

Green Literacy Thematic Unit Planning Template

Name:

Grade level:

School context:

PHASE 1: ENGAGE

Develop Your Thematic Question

Here are some guiding questions to consider as you develop your thematic question. Reflect on these prompts to clarify your focus.

1. Brainstorm

- What issue that could lead to a big idea about the environment are you most passionate about exploring with your students?
- What current events or real-world examples resonate with you and can help bring environmental issues to life for your students?

2. Prioritize

You might have more than one environmental issue you'd like to explore with your students. Now, think about which one will create the most meaningful conversations and learning.

Through this brainstorming and prioritization process, write your thematic question. Some stems that might be useful are:

- How can/do . . . ?
- What might . . . ?

Write your thematic question here.

See page 38 in the book for more information on creating thematic questions.

Foster Your Thinking Through Commentary

First, review the following questions and respond to a few or all of them. Use a list or brainstorm freely to capture your ideas.

- Whose voices or stories do you need to hear to understand this issue, and why are they important to you?
- What unfair systems or problems do you want your students to think about when learning about this issue, and how can you help them ask questions and find ways to make things better?
- Whose experiences or ideas are sometimes left out when this issue is talked about, and how can you share those voices in your classroom to help everyone learn more?

From your responses, begin to find springboards that will help you develop commentary that deepens your thematic exploration.

Springboards to Support Commentary

- Springboard 1:
 - Title or source:
 - Key insights:
- Springboard 2:
 - Title or source:
 - Key insights:
- Springboard 3:
 - Title or source:
 - Key insights:

See page 40 in the book for more information on developing springboards for commentary.

PHASE 2: EMPOWER

Cultivate a List of Green Reads and Views

Consider the three cycles of comprehension as you choose your strategies: simple comprehension (retell and summarize), criteria comprehension (support thinking), and perspective comprehension (investigate explicit and implicit perspectives and move to systems thinking).

Select texts and digital media that flow from your thematic question and your commentary research. If you need help finding texts or digital media, consult go.SolutionTree.com/literacy, our companion website (www.greenliteracy.org), or your school or local librarian.

What types of texts or stories (fiction, nonfiction, poetry, or multimedia) can you use to help your students connect emotionally and critically to this environmental issue? What is the author's message?

Green Read Title:	Green Read Title:	Green Read Title:	Green Read Title:	Green Read Title:
Author's message:	Author's message:	Author's message:	Author's message:	Author's message:

Select Green Literacy Strategies

<p>What reading, writing, and drama strategies will encourage your students to express their thoughts, analyze the issue, and explore solutions?</p> <p>Reading, Writing, and Drama Strategies:</p>	<p>How can you support all your students—no matter their reading level or background—to engage deeply with the issue and build their understanding?</p> <p>Immersive Strategies:</p>
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See page 45 in the book for more information on selecting Green Literacy strategies.

See page 16 in the book for more information on the three cycles of comprehension.

PHASE 3: SHIFT

Develop Green Literacy Ideals

As you work with your students to create their Green Literacy ideals, remember this is something that happens naturally during your teaching. You can plan all the other steps ahead of time, but for this last part, you'll need to pause and observe how your students respond.

Reflection 1

As you plan how to guide your students in creating their Green Literacy ideals, take a moment to think about the lessons you've already taught. How did your students respond during these activities? What really stood out to you? Write down some notes or free-write about what you noticed happening in your classroom.

Reflection 2

In your free-writing, think about what stood out to you during class discussions about the books. What were some interesting things your students said about using the reading and writing strategies?

See page 47 in the book for more information on how to facilitate the Green Literacy ideals discussion.