

# BCPS Field Trip Request ID # 8155

Trip Request By

Trip Name

Trip Date

Approx. Pick-up Time

Return Date

Approx. Return Time

Class/Group

Student Count

Chaperone Count

Number of Vans/Buses

Common Carrier

Cost to Students

How will you pay for students who cannot afford the fee?

## Place of Departure

Name:

Address:

City:

State: KY

## Destination

Name:

Address:

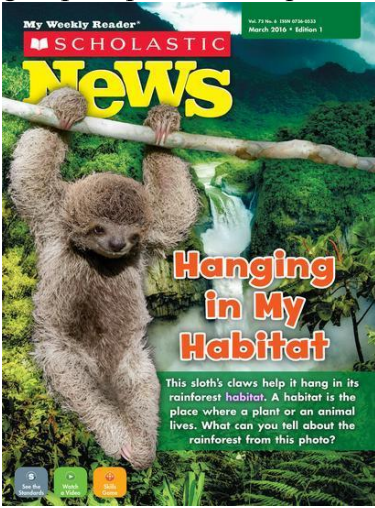
City:

State: KY

## Lesson Plans

-	Mt. Washington Elementary Reading Workshop Plan Mrs. Foster, Mrs. Kessler, Ms. Brewer, Ms. Abell & Ms. Bowles For the week of: April 23 & April 30th <u>Please note these plans for 2 weeks.</u>		
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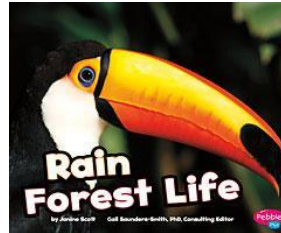
Common Core &	Activity		

<b>Kid-Friendly Objectives</b>			
<p><b><u>RI.1.2 Common Core:</u></b> Identify the main topic and retell key details of a text</p> <p><b><u>Kid Friendly:</u></b> I will be able identify the important information in the text.</p> <p><b><u>SC-EP-4.6.1</u></b> Students will describe basic relationships of plants and animals in an ecosystem.</p> <p><b><u>SC-EP-4.7.1</u></b> Students will describe the cause and effect relationships existing between organisms and their environment.</p> <p><b><u>Kid Friendly:</u></b> I will be able to describe the relationships in an environment.</p> <p><b><u>SL.1.2 Common Core:</u></b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b><u>SL.2.1a Common Core:</u></b></p>	<p>Writing Workshop Mini-Lesson</p>	<p>We follow Workshop Model. Every day the students participate in a mini-lesson focused on a standard that is taught using a thinking strategy; have writing time while the teacher confers one on one with students about their writing and thinking. The workshop ends with a share square where our “thinkers” share their thinking about what they are writing, discuss and challenge each other in their thinking.</p> <p><b><u>Day 1: What is a Habitat?</u></b></p> <p><b><u>Mini Lesson:</u></b></p> <ul style="list-style-type: none"> <li>On graphic organizer have students activate their schema by writing down what they already know about habitat is and what they want to learn about habitats.</li> <li>Teacher can chose to have the students read the Scholastic News as a group, in pairs or independently.</li> </ul>  <ul style="list-style-type: none"> <li>Teacher can choose to watch Habitats: Home for Living Things on Discovery Education.</li> </ul> <p><b><u>Crafting:</u></b></p> <ul style="list-style-type: none"> <li>On other side of the graphic organizer have students write the correct definition of habitat.</li> <li>Have the students create an illustration of a habitat. It can be any type of habitat. Remind them that a habitat has both plants and animals.</li> </ul> <p><b><u>Share Square:</u></b></p> <ul style="list-style-type: none"> <li>Students share their habitat illustrations.</li> </ul> <p><b><u>Day 2: Rainforest Habitat</u></b></p> <p><b><u>Mini Lesson:</u></b></p> <ul style="list-style-type: none"> <li>Teacher will make an anchor chart “ Rainforest Habitat</li> <li>Students will make a T-Chart in their reader’s notebook</li> </ul>	

Participate in collaborative conversations with diverse partners about grade 2 topics and text with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and text under discussion)

**Kid Friendly:**

I will be able to ask and answer questions about key details in information presented.



- Read MyOn book- Rainforest Life
- Students will add to their new learning.

**Crafting:**

- In pairs students will share the information in their schema and new learning. They will mark out misconceptions and highlight the 3 most important details they learned.

**Share Square:**

- Students will share information about the habitat.
- Teacher will add important information to anchor chart.

**Day 3: Rainforest Habitat**

**Mini Lesson:**

- Review information learned about the rainforest.
- Watch BrainpopJr video: Rainforest
- In pairs have students read article Where Do I Live? Their job is to identify the layers of the rainforest and think of an animal or plant you would find in each layer.
- Brainstorm ideas with the students of what you will find in each part of the rainforest (canopy, understory, etc.)
- Teacher will create a picture of the rainforest complete with labels for the layers. If teacher wishes she can use a pre-created picture or make their own. I am going to allow my students to draw the picture on their own.

**Crafting:**

- Students will create a colorful, neat detailed picture of the rainforest. It MUST include: 1. All 4 parts 2. Parts Must be labeled 3. At least 1 animal in each part.



- Example:

**Share Square:**

- Students will share illustrations of rainforest habitat.

**Day 5: Polar Habitat**

**Mini Lesson:**

- Activate schema on Arctic
- Watch BrainpopJr video: Artic
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**Crafting:**

- In a group, pairs or individual students will read and complete graphic organizer on Polar Habitat.

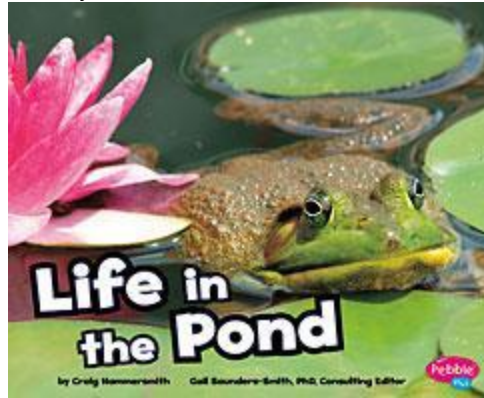
- Have a discussion - What you will find in the Polar habitat.? What will it look like? What animals will you find?
- Students will create a tri-fold diorama of the polar habitat based off the information they learned from the article and discussion.



### **Day 6: Pond Habitat**

#### **Mini Lesson:**

- Teacher will make an anchor chart “ Pond Habitat
- Read MyOn book- Life in the Pond



- Teacher will add important information to anchor chart.

#### **Crafting:**

- Students will create a “œmini poster” for the pond habitat. They will record 3 important facts and create an illustration of the habitat including plants and animals from that particular habitat.

#### **Share Square:**

Students will share information about the habitat.

### **Day 7:Forest Habitat**

#### **Mini Lesson:**

- Activate schema on Forest
- Watch BrainpopJr video:Forest

#### **Crafting:**

- In a group, pairs or individual students will read article on Forest.
- Have a discussion - What you will find in the Forest habitat.? What will it look like? What animals will you find?
- Students will complete Owl Flip book.



### **Day 8**

Field Trip to Jefferson Memorial Forest to explore a small pond and forest habitat

### **Day 9: Desert Habitat**

#### **Mini Lesson:**

- Teacher will make an anchor chart “ Desert Habitat
- Students will make a T-Chart in their reader’s notebook
- Read MyOn book- Life in the Desert



- Students will add to their new learning.

#### **Crafting:**

- In pairs students will share the information in their schema and new learning. They will mark out misconceptions and highlight the 3 most important details they learned.

#### **Share Square:**

- Students will share information about the habitat.
- Teacher will add important information to anchor chart.

### **Day 10: Desert Habitat**

#### **Mini Lesson:**

- Explain the students we are going to talk about the desert habitat and work on AH.

#### **Crafting:**

- Students will review their notes from the day before.
- Teacher may choose to watch BrainpopJr Video: Desert
- Students will read an article on desert habitats.
- Students will complete a comprehension check on the article.

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|--|--|---|--|--|
|  |  | <ul style="list-style-type: none"><li>• Students will watch art lesson video</li><li>• <a href="https://www.youtube.com/watch?v=KrXexfVVpUM">https://www.youtube.com/watch?v=KrXexfVVpUM</a></li><li>• Students will create a desert sunset</li></ul> |  |  |
|--|--|---|--|--|



**Share Square:**

- Students will share their artwork.