

Apr. 13 Dennis ~~May 2 Harrelson~~  
18 Barnett  
26 Atcher  
27 Sanford

#17.00  
OF

### School-Related Student Trip Request Form

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

SCHOOL SCES FACULTY MEMBER(S) SPONSORING TRIP Atcher, Barnett, Dennis, Harrelson, Sanford

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 Forest ADDRESS 11311 Mitchell Hill Rd PHONE 368-3404  
40118

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

DATE(S) OF TRIP 4/18, 4/19, 4/26, 4/27, 5/2 DEPARTURE TIME 9:00 RETURN TIME 3:30

PURPOSE/EDUCATIONAL VALUE to integrate literature w/ science: bring a book to life with outdoor activities

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 124 FACULTY SPONSORS 4 OTHER CHAPERONES \_\_\_\_\_

TOTAL # OF PARTICIPANTS 128

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    1-23-17  
Signature of Faculty Sponsor    Date

Trip has been <input type="checkbox"/> approved <input type="checkbox"/> disapproved. Reason for disapproval _____	
<u>[Signature]</u> Signature of Superintendent/Designee	<u>1-26-17</u> 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: \_\_\_\_\_

# Instructional Plan for Field Study/Special Event Learning Experience

Teacher: Atcher Dennis Barnett Sanford

Class: 4th grade

Date: 1-23/17

Class Size: 31 each day

## Instruction Plan

### PRE Activities

Read the book w/ activities (See attached)

### POST Activities

Written reflection

### Reading/Writing/Math/Science/Social Studies/Arts and Humanities Strategies (Use any that apply)

Science / Reading / Writing (see plans)

### Choose one post-assessment of learning activity:

- ☒ Open Response Prompt: \_\_\_\_\_
- ☐ Student Product: \_\_\_\_\_
- ☐ Performance Event: \_\_\_\_\_
- ☐ Writing for Authentic Audience: \_\_\_\_\_

### Adaptations or Special Strategies (if applicable)

## Unit Plan

Spencer County Schools

Unit Title: Hatchet/Realistic Fiction

Length/Date of Unit: 4 weeks

Teacher: Samantha Dennis, Sabrina Barnett, Melisa Mallory, Stephanie Sanford, ~~Dee Curry~~ Course/Grade

Level: ELA/ 4<sup>th</sup> grade

### Essential Question:

How can I use the thinking strategies to help me become a better reader and thinker?

### Standards:

4.RL.1	Refer to Details and Examples from Text when drawing Inferences
4.RL.2	Determine Theme and Summarize Story, Dramas, or Poem
4.RL.3	Describe Character, Setting, or Events
4.RL.4	Determine Meaning of Words in Text (including Myths)
4.RL.10	Read and Comprehend 4-5 Grade Level Stories
4.L.4	Clarify meaning of unknown and multiple meaning words
4.L.4a	Use context clues to clarify meaning
4.RI.7	Interpret Text Features

# Learning Plan

Content Area/Class: Language Arts

School: Spencer County Elementary

Unit Title: Hatchet Week 1

Grade: 4th

Dates:

Essential Question(s): How can I use thinking and reading strategies help me become a better reader and thinker?

Day/ Date	Flashback	Daily Learning Target 1/ CAN...	Instruction (Strategies/ Activities/ Differentiation)	H.O.T. Questions	Daily Learning Target Assessment	Standard
<b>M</b>	Reading and Grammar Flashback	I can complete a character sketch of the main character.	<p>*Students will listen to Chapter 1 on tape, following along in their book.</p> <p>* Students will complete a character sketch of Brian using details from the story.</p> <p>*Working with a partner students will either define or use in a complete sentence the vocabulary words in chapter 1.</p> <p>consuming - to destroy by or as if by fire</p> <p>copilot - a pilot who assists the pilot or commander of a flight of an aircraft or spacecraft</p> <p>drone - a deep monotonous sound</p> <p>shattering - to break or fall to pieces</p> <p>rudder - a flat movable piece attached to the rear of a ship or aircraft for steering</p> <p>banked - to tilt an airplane sideways when turning</p> <p>lurched - to roll or tip suddenly</p> <p>lashed - to move or strike suddenly</p> <p>wincing - to shrink back</p> <p>spasm - a sudden, uncontrolled movement or outburst</p> <p>jolts - to move jerkily</p> <p>thrumming - to sound or speak with a steady or boring rhythm</p> <p>slewed - to turn, twist, or swing about especially out of a course</p> <p>audible - barely talking, very soft</p> <p>* Content connection – What is a heart attack? What causes it?</p> <p>AMA:</p>	<p>Why is Brian visiting his father in Canada? How does Brian feel about his mother? How do we know this?</p>	<p>Exit Slip</p> <p>Reading Response – Perspective talking:</p> <p>Imagine you are Brian at the conclusion of chapter 1. Describe how you might feel and provide reasons for your answer. In this situation, what might you do next?</p>	4.RL.3
<b>T</b>	Reading and Grammar Flashback	I can read to understand how events in a story are connected.	<p>*Students will listen to Chapter 2 on tape, following along in their book.</p> <p>*Working with a partner students will either define or use in a complete sentence the vocabulary words in chapter 2.</p> <p>turbulence - irregular atmospheric motion with up and down currents</p> <p>procedures - the manner or method in which a business or action is carried on</p> <p>C.P.R. - the method to try to restart someone's heart or lungs</p> <p>swooped - to dive or pounce suddenly</p> <p>altimeter - an instrument for measuring altitude</p> <p>headset - a pair of headphones, usually with a microphone</p> <p>wrenching - to move with a violent twist</p>	<p>In chapter 1 the pilot lets Brian steer the plane. Did this help Brian in chapter 2?</p> <p>Do you think the author did this</p>	<p>Exit Slip</p> <p>Reading Response</p> <p>Analyzing &amp; Evaluating:</p> <p>Why do you think Gary Paulsen has decided to conclude both of the first chapters with such dramatic endings? How does this impact the reader?</p>	4.RL.3

		<p>text information. RL.4.1</p>	<p>viciously - very dangerous teetered - to move unsteadily cawing - to utter the harsh sound of a crow swollen - to expand beyond the normal limit amphibious - an amphibious plane is a plane that can land in water murky - very dark or gloomy ragged - to continue out of control stagger-tripped - a pair of words that mean he walked clumsily nudging - to touch or push gently asset - a quality or thing that can be used to advantage limbs - branches of a tree or arms/legs of an animal</p> <p>*As a class generate a list of everything Brian found as he checked out his possessions. Predict how he will use each item for survival.</p> <p>AMA:</p>	<p>throughout the story. Determine which item you think will help him the most?</p>	<p>or appears. For example, someone who gives to others might be described as thoughtful or generous. So far we have learned many things about Brian. Draw an illustration of him. Then write at least 5 traits that describe him.</p> <p>Formative Assessment: Quiz on Chapters 1-5</p>	
Notes:			<p>AMA:</p>			

	Reading and Grammar Flashback	I can use context clues and decoding strategies to help me read. RL.4.10	familiar with in order to use context clues in the story to help determine the meaning of words so that the students better understand the story. We will address other decoding skills that students may use in order help them read successfully. rasping- to make a harsh grating sound Quills-one of the hollow sharp spines of a porcupine or hedgehog self-pity-when you feel bad for yourself gestures- a movement of the body or limbs that expresses or emphasizes an idea or a feeling granite-a very hard rock that can be polished and is used in buildings and mountain dim-not seen or understood clearly embedded-to enclose in or as if in a surrounding mass : set solidly in nicked-a small piece chopped off  AMMA:	What does he learn from this experience?	In this chapter, Brian learns an important rule of survival- "feeling sorry for yourself doesn't work." What do you think this means and why does Brian call this the most important rule of survival?	
Th	Reading and Grammar Flashback	I can use the meaning of prefixes and suffixes to read words.	*Students will listen and read along with Chapter 9.  *Students will look at a list of words that have prefixes and suffixes. We will discuss the meaning of prefixes and suffixes and how this skill can the reader better understand what they are reading. Students will identify any words in Chapter 9 that have prefixes and suffixes and talk about how the prefix or suffix can change the meaning. sputtered: to spit or squirt pieces of food or saliva noisily from the mouth haunches:- hips exasperation - extreme annoyance (anger) pitiful-deserving or arousing pity or sympathy birches-of a genus of trees or shrubs with typically an outer bark that peels easily in thin layers and leaves that are shed each fall painstaking-taking or showing great care and effort gratified-to give or be a source of pleasure or satisfaction to grant a favor	What wild visitor helps Brian figure out how to build a fire?  How?  What does the fire mean to Brian?	Exit Slip Reading Response: Making Inferences The events of this chapter change what happens for the rest of the book. Using your background knowledge and the chapter, write about why this event will change Brian's life. Explain your answer.	4.L.4a
F	Flashback Quiz	I can scan to find key information.	*Students will listen and read along with chapter 10.  *Students will practice the skill of scanning to find key information after the teacher models the use of this strategy. Students will learn to choose a word that will help guide them to the information that they need. Smeared- to spread with something oily or sticky -to spread over a surface Eddied- to move in an eddy or in a way that forms an eddy. Squatting- to crouch close to the ground. Dormant - not active but capable of becoming active interior-the internal or inner part of something intervals-- a period of time between events or states intensity--the degree of being tense.	When was the last time that you learned something from a book, from television, or from a movie and used that knowledge in your own life?	Exit Slip Students will be asked to locate the part in the passage where Brian wakes up and feels ill by scanning for the word morning and stomach.  Comparing and Contrasting In this chapter, Brian laughs at himself for being a "city boy". Compare Brian's life in the wilderness to his life in the city using the Venn Diagram below.	4.RL.1

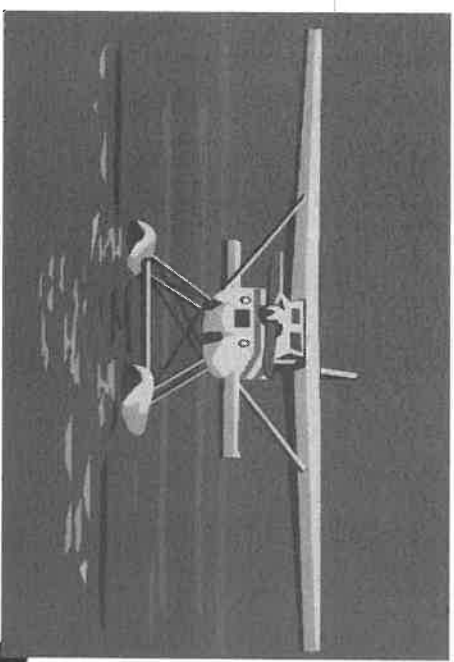
	Reading and Grammar Flashback	I can locate key information when I read.	<p>below by locating the information in the text. Strategies like scanning the text for key words will be reviewed for students.</p> <p>*What does Brian mean when he refers to First Meat? (where is the answer located in the text- page # and paragraph#)</p> <p>*Students will listen to Chapter 16.</p> <p>*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.</p>	How might these assets help you succeed in life?	<p>Make a text to self-connection</p> <p>This chapter describes an important first for Brian. Although it took a great deal of effort, Brian succeeded in the end. Think about a time you did something for the first time. How was it similar to Brian's experience? How was it different?</p>	
Th	Reading and Grammar Flashback	I can identify a problem and solution to the story.	<ul style="list-style-type: none"> <li>Read Chapter 17 and 18</li> <li>Throughout this story, Brian is faced with many problems he must solve. Using the text of chapter 17, students will find one problem Brian faces and his solution.</li> <li>Students will be making predictions on post-it notes throughout this chapter.</li> </ul> <p>AMA:</p>	<p>What conflicts has Brian encountered during his time in the wilderness?</p> <p>How did he resolve the conflicts?</p> <p>Why might Brian have mixed feelings about using some of the items in the survival pack?</p>	<p>Exit Slip</p> <p>Reading Response</p> <p>Think about this chapter from Brian's perspective. Create a list of words to describe how he might feel at different points in the chapter. Use a beginning, middle and end format.</p>	4.RL.3 4.RL.10
F	Flashback Quiz	I can monitor for learning.	<ul style="list-style-type: none"> <li>Complete the book</li> <li>Students will discuss what the epilogue is in a story.</li> <li>AR</li> </ul> <p>AMA:</p>		Exit Slip: Was your earlier predictions correct?	4.RL.2
Notes:			AMA:			

<b>F</b>		I can create a wooden raft that can hold the most weight.	STEM Activities: Wooden Raft Challenge		<b>Product</b>	
	Flashback Quiz		AMA:			
<b>Notes:</b>			Choose 1-2 projects to complete. This will more than likely take 1 week to complete. If students products do not work, they must go back to the drawing board, make changes, and try again.			



# Paper Floatplane Engineering Challenge

Can you create a  
paper airplane that can  
fly the farthest and  
float on water?



Created by: Smart Chick Teaching Resources

Paper

Flootplane

Engineering Challenge