

Field Trip Request Form- Overnight & Out-of-State Activity Request

School Bloomfield Elementary Grade & Number of Students Attending 2nd 41 students

Person Making Request Jennifer Morley/Kristi Morris Position Teacher

Overnight Activity Out-of State Activity Dates Scheduled 10-31-13

Name of Activity Field Trip to Derby Dinner Playhouse

Location of Activity Derby Dinner Playhouse Clarksville, IN

Objectives of Activity Students will be given an opportunity to view and critique a performance.

Pre-trip preparatory activities planned (please attach appropriate documents) _____

Post-trip culminating activities planned (please attach appropriate documents) _____

Oral student presentations planned after trip Students will read their play critique on the schoolwide news.

Name(s) of certified staff attending Jennifer Morley and Kristi Morris

Name(s) of other adults attending Pending parent chaperones

Plan for handling student medication needs _____

Plan for supervision (day) Students will be in a whole group setting with two certified staff members.

Plan for supervision (night - please be specific for all hours of the night) N/A

Signed Jennifer Morley

Date 8-23-13

Principal RSA

Date Approved 8-27-13

Superintendent _____

Date Approved _____

Review/Revised:5/17/11

11-4-13

Content Area: Writing Week of: 12:15-1:00 Unit Title: Opinion Paragraphs - Play Reviews

What do we expect our students to know and be able to do? Write out the Common Core/Power Standard(s)	List daily learner outcome(s)	What common activities will I include to ensure or extend my students' understanding of the learner outcome?	How will I check for my students' understanding
<u>Monday</u>		<ul style="list-style-type: none"> • NO SCHOOL-Election Day 	
<u>Tuesday</u> Standard: Write opinion pieces in which the introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	I can write my opinion about a play.	*With a partner, students will retell the plot of the play Miss Nelson has a Field Day. Students will focus on their favorite part and why. *Students will write their response on a sentence strip. *We will then discuss the elements of a play review. Look at the Play Magic transparency to help. Include discussions about the interesting story line, the actors, and special effects. Students will then take their sentence strip and place it under the correct heading to show what they liked best between the three elements.	<ul style="list-style-type: none"> • Sentence strip about their favorite part of the play.
<u>Wednesday</u> Standard: Write opinion pieces in which the introduce the topic or book they are writing about, state an opinion, supply reasons that	I can write an opinion about a play.	*Pass out the graphic organizer about a play review. Students will use the sentence strips from yesterday to help them discuss their opinion about each element	Completed graphic organizer with opinions about a play.

How will our students express their understanding in

<p>support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>		<p>of a play.</p> <p>*Discuss how a play review is written by giving an overall opinion about the play and giving a recommendation.</p> <p>* Students will then complete the opinion and recommendation sections by writing their opinion about the play.</p>	
<p>Thursday Standard: Write opinion pieces in which the introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>I can write a play review.</p>	<p>*Students will begin writing their play review. We will discuss the importance of a great grabber and clear details. *Using the organizer as a guide, students will begin and then complete their play review.</p>	<p>Play Review</p>
<p>Friday Standard: Write opinion pieces in which the introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, LA.3</p> <p>Standard: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by</p>	<p>I can edit my writing.</p>	<p>*Pass out the editing checklists. Review how we used it before to check our writing work. Model for students how to use the checklist to read a friend's paragraph. *Have students to work with a friend to use the editing checklist. As students work, walk around the room to see if students are on task and using the checklist. *After working with a partner, students can make any changes to their paragraph and then publish</p>	<p>Revised play reviews, completed editing checklists</p>

revising and editing

their writing by adding a picture.

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			How will our students express the
<p><u>Monday</u> RL 2 Standard: Describe how characters in a story respond to major events and challenges.</p>	<p>I can compare and contrast characters in a story.</p>	<ul style="list-style-type: none"> • Authentic Writing Prompt: Write about a time you had a substitute. What do you like about having subs or dislike about having a sub. • Introduce the vocabulary words. Students will learn the meaning and syllable count of each word. • We will then read the story <i>Miss Nelson is Missing</i>. After reading, students will work with me to complete the story organizer (Venn diagram) comparing Miss Nelson and Ms. Swamp. • Students will then read some occurrences in the story and tell which character was responsible for the given act. 	<p>Venn Diagram comparing Ms. Nelson and Ms. Swamp</p>
<p><u>Tuesday</u> Standard: RL 1: Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p>	<p>I can answer what and why (cause + effect) questions about my reading.</p>	<ul style="list-style-type: none"> • We will then review the story <i>Miss Nelson is Missing</i>. We will discuss cause and effect. Students will be given a cause from the story and find the effect that results from that cause. • Students will then answer comprehension questions about the story. 	<p>Cause and effect Situations from the story</p>
<p><u>Wednesday</u> Standard: RL 1: Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p>	<p>I can make, revise, and confirm predictions as I read.</p>	<p>Show students the cover of the book. Ask them to make some predictions based upon what they already know about Ms. Nelson books. *Begin reading the story. Stop on page 9, 15, and 23 to make predictions. Discuss what it means to make a logical prediction. Model making an illogical prediction and discuss why it wouldn't work. †Continue reading. After finding out what happened in the text, model revising your prediction for page 9. For example, you may say, "I thought the kids were unhappy because Ms. Nelson was missing. Now I learn that they are unhappy because the school has a bad football team. Now I think that something will happen to improve the team." *Finish reading the book stopping on pages 5 and 23. Have students to write their predictions down and then revise them if needed. Share predictions that were changed as you read.</p>	<p>Student written predictions</p>

<p><u>Thursday</u> Standard: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>I can sequence the story.</p>	<p>*Review the book Ms. Nelson has a field day. *Discuss how a story is structured so that the reader can understand it. Point out that the beginning introduces the story and the ending concludes the action. *Talk about what sequence means. Tell students that sometimes authors use words like next, then, first, etc. to show sequence. Flip through the book again. *Have students to complete the sequence worksheet on the story.</p>	<p>Students will sequence The main events in the Story on a ws.</p>
<p><u>Friday</u></p>		<p>Field Trip to see Ms. Nelson has a field day.</p>	