episode length: 20-30 minutes

The Flip and Mozi 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

Below are some of the Next Generation Science Standards (NGSS) and Common Core English Language Arts Standards (CCSS.ELA) this show touches upon. Not every episode aligns with every standard, but most episodes align with the following.

Next Generation Science Standards (NGSS)

NGSS Domain	Performance Expectations
ESS3: Earth and Human Activity	• K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.
LS4: Biological Evolution: Unity and Diversity	• K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive. • 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

Common Core English Language Arts Standards (CCSS.ELA)

Common Core Domain	Standards
Reading: Literature (K-12)	• CCSS.ELA-LITERACY.RL.K.1 With prompting and support, ask and answer questions about key details in a text. • CCSS.ELA-LITERACY.RL.1.1 Ask and answer questions about key details in a text. • CCSS.ELA-LITERACY.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. • CCSS.ELA-LITERACY.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Speaking & Listening (K-12)	• CCSS.ELA-LITERACY.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. • CCSS.ELA-LITERACY.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. • CCSS.ELA-LITERACY.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Writing (K-12)	CCSS.ELA-LITERACY.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. CCSS.ELA-LITERACY.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. CCSS.ELA-LITERACY.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Listening Flow

Before playing an episode

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

- Project a related image, and brainstorm what they already know about the animal or subject
- Prepare a KWL chart that lists what they know, want to know, and then learned about the animal or subject featured in the episode
- 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
- Have students jot down curious questions they might have before listening

Sample Listen

- 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
  - answer any questions
- Have students read along using an episode transcript.

After playing an episode

- 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 they have
- Assign the TinkerClass WONDER slides and have students record their WOWs and WONDERs
- Assign a **TinkerClass Guided** or **Make Your Own Activity** that you want your students to complete and model how they might go about completing it.

THE SETUP

Each player picks an animal and privately records 4–6 clues about that animal. Your animal should be one that you're already an expert on!

Pro Tip: Remember that as an alien you have never seen or learned about animals before! So base your clues only on what you can see, smell, or hear.

Record your clues here!
Click to add text!

Materials
- 2-6 players (one person will be the alien and the others will be Earthlings)
- Alien headband (optional)

WOW-TO

The next part of the process involves following along with the Wow-To. Let's go! It's time to play, "Guess... That... Earthling..."

Wow-To:

Step 1: Decide who will be the first alien/game leader.
Step 2: The Alien slowly shares their animal clues, one at a time, with the Earthlings. For example: "I live in the jungle... I eat meat... I'm very strong... I have stripes... I purr, but I'm not a cat..."
Step 3: Once all the clues have been revealed, each Earthling may make one guess.
Step 4: The first Earthling to guess correctly wins the game and becomes the next Alien. Continue playing until each player has had a turn as Alien.

Guess That Earthling Guided Activity

TinkerClass Connections

Listen **Wonder** **Tinker** **Make**

TinkerClass adds podject-based learning to every episode. Our Flip And Mozi podjects invite students to Listen, Wonder, and Make.

- Access to 48 Flip And Mozi Podjects which include
  - 48 Ad-free **episodes**
  - *Flip And Mozi* themed **WONDER** template
  - *Flip And Mozi* Guided Activity: Guess That Earthling Game
  - *Flip And Mozi* Make Your Own Animal Log
  - *Flip And Mozi* Make Your Own Field Report

- 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 in so many creative ways. Here are a few more ideas for how you might incorporate this particular show into your lesson planning:

1. Have students do some further research on the featured animal. (Science, ELA)

2. Take your students to the library to check out books on animals featured in the episode they listened to. (Science, ELA)

3. 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)

4. Write or record a short summary of the episode. Then have students listen to the episode a second time and see if they can add any extra information. (ELA)

5. Invite students to role play the episode in small groups. (ELA)

6. Ask students to write a review of the episode or podcast. (ELA)

7. 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)

8. After listening to a full season, use the characters (and any new ones they'd like to include) to write their own Flip And Mozi episode. (ELA)