BCPS Field Trip Request ID # 9666

Trip Request By Kristy Foster - MWES
Trip Name Science Center
Trip Date 04-30-2019
Approx. Pick-up Time 9:15AM
Return Date 04-30-2019
Approx. Return Time 2:00PM
Class/Group Foster, Hall, Kessler and Abell's class
Student Count 98
Chaperone Count 12
Number of Vans/Buses 2
Common Carrier Miller
Cost to Students 18
How will you pay for students who cannot afford the fee?

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school funds
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Place of Departure

Name: Mt. Washington Elementary
Address: 9234 HWY 44East
City: Mt. Washington
State: KY

Destination

Name: Kentucky Science Center
Address: 727 West Main Street
City: Louisville
State: KY

Lesson Plans

Mt. Washington Elementary 1st Grade Science & Writing Workshop Plan Mrs. Hall, Mrs. Foster, Mrs. Kessler, & Ms. Abell For the week of: April 15, 2019

Common Core & Kid-Friendly Objectives		Activity	Assessments	Critical vocabulary
2-ETS1-1: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. .1.8 **Common Core:** With guidance and support from adults, recall information from experiences or other information from provided sources to answer a question. **Kid Friendly:** I will be able to use my schema and new learning to answer questions about my weather topic. .1.7 Participate in shared research and writing projects (e.g., explore a number of "how-" books on a given topic and	Writing workshop mini-lesson	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 â€œthinkersâ€ share their thinking about what they are writing, discuss and challenge each other in their thinking. **Plans for 2 weeks.** **Day 1: Mini-Lesson (This mini-lesson will be long but the next few days the mini lessons will be very short)** • Activate schema about weather. How do the clouds influence the weather? This week we are going to learn about weather. Read MyOn book Weather • Have students turn and talk about their new learning about weather. What are some of the ways meteorologist predict weather? How can clouds help a meteorologist predict weather? • This week you are going to get research your very own weather topic. What does it mean to research? **Crafting:** • Teacher will give students several options to research and write about this week. I have articles & passages about (wind, rain, hail, precipitation, snow, clouds, thunderstorms, tornado, rainbow, water cycle) There may be books in the library. (It depends on what has been moved) Some of them used to include tsunami, tornado, hurricanes, earthquakes, floods, water cycle & avalanche. You may choose to find more articles, have them search on	Student work Conferring	Research Source Non-Fiction Text Feature Weather Predict Forecast Breeze Hail Precipitation Rainbow Thunderstorm Tornado Wind Tsunami

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internet, read books, and/or read books on MyOn.

- Students will choose a topic. They will record any schema they have about that type of weather. There is also a video about weather and a game answering various questions about weather and vocabulary.

- Students will read Scholastic News *Do you hear the weather?* They will discuss their learning about weather terms in the article. They will use a weather glossary to answer questions about the vocabulary. This is an article from the previous year but it is still on the site. Teacher can choose to have students read it in small groups on the IPADS and computers. They can read it whole group on the activeboard. Teacher can keep small group who need support and do it together and have other students read on computers and IPADS. There is also a video about weather and a game answering various questions about weather and vocabulary.

Share Square:

- Students will share type of weather they are going to research and write about. Did you have a lot of schema about it? What are some ways to research? What do you think will be some good ways for you to research? When you are recording information from research, do you need to write everything down? What type of information should you record?

*You will want to make sure to calculate how many students are researching what topics so you have those materials ready for them. Please let me know if you would like any articles. We can circulate and share books!! Articles and Passages are also on the google drive under 1st grade resources.

Day 2 :
Mini-Lesson:

- Have students turn and talk about all the new information they learned yesterday about weather. What type of weather did they decide to research and write about.
- You may choose to find more articles, have them search on internet, read books, and/or read books on MyOn.
- This week you will be researching your weather topic. You will be looking at articles, reading non-fiction books, MyOn books, and some of you will research on the computer. Make sure you record many of the important details and new important information you learn.

Crafting:
- Students will begin researching their weather topic. Teacher will circulate or pull a students who need additional support. Teacher may choose to have some or all students work in small groups or pairs.

Share Square:
- Students will share their new learning or important details about their weather topic. Think about the information you recorded, what text features could you use in your project to enhance that information?

Day 3:
Mini-Lesson:
- Have students turn and talk about all the new information they learned yesterday about their weather topic. What did you use for your research yesterday? Try to use a different source today.
- You may choose to find more articles, have them search on internet, read books, and/or read books on MyOn, read articles on PebbleGo, read articles on ReadingWorks.
- Remind them to record many of the important details and new important information you learn.

Crafting:
- Students will begin researching their weather topic. Teacher will circulate or pull a students who need additional support. Teacher may choose to have some or all students work in small groups or pairs.

Share Square:
- Students will share their new learning or important details about their weather topic. During â€œend of the day time: think about what project you would like to prepare the

rest of the week about your weather topic. Teacher may choose to have students begin at the end of the day. What is important to include about your topic? What is interesting but maybe not important? Will everyone's information be the same about similar topics? Why or why not?

Teacher will choose how to designate students' project. Teacher may choose to have students select their own project or assign students their project. Options are: information piece, poster including non-fiction text features, poetry, powerpoint for enrichment or other projects.

Day 4-5:
Mini Lesson:
- Keep mini-lesson to minimum so students can get busy working! =) Explain to students what projects they are able to do if you didn't yesterday.
- Teacher may choose to send students to get working and pull groups to discuss their specific expectations for their project. What do you think your project needs to be high quality? Where could you look for high quality examples of information about your topic? What text features could you use in your project? What will you need help with?

Crafting:
- Students will work on projects individually, in pairs or in small groups.
- Teacher may choose to pull a small group who needs support, circulate, or teach students how to use powerpoint.
- Teacher will also pull students to create a rubric for their project. What do they feel it is important to include on their project? What will make it high quality? Should everyone's rubrics look the same? What is something you are going to focus on to include on our project? What is an area you have needed to work on during other writing pieces? Are you able to focus on that with this writing assignment?

Share Square:
- Students will share their progress on their project. What are they most excited about? What needs some extra work or editing?

- Teacher may choose to have students continue to work on project during WIN time.

Day 6-8: (Depending on if the class still needs to work on project)
- Teacher may choose to complete day 8 and then work on an area of need for language standards the last 2 days or some students may be working on weather project and other students will be working on language/literacy activities)

Mini Lesson:
- Keep mini-lesson to minimum so students can get busy working! =) Students will begin working on projects
- Teacher may choose to send students to get working and pull groups to discuss their specific expectations for their project. What do you think your project needs to be high quality?

Crafting:
- Students will work on projects individually, in pairs or in small groups.
- Teacher may choose to pull a small group who needs support, circulate, or teach students how to use PowerPoint.
- Teacher will also pull students to create a rubric for their project. What do they feel it is important to include on their project? What will make it high quality? Should everyone's rubrics look the same? What is something you are going to focus on to include on our project?

Share Square:
- Students will share their progress on their project. What are they most excited about? What needs some extra work or editing?

Day 9: - Celebration Day
- If most students have completed the project it will be a celebration day. Teacher will review what it means to be a good listener and a good speaker. Teacher may choose to have students present in pairs, small groups or whole group. Students will self-reflect about their project. What did they do well? What are they proud of? Did they enjoy this project? What were their strengths and

		weaknesses? Whose project were they impressed by?		

T.R.I.P. - v1.0.5 Debug