

Monday 11/27/2017	Tuesday 11/28/2017	Wednesday 11/29/2017	Thursday 11/30/2017	Friday 12/01/2017
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PBL

What would happen if people start buying National Parks

5P Lesson Plan

Engage:

The teacher will introduce a scavenger hunt to the class. Tell students that each challenge location will lead them to clue to what our new unit. Each class will take a day to complete the scavenger hunt. The other classes will complete various activities that are relevant to our upcoming PBL,

Suggested station:
Library: Students will listen to a read aloud The camping Trip that Changed America.
Math: students will complete math problems to get clues.
Stem: Math code
Nature trail: students will take a "hike" through the nature trail. Students will collect leaves and sticks to create art for project later
Virtual Field Trips: students will take a virtual field trip to a natural park.
Room for Sale: Teacher will rope off parts of their room and tell students that we have sold that part of the room to

PBL

National Parks

5P Lesson Plan

Engage:
Reading
Teacher will read aloud a book about National Parks. Teacher will use read aloud to point out text features found in non-fiction books. Teacher will add one of the features onto the anchor after read . Students will then read a non-fiction text book and look for a feature and how this feature helps them with their reading.
Math: Students will be introduced to non-standard measurement.

Social Studies: Teacher will introduce cardinal directions to class. Students will make their own compass

Science: Students will learn about magnets and create their own compass.

Social Studies

Cardinal Directions

EDP

PBL

5P Lesson Plan

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Social Studies

PBL

5P Lesson Plan

Class will bring in their photographs of the National Parks that they have visited. The students will then share their photographs with the class. Allow students to add their photo, postcards to map.

Students will then work on completing independent tasks.

Text feature scavenger hunt on Friday.

Teacher will notify the class that a portion of our room has been sold to 2nd grade. Class will find the square footage that was sold using floor tiles. (1 square foot)..

Class will then try to persuade the teacher to by back the portion using persuasive writing techniques that we have learned.

Social Studies

another grade level, and we can no longer use it. This should spark the discuss of the National Parks being sold.

For us to explore the National Parks of the United States

http://www.youtube.com/watch?v=f2l81_BFb-s&t=35s

Evaluate

Essential questions

- Why do we have national parks?
- What is the significance of the national parks and their diversity?

Social Studies

Monday 12/04/2017	Tuesday 12/05/2017	Wednesday 12/06/2017	Thursday 12/07/2017	Friday 12/08/2017
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PBL Week 2 Exploring	PBL Week 2 Exploring	PBL Week 2 Exploring	PBL Week 2 Exploring	PBL Week 2 Exploring
<p>EDP Exploring:</p> <ul style="list-style-type: none"> Introduce text features in books and on the computer. Introduce informational writing. The class will start informational writing and carry it forward in the weeks to come. Each week the students will continue writing informational writing during the weeks ahead. Class will use the EDP to explore is the grass going to the gym if it is native and realize that it is not, and how do we get rid of it for our class to create a native habitat. Next, the students will decide on the how to replace the grass and if they need to do composting (class will need to test the soil and composting). Students will evaluate the soil conditions(drainage, the amount light , and soil quality) After they have done the investigation of the soil, the class will decide on the a native plant to grow in the spot. Teachers will provide a local nursery or Fernbank rep to come and talk about plants native to Ga. Some other ideas to explore: how else can we support the wildlife that is native to our 	<p>EDP Exploring:</p> <p>Students will take their knowledge of plants and create a native habitat for plants and insects. Class will use the EDP to explore is the grass going to the gym if it is native and realize that it is not, and how do we get rid of it for our class to create a native habitat.</p> <p>Next, the students will decide on the how to replace the grass and if they need to do composting (class will need to test the soil and composting). Students will evaluate the soil conditions(drainage, the amount light , and soil quality)</p> <p>After they have done the investigation of the soil, the class will decide on the a native plant to grow in the spot. Teachers will provide a local nursery or Fernbank rep to come and talk about plants native to Ga.</p> <p>Some other ideas to explore: how else can we support the wildlife that is native to our</p>	<p>EDP Exploring:</p> <p>Students will take their knowledge of plants and create a native habitat for plants and insects. Class will use the EDP to explore is the grass going to the gym if it is native and realize that it is not, and how do we get rid of it for our class to create a native habitat.</p> <p>Next, the students will decide on the how to replace the grass and if they need to do composting (class will need to test the soil and composting). Students will evaluate the soil conditions(drainage, the amount light , and soil quality)</p> <p>After they have done the investigation of the soil, the class will decide on the a native plant to grow in the spot. Teachers will provide a local nursery or Fernbank rep to come and talk about plants native to Ga.</p> <p>Some other ideas to explore: how else can we support the wildlife that is native to our</p>	<p>EDP Exploring:</p> <p>Students will take their knowledge of plants and create a native habitat for plants and insects. Class will use the EDP to explore is the grass going to the gym if it is native and realize that it is not, and how do we get rid of it for our class to create a native habitat.</p> <p>Next, the students will decide on the how to replace the grass and if they need to do composting (class will need to test the soil and composting). Students will evaluate the soil conditions(drainage, the amount light , and soil quality)</p> <p>After they have done the investigation of the soil, the class will decide on the a native plant to grow in the spot. Teachers will provide a local nursery or Fernbank rep to come and talk about plants native to Ga.</p> <p>Some other ideas to explore: how else can we support the wildlife that is native to our</p>	<p>EDP Exploring:</p> <p>Students will take their knowledge of plants and create a native habitat for plants and insects. Class will use the EDP to explore is the grass going to the gym if it is native and realize that it is not, and how do we get rid of it for our class to create a native habitat.</p> <p>Next, the students will decide on the how to replace the grass and if they need to do composting (class will need to test the soil and composting). Students will evaluate the soil conditions(drainage, the amount light , and soil quality)</p> <p>After they have done the investigation of the soil, the class will decide on the a native plant to grow in the spot. Teachers will provide a local nursery or Fernbank rep to come and talk about plants native to Ga.</p> <p>Some other ideas to explore: how else can we support the wildlife that is native to our</p>

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- **Some other ideas to explore:**
- how else can we support the wildlife that is native to our community.
- Students will research using National Parks website about native plants and animals that are found in National Parks. The goal is for the students to make the connections between plants and animals that live in the national parks and their importance and connect that to what we are doing at our local school.(why it is preserve the area?)
- Finally, after the investigation, students will determine the best plants to grow at Oak Grove.

Social Studies

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Social Studies

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Social Studies

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Social Studies

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Finally, after the investigation, students will determine the best plants to grow at Oak Grove.

Social Studies

Monday 12/11/2017	Tuesday 12/12/2017	Wednesday 12/13/2017	Thursday 12/14/2017	Friday 12/15/2017
<p>PBL</p> <p>Week 3 People: Lewis & Clark, Magnets Teddy Roosevelt (conservation)</p> <p>5P Lesson Plan</p> <p>Exploring: Introduce: Thomas Jefferson major purchase of land and who he sent out to explore, Lewis and Clark. Class will research plant and animals that they found along way(traveling trunk).</p> <ul style="list-style-type: none"> • Cardinal Directions, and magnets and Compass. • Students will make scientific drawing and discuss how this was an a skill necessary for explorers. (Kendall) • Class will explore different types of landforms • Class will use large class map (Kendall) to track the exploration. Along the way, the class will unlock various boxes that contain plants, animals that they saw along the way, post cards, bear skins. <p>After the students make their "discoveries" discuss the importance of preserving native species and how this effects our world and community. This leads into the discussion about Theodore Roosevelt who</p> <p>Social Studies</p>	<p>PBL</p> <p>5P Lesson Plan</p> <p>Exploring: Introduce: Thomas Jefferson major purchase of land and who he sent out to explore, Lewis and Clark. Class will research plant and animals that they found along way(traveling trunk).</p> <ul style="list-style-type: none"> • Cardinal Directions, and magnets and Compass. • Students will make scientific drawing and discuss how this was an a skill necessary for explorers. (Kendall) • Class will explore different types of landforms • Class will use large class map (Kendall) to track the exploration. Along the way, the class will unlock various boxes that contain plants, animals that they saw along the way, post cards, bear skins. <p>After the students make their "discoveries" discuss the importance of preserving native species and how this effects our world and community. This leads into the discussion about Theodore Roosevelt who created the National Parks.</p> <p>Social Studies</p>	<p>PBL</p> <p>5P Lesson Plan</p> <p>Exploring: Introduce: Thomas Jefferson major purchase of land and who he sent out to explore, Lewis and Clark. Class will research plant and animals that they found along way(traveling trunk).</p> <ul style="list-style-type: none"> • Cardinal Directions, and magnets and Compass. • Students will make scientific drawing and discuss how this was an a skill necessary for explorers. (Kendall) • Class will explore different types of landforms • Class will use large class map (Kendall) to track the exploration. Along the way, the class will unlock various boxes that contain plants, animals that they saw along the way, post cards, bear skins. <p>After the students make their "discoveries" discuss the importance of preserving native species and how this effects our world and community. This leads into the discussion about Theodore Roosevelt who created the National Parks.</p> <p>Social Studies</p>	<p>PBL</p> <p>5P Lesson Plan</p> <p>Exploring: Introduce: Thomas Jefferson major purchase of land and who he sent out to explore, Lewis and Clark. Class will research plant and animals that they found along way(traveling trunk).</p> <ul style="list-style-type: none"> • Cardinal Directions, and magnets and Compass. • Students will make scientific drawing and discuss how this was an a skill necessary for explorers. (Kendall) • Class will explore different types of landforms • Class will use large class map (Kendall) to track the exploration. Along the way, the class will unlock various boxes that contain plants, animals that they saw along the way, post cards, bear skins. <p>After the students make their "discoveries" discuss the importance of preserving native species and how this effects our world and community. This leads into the discussion about Theodore Roosevelt who created the National Parks.</p> <p>Social Studies</p>	<p>PBL</p> <p>5P Lesson Plan</p> <p>Exploring: Introduce: Thomas Jefferson major purchase of land and who he sent out to explore, Lewis and Clark. Class will research plant and animals that they found along way(traveling trunk).</p> <ul style="list-style-type: none"> • Cardinal Directions, and magnets and Compass. • Students will make scientific drawing and discuss how this was an a skill necessary for explorers. (Kendall) • Class will explore different types of landforms • Class will use large class map (Kendall) to track the exploration. Along the way, the class will unlock various boxes that contain plants, animals that they saw along the way, post cards, bear skins. <p>After the students make their "discoveries" discuss the importance of preserving native species and how this effects our world and community. This leads into the discussion about Theodore Roosevelt who created the National Parks.</p> <p>Social Studies</p>

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Social Studies

Monday 12/18/2017	Tuesday 12/19/2017	Wednesday 12/20/2017	Thursday 12/21/2017	Friday 12/22/2017
<p>PBL</p> <p>Exploring</p> <hr/> <p>EDP</p> <p>prev</p> <p>5P Lesson Plan</p> <p>Exploring:</p> <p>Students will start wrapping up the work samples and journals from previous lesson. Teacher will assess learning with class. Classes would start getting area prepped for winter break. Covering any plants or work done in our outside garden.</p> <p>Social Studies</p>	<p>PBL</p> <p>5P Lesson Plan</p> <p>Exploring:</p> <p>Students will start wrapping up the work samples and journals from previous lesson. Teacher will assess learning with class. Classes would start getting area prepped for winter break. Covering any plants or work done in our outside garden.</p> <p>Social Studies</p>	<p>PBL</p> <p>5P Lesson Plan</p> <p>Exploring:</p> <p>Students will start wrapping up the work samples and journals from previous lesson. Teacher will assess learning with class. Classes would start getting area prepped for winter break. Covering any plants or work done in our outside garden.</p> <p>Social Studies</p>	<p>PBL</p> <p>Winter Day</p> <p>Social Studies</p>	<p>PBL</p> <p>Winter Break</p> <p>Social Studies</p>

Monday 12/25/2017	Tuesday 12/26/2017	Wednesday 12/27/2017	Thursday 12/28/2017	Friday 12/29/2017
Christmas Day	PBL	PBL	PBL	PBL
	Social Studies	Social Studies	Social Studies	Social Studies

Monday 01/01/2018	Tuesday 01/02/2018	Wednesday 01/03/2018	Thursday 01/04/2018	Friday 01/05/2018
New Year's Day	PBL	PBL	PBL	PBL
	No School	No School	Continuing PBL	5P Lesson Plan
	Social Studies	Social Studies	5P Lesson Plan	
			<p>Explain: Social Studies: The class will discuss George Washington Carver. What his contributions to agriculture and its importance? Science: The class will discuss soil health. The class will discuss the results of soil from UGA or Fernbank.</p> <p>Math: Continue discussing non-standard measurement with the class. Introduce standard measurement. Guide students to understand the importance of accurate measurements. Discuss different units of measurement.</p> <p>Writing: Teacher will introduce presuisave writing to class. At this point the teacher will guide students to discuss what plants would be better in our school back yard.</p> <p>Reading : Non- fiction reading to class. Discuss why understanding this type of reading is important.</p>	<p>Explain: Social Studies: The class will discuss George Washington Carver. What his contributions to agriculture and its importance? Science: The class will discuss soil health. The class will discuss the results of soil from UGA or Fernbank.</p> <p>Math: Continue discussing non-standard measurement with the class. Introduce standard measurement. Guide students to understand the importance of accurate measurements. Discuss different units of measurement.</p> <p>Writing: Teacher will introduce presuisave writing to class. At this point the teacher will guide students to discuss what plants would be better in our school back yard.</p> <p>Reading : Non- fiction reading to class. Discuss why understanding this type of reading is important.</p>
				Social Studies

Social Studies

Monday 01/08/2018	Tuesday 01/09/2018	Wednesday 01/10/2018	Thursday 01/11/2018	Friday 01/12/2018
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<p>PBL</p> <p>Explaining</p> <p>5P Lesson Plan</p> <p>Explaining Social Studies: Class will start discussing Global Address, continents, oceans, do other countries have national parks?</p> <p>Math: Class will start learning about operations and algebraic thinking- unknowns.</p> <p>Grammar: Students will learn about using commas in dates and series, prepositions, pronouns, root words, affixes, inflectional endings.</p> <p>Reading: Class will begin learning about main idea and supporting details, speaking and listening standards to begin preparing students for presentations.</p> <p style="text-align: center;">Social Studies</p>	<p>PBL</p> <p>5P Lesson Plan</p> <p>Explaining Social Studies: Class will start discussing Global Address, continents, oceans, do other countries have national parks?</p> <p>Math: Class will start learning about operations and algebraic thinking- unknowns.</p> <p>Grammar: Students will learn about using commas in dates and series, prepositions, pronouns, root words, affixes, inflectional endings.</p> <p>Reading: Class will begin learning about main idea and supporting details, speaking and listening standards to begin preparing students for presentations.</p> <p style="text-align: center;">Social Studies</p>	<p>PBL</p> <p>5P Lesson Plan</p> <p>Explaining Social Studies: Class will start discussing Global Address, continents, oceans, do other countries have national parks?</p> <p>Math: Class will start learning about operations and algebraic thinking- unknowns.</p> <p>Grammar: Students will learn about using commas in dates and series, prepositions, pronouns, root words, affixes, inflectional endings.</p> <p>Reading: Class will begin learning about main idea and supporting details, speaking and listening standards to begin preparing students for presentations.</p> <p style="text-align: center;">Social Studies</p>	<p>PBL</p> <p>5P Lesson Plan</p> <p>Explaining Social Studies: Class will start discussing Global Address, continents, oceans, do other countries have national parks?</p> <p>Math: Class will start learning about operations and algebraic thinking- unknowns.</p> <p>Grammar: Students will learn about using commas in dates and series, prepositions, pronouns, root words, affixes, inflectional endings.</p> <p>Reading: Class will begin learning about main idea and supporting details, speaking and listening standards to begin preparing students for presentations.</p> <p style="text-align: center;">Social Studies</p>	<p>PBL</p> <p>5P Lesson Plan</p> <p>Explaining Social Studies: Class will start discussing Global Address, continents, oceans, do other countries have national parks?</p> <p>Math: Class will start learning about operations and algebraic thinking- unknowns.</p> <p>Grammar: Students will learn about using commas in dates and series, prepositions, pronouns, root words, affixes, inflectional endings.</p> <p>Reading: Class will begin learning about main idea and supporting details, speaking and listening standards to begin preparing students for presentations.</p> <p style="text-align: center;">Social Studies</p>
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Monday 01/15/2018	Tuesday 01/16/2018	Wednesday 01/17/2018	Thursday 01/18/2018	Friday 01/19/2018
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Martin Luther King, Jr. Day

PBL Elaborate	PBL EDP	PBL EDP	PBL EDP
<p>EDP Elaborate- Introduction to Culminating Project(s)</p> <p>1) National Park Project-option of teaching book, powerpoint, brochure, or shadow puppet. One teacher becomes the expert on one of the project options. Groups will choose which option they want.</p> <p>2) Designing a habitat for plants and animals at our school. Students will work in groups.</p> <p>Math: fractions</p>	<p>Elaborate- Introduction to Culminating Project(s)</p> <p>1) National Park Project-option of teaching book, powerpoint, brochure, or shadow puppet. One teacher becomes the expert on one of the project options. Groups will choose which option they want.</p> <p>2) Designing a habitat for plants and animals at our school. Students will work in groups.</p> <p>Math: fractions</p>	<p>Elaborate- Introduction to Culminating Project(s)</p> <p>1) National Park Project-option of teaching book, powerpoint, brochure, or shadow puppet. One teacher becomes the expert on one of the project options. Groups will choose which option they want.</p> <p>2) Designing a habitat for plants and animals at our school. Students will work in groups.</p> <p>Math: fractions</p>	<p>Elaborate- Introduction to Culminating Project(s)</p> <p>1) National Park Project-option of teaching book, powerpoint, brochure, or shadow puppet. One teacher becomes the expert on one of the project options. Groups will choose which option they want.</p> <p>2) Designing a habitat for plants and animals at our school. Students will work in groups.</p> <p>Math: fractions</p>
Social Studies	Social Studies	Social Studies	Social Studies

Monday 01/22/2018	Tuesday 01/23/2018	Wednesday 01/24/2018	Thursday 01/25/2018	Friday 01/26/2018
<p>PBL EDP Elaborate- Introduction to Culminating Project(s)</p> <p>1) National Park Project-option of teaching book, powerpoint, brochure, or shadow puppet. One teacher becomes the expert on one of the project options. Groups will choose which option they want.</p> <p>2) Designing a habitat for plants and animals at our school. Students will work in groups.</p> <p>Math: fractions</p>	<p>PBL EDP Elaborate- Introduction to Culminating Project(s)</p> <p>1) National Park Project-option of teaching book, powerpoint, brochure, or shadow puppet. One teacher becomes the expert on one of the project options. Groups will choose which option they want.</p> <p>2) Designing a habitat for plants and animals at our school. Students will work in groups.</p> <p>Math: fractions</p>	<p>PBL EDP Elaborate- Introduction to Culminating Project(s)</p> <p>1) National Park Project-option of teaching book, powerpoint, brochure, or shadow puppet. One teacher becomes the expert on one of the project options. Groups will choose which option they want.</p> <p>2) Designing a habitat for plants and animals at our school. Students will work in groups.</p> <p>Math: fractions</p>	<p>PBL EDP Elaborate- Introduction to Culminating Project(s)</p> <p>1) National Park Project-option of teaching book, powerpoint, brochure, or shadow puppet. One teacher becomes the expert on one of the project options. Groups will choose which option they want.</p> <p>2) Designing a habitat for plants and animals at our school. Students will work in groups.</p> <p>Math: fractions</p>	<p>PBL EDP Elaborate- Introduction to Culminating Project(s)</p> <p>1) National Park Project-option of teaching book, powerpoint, brochure, or shadow puppet. One teacher becomes the expert on one of the project options. Groups will choose which option they want.</p> <p>2) Designing a habitat for plants and animals at our school. Students will work in groups.</p> <p>Math: fractions</p>
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