

Curry: 3-26
Mallory + Sanford: 3-27

Barnett + Dennis: 3-31

School-Related Student Trip Request Form

SUBMIT THIS FORM TWO (2) WEEKS PRIOR TO THE TRIP.

SCHOOL SCES

FACULTY MEMBER(S) SPONSORING TRIP

Sanford, Curry, Mallory
Dennis, Barnett

TYPE OF TRIP (CHECK ONE):

- ☒ Classroom Field Trip ☐ Class Trip (i.e., junior, senior), specify _____
☐ Organization/Club Trip, specify _____ ☐ Other (athletic, band, if applicable) _____

DESTINATION Jefferson Memorial

ADDRESS 11311 Mitchell Hill Rd

PHONE 502.368.5404

- ☐ Out of State ☒ Out of County ☐ Within County
☐ Overnight: give name, address, phone of lodging _____

DATE(S) OF TRIP 3/26/3-27/3-31 DEPARTURE TIME 9:00 RETURN TIME 3:30

PURPOSE/EDUCATIONAL VALUE To integrate literature w/ science
and social studies: Hatchet by Gary Paulsen

SOURCE OF FUNDING FOR TRIP Students

NO STUDENT SHALL BE DENIED THE TRIP BECAUSE OF AN INABILITY TO PAY.

BILL TRIP EXPENSES TO:

- ☐ SPONSORING ORGANIZATION ☐ SCHOOL COUNCIL ☐ BOARD ☐ OTHER, SPECIFY _____

NUMBER OF STUDENTS 143 FACULTY SPONSORS 5 OTHER CHAPERONES _____

TOTAL # OF PARTICIPANTS 148

MODE OF TRANSPORTATION

IS DISTRICT TRANSPORTATION NEEDED? ☒ NO ☒ YES, SEE PROCEDURE 09.36 AP.212.

☐ CERTIFICATED COMMON CARRIER; SPECIFY _____

☐ PRIVATE VEHICLE, IF ALLOWED BY POLICY; SPECIFY DRIVER(S) _____

SUPERVISION (Attach list of names of adults accompanying students on trip.)

Have all chaperones undergone the required records AOC check and been designated by the principal/designee to supervise students? ☐ YES ☐ NO

Stephanie Sanford

Signature of Faculty Sponsor

1-16-15

Date

Trip has been ☒ approved ☐ disapproved. Reason for disapproval _____

M. Z.

Signature of Superintendent/Designee

1-21-15

Date

For overnight and/or out-of-state trips, approval of the superintendent and/or Board may be required by policy 09.36.

FIELD TRIP CHARGES

\$.93 per mile

Regular hourly rate for driver, plus overtime if driver's hours
exceed 40 per week

Meals provided by sponsor: ☒ Yes ☒ No

Admission to event provided by sponsor: ☐ Yes ☐ No

Send copy to lunchroom: ☐ Yes ☐ No

Bus limits: 2 persons per seat

Overnight lodging: Single room

Driver time starts 15 min. before departure and ends 15 min.
after arrival

Driver requested: 1. _____ 2. _____

Number of buses requested: 1 per day

1 bus per day

Total
\$11.00

White Copy - Central Office

Yellow Copy - Bus Driver

Pink Copy - School Sponsor

uses @
80.00 per bus
540.00

1.00 per kid
for Jefferson M.F.
1001.00

Reasons we need to go on this field trip...

This field trip is a reenactment of Hatchet by Gary Paulsen. The protagonist, Brian is in a plane crash and has to learn how to survive in an isolated forested area. The area SCES is in does not have the landscape needed to truly give the students an idea what Brian had to go through. Students will be given the opportunity to create a shelter, hunt, make fire, and identify edible plants and insects, while being in a supervised environment that ensures safety. Students will learn about specific animals and their adaptations while being in the actual habitat. This field trip gives students an engaging, hands-on experience where they will be able to understand Brian's perspective, apply science concepts, and will intensify their love for books (especially the boys).

Science Standards:

- Analyze behavior of light
- Identify ways that heat is produced
- Analyze patterns and make generalizations about basic relationships of plants and animals in an ecosystem

Adaptations are a main focus as we learn how the character of Hatchet, Brian, had to adapt to the environment. We learn how to start a fire with **friction**. This not only teaches us about **heat and friction**, but adapting to an environment without light and heat. We also learn how to **adapt** to our environment by creating a **shelter** out of items from the environment. We are taught about edible plants as a survival skill and adaptation to our environment. On our field trip, they demonstrate and discuss how the character fished with a spear. The character had problems due to not understanding the behavior of light; reflection/refraction. All of these activities are impossible to do in a classroom environment and that is why needed to experience this at Jefferson Memorial Forest.

Spencer County Schools Lesson Plan Template

Subject/Class: Language Arts Grade: 4 Unit: Hatchet

<u>Understanding: "KNOW"</u> <u>SUMMATIVE ASSESSMENT</u> • Reading Response entries • Chapter Review Quizzes • End of book test • Student projects	<u>Critical Thinking and Skills: "DO"</u> <u>Vocabulary</u> See attached vocabulary list
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ESSENTIAL QUESTION(S): How do you get motivated to do something that seems almost impossible?		
MONDAY: I can complete a character sketch of the main character. Flashback: See Flashback folder	Instruction *Students will listen to Chapter 1 on tape, following along in their book. *Students will participate in a classroom discussion centered around the following questions: Why is Brian visiting his father in Canada? How does Brian feel about his mother? How do we know this? * Students will complete a character sketch of Brian using details from the story. *Working with a partner students will either define or use in a complete sentence the vocabulary words in chapter 1 (the list may be student or teacher generated). * Content connection – What is a heart attack? What causes it?	Closure/Formative Assessment Exit Slip Reading Response – Brian is alone in a plane flying through the Canadian wilderness. What choices does he have for survival?

TUESDAY: I can read to understand how events in a story are connected.		
Flashback:	Instruction *Students will listen to Chapter 2 on tape, following along in their book. *Working with a partner students will either define or use in a complete sentence the vocabulary words in chapter 1 (the list may be student or teacher generated). * Students will participate in a class discussion centered around the following questions: In chapter 1 the pilot lets Brian steer the plane. Did this help Brian in chapter 2? Do you think the author did this intentionally in the story? What is Brian's plan for landing the plane? What conclusions can you draw about Brian from the actions he takes before the crash? *Content connection – Research the different kinds of planes that are in operation. Brian was in a Cessna Sky Hawk. What kind of plane was this?	Closure/Formative Assessment Students will complete quiz on Chapter 1 & 2.

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ESSENTIAL QUESTION(S): What strategies will U use to understand the text?

MONDAY: I can use the rules punctuation to read.		
Flashback: Conventions/Process Flashbacks	Instruction Students will listen and read along with Chapter 5 of Hatchet. We will spend time reading parts aloud in order to use the rules of punctuation to read successfully. Reading Response: If you had to describe Brian in one word what would it be? Why did you choose the descriptive word that you chose?	Closure/Formative Assessment When you read aloud what do you do when you come to a period, comma, or indentation of a paragraph?
TUESDAY: I can make questions to help guide my reading.		
Flashback: Conventions/Process Flashbacks	Instruction Students will listen and read along with Chapter 6 of Hatchet. Students will look back at Chapter One and make a list as a whole class of questions that they had as they were listening to Chapter One. We will then attempt to answer the questions and discuss how the questions they asked can guide their reading in order to help them better understand. Students will make a list of 3 questions about Hatchet that they have through Chapter 6 in order to guide their future reading of Hatchet.	Closure/Formative Assessment Chapter 5 and 6 Quiz
WEDNESDAY: I can use context clues and decoding strategies to help me read.		

Spencer County Schools Lesson Plan Template

Subject/Class: Language Arts Grade: 4 Unit: Hatchet

Understanding: "KNOW" Students will know how to use a variety of strategies to comprehend passages read. SUMMATIVE ASSESSMENT • Reading Response entries • Chapter Review Quizzes • End of book test • Student projects	Critical Thinking and Skills: "DO" (see I can statements) <u>Vocabulary</u> See attached vocabulary list
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ESSENTIAL QUESTION(S): What strategies will you use to understand the text?		
MONDAY: I can use sequence or compare and contrast to help me understand what I read.		
Flashback: Conventions/Process Flashbacks	Instruction Students will examine events in the story and put them in the correct order according to the sequence of events in the story. Students will read Chapter 9.	Closure/Formative Assessment Quiz on Chapter 7 and 8 Students will complete a compare and contrast graphic organizer to better understand the story by examining Brian's life at home and Brian's new life in the wilderness.
TUESDAY: I can identify the difference between a fiction and non-fiction story.		
Flashback: Conventions/Process Flashbacks	Instruction Students will read Chapter 10 and brainstorm a list of text features that indicate that this passage is fiction. Students will then read an article from Scholastic News titled, "Let the Games Begin". Students will then brainstorm a list of text features that indicates the article is non-fiction.	Closure/Formative Assessment Exit Slip: Describe the difference between fiction and non-fiction.
WEDNESDAY: I know the meanings of story specific words that help me understand the details of the passage.		
Flashback: Conventions/Process Flashbacks	Instruction As students listen to Chapter 11 they will list any words that are specific to this story that they may not know the meaning of or hear often. These words may be about nature, survival, or words that are used during this story that we may not have ever heard or hear often. When a list has been made by the class groups will divide up to use the dictionary and context clues to help define the words to better understand what they are reading.	Closure/Formative Assessment List of words defined by students to better understand the story. Chapter 9 and 10 quiz

Spencer County Schools Lesson Plan Template

Subject/Class: Language Arts Grade: 4 Unit: Hatchet

ESSENTIAL QUESTION(S): What strategies will you use to understand the text?			
MONDAY: I can describe characters, plot, setting or problems/solutions of a passage.			
Flashback: Conventions/Process Flashbacks	Instruction Students will listen to Chapter 14. Students will then write a paragraph to describe the main character, Brian and the setting of the story.		Closure/Formative Assessment Complete a T-chart with a partner that gives 5 problems that Brian has encountered and the solutions to the problems.
TUESDAY: I can locate key information when I read.			
Flashback: Conventions/Process Flashbacks	Instruction Students will listen to Chapter 15 and 16. Students will then be asked to find the answers to the questions below by locating the information in the text. Strategies like scanning the text for key words will be reviewed for students. 1. What does Brian mean when he refers to First Meat? (where is the answer located in the text- page # and paragraph#) 2. What does Brian do with the bird once he catches it? (where is the answer located in the text- page # and paragraph#)		Closure/Formative Assessment Hatchet worksheet that has them scan for the key word: hatchet in Chapters 6-12. (in the packet)
WEDNESDAY: I can explain how conflict in a story is resolved.			
Flashback: Conventions/Process Flashbacks	Instruction Students will listen to Chapter 17 and 18. What conflicts has Brian encountered during his time in the wilderness? How did he resolve the conflicts?		Closure/Formative Assessment Quiz on Chapters 17 and 18
THURSDAY: I can identify the author's purpose in a passage. I can identify the author's opinion about a subject.			
Flashback: Conventions/Process Flashbacks	Instruction Students will listen to Chapter 19 and the epilogue. Students will discuss what the epilogue is in a story.		Closure/Formative Assessment Quiz on Chapter 19 and Epilogue
FRIDAY: I can explain a character's action in a story.			
Flashback: Conventions/Process Flashbacks	Instruction Personal Response about Hatchet. What questions would you like to ask Brian about his experience? Do you find his experience believable? How do you think you would have dealt with a similar situation? Book Review		Closure/Formative Assessment