Valerie Green
Ceara Perkins
Reginald Stanley
Joelle Stuart

Locomotive

By

Brian Floca


KEEP
CALM
AND
LOVE
READING

MVSU NCLB 2017 Summer Reading Institute Lesson Plan Template

Name: Ceara Perkins	**Name of Unit: Locomotive Reading**	**Date: June 20, 2017**	**Grade Level: 5th**
Objective	Procedures	Materials	Evaluation
R L 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as an inferences drawn from the text. * **State the Purpose (Big Idea)** - The purpose is to become great readers by supporting how you know something. The average reader can provide an answer, but a great and a skilled reader knows how to support and prove their answer. **DIRECT INSTRUCTION** The purpose is to support our thoughts and responses citing the evidence.	**Monday -Tuesday** Introduction: Before reading book "Locomotive" students will view the title of book and discuss aloud what he or she thinks the book will be about. Whole Group • Listen and follow along with book "Locomotive". - Turn and talk to create a quick, working definition of **evidence** and list examples. • Create 4 door foldable defining evidence, cite, inference, and text. • Students will type or write target words. Words will be added to classroom word wall. **Homework:** Write 1 thing that stood out to you the most in the story. Explain!	*Close Reading Sample *4 door Foldable typing paper *Pencil, Paper, Notes Markers, scissors, construction paper, Notebook, pencil….	Answers and textual evidence /Teacher observation. Teacher observation.

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Standard R.L6.1

**********R L 6.1 **********

- **Citing** textual **evidence** to support analysis of what the text says **explicitly** as well as an **inferences** drawn from the **text**.

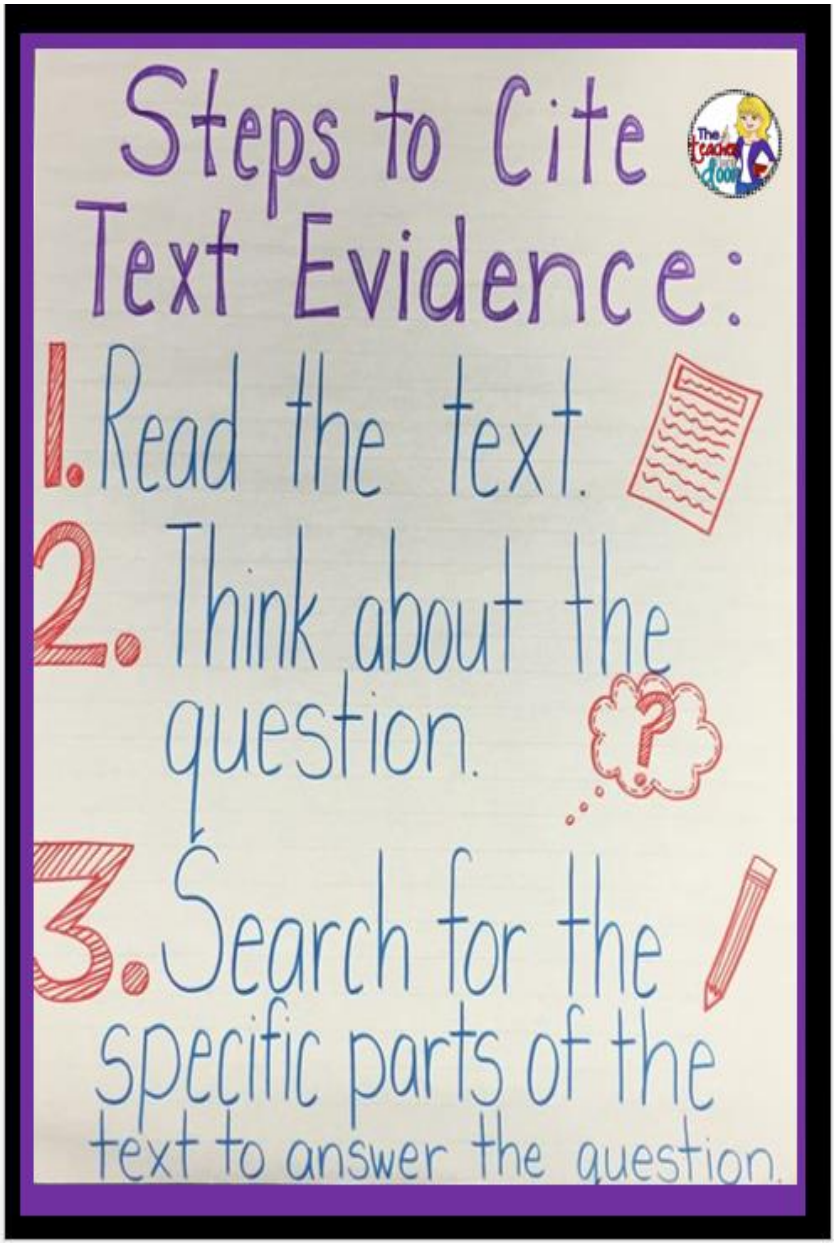
Turn and talk to your partner to create a quick, working definition of **Textual Evidence.**

what does it means to you? Explain.

TBE……

- **Textual evidence** is **evidence/support** used to support an argument/position, and is derived from reading and drawing from other text. It is provided in the form of quotation, paraphrase, and descriptions of theory.

Textual Evidence..



Textual Evidence Starters…

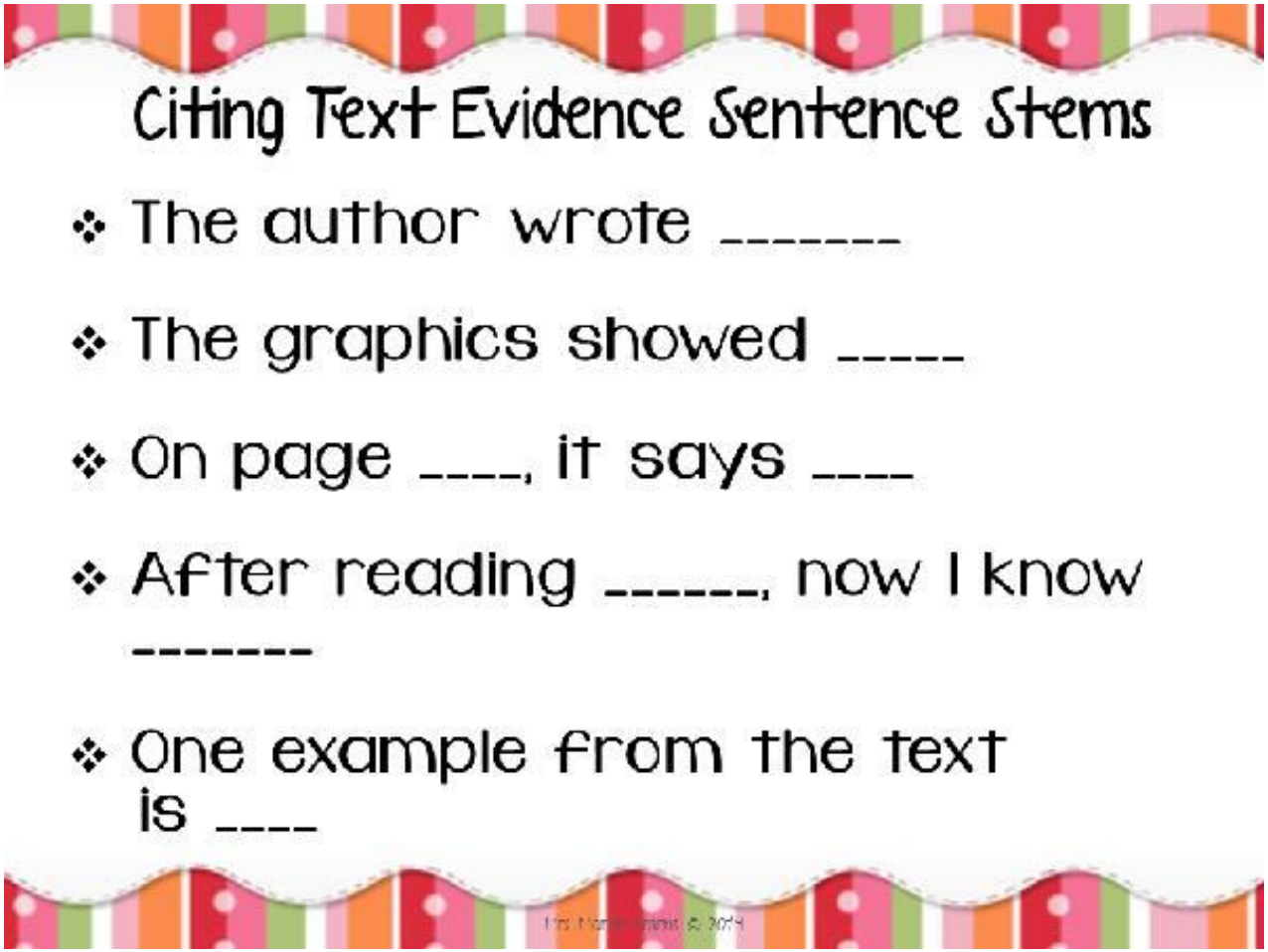
Textual Evidence

Sentence Starters

1. On page, _____, it said ....
2. The author wrote ....
3. The graphic showed ...
4. An example is ...
5. In the text,

   it said ....

Textual Evidence…



Target Words List..

- Citing
- Textual Evidence
- Explicitly
- Inferences
- Text

(Take a minute to copy Target words).

textual evidence video..

- textual evidence video


Addition
+
Multiplication
×
Subtraction
−
Division
÷

BOOK READING…

Exit Ticket….

Lets Create A Short Story! ☺

- Create a short story with a partner.
- 1 partner will create , 1 will make an inference.
- 15 minutes……

TRANSPORTATION
Mathematics

CCSS 5.MD.1

Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

Name: Reginald Stanley	Name of Unit: Transportation	Date June 19-23, 2017	Grade Level 5th-6th
Objective(s)	Procedures	Materials	Assessment/Evaluation
5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. <u>Vocabulary Terms</u> Conversion Convert Equivalent Length Metric System (meter, centimeter, gram, etc.) Ratio U S Standard units (pounds, ounces, inches, etc.) Weight	Day 1: Monday (6/19/2017) Essential Question: What are different ways to measure an item? How can the measurement of an object be converted into equivalent units using different-sized standard measurement system to solve multi-step, world problems? Introduction Teacher will • Introduce vocabulary using Math Flash Cards related to objective Guided Practice Teacher will • Model how to convert standard measurements involving length and weigh. Student will • Create a conversion chart • Convert standard measures involving length and weigh to multi-step real world problems. Independent Practice	Locomotive by Brian Floca Math vocabulary flash cards Conversion Chart (Metric and Standard) Smart Board	Teacher Observation: Teacher will assess students during Independent Practice (“I do”) Students will complete end of the unit assessment using Pearson Math textbook Smart Board will be utilized during “We do” to check for mastery

TRANSPORTATION

Metric Measurement System

Prefix	Meaning	Length	Mass	Capacity
kilo-	thousand (1,000)	*kilo*meter	*kilo*gram	*kilo*liter
hecto-	hundred (100)	*hecto*meter	*hecto*gram	*hecto*liter
deka-	ten (10)	*deka*meter	*deka*gram	*deka*liter
*base unit	ones (1)	meter	gram	liter
deci-	tenths (0.1)	*deci*meter	*deci*gram	*deci*liter
centi-	hundredths (0.01)	*centi*meter	*centi*gram	*centi*liter
milli-	thousandths (0.001)	*milli*meter	*milli*gram	*milli*liter

U S Standard Measurement System

Common Customary Measurements			
Length	**Weight**	**Time**	**Capacity**
1 foot = 12 inches	1 pound = 16 ounces	1 minute = 60 seconds	1 cup = 8 fluid ounces
1 yard = 36 inches	1 ton = 2,000 pounds	1 hour = 60 minutes	1 pint = 2 cups
1 yard = 3 feet		1 day = 24 hours	1 quart = 2 pints
1 mile = 5,280 feet		1 week = 7 days	1 quart = 4 cups
1 mile = 1,760 yards		1 year = 12 months	1 gallon = 4 quarts
		1 year = 365 days	1 gallon = 16 cups
		1 leap year = 366 days	

TRANSPORTATION

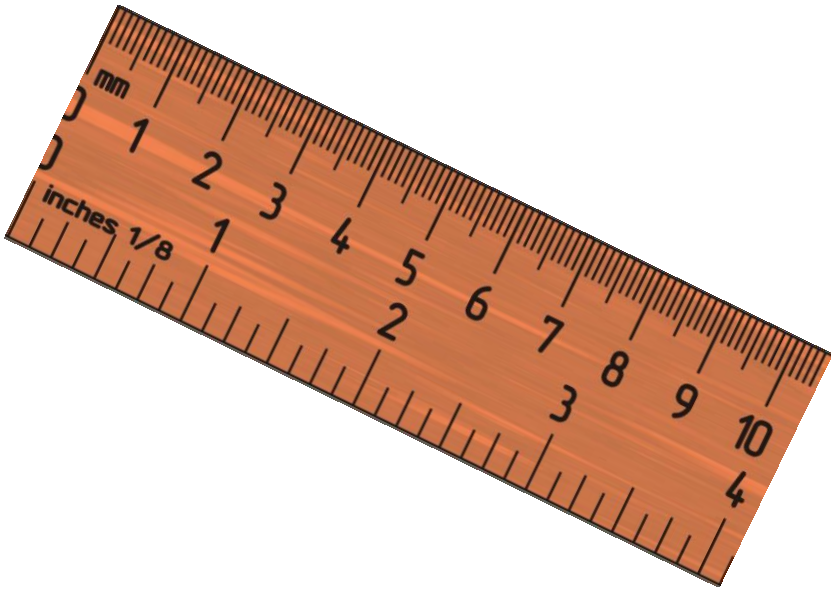
Measurements

- Measurements are numbers that tell the number or size of something.
- Items are measured by comparing them to established standards.
- There are 2 measurement systems: U. S. Standard and Metric.
- To convert larger units to smaller units always multiply.
- To convert smaller units to larger units always divide.

Examples:

Example 1:

Convert 500 millimeters to inches: 500 mm x 0.03937 = 19.7 inches (Metric)



CONVERSIONS

There are times when it is necessary to convert from one unit of measure to another within the same measurement system.

Examples:

3 feet = 36 inches

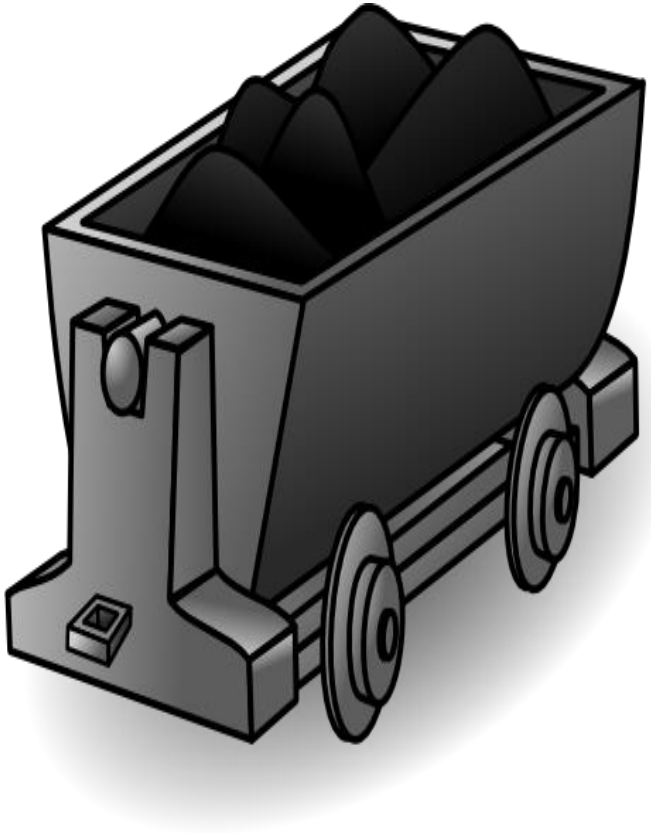
2 meters = 200 centimeters

4 gallons = 16 quarts

200 centiliters = 2 liters

TRANPORTATION

Coal and Water Fueled the Original Train



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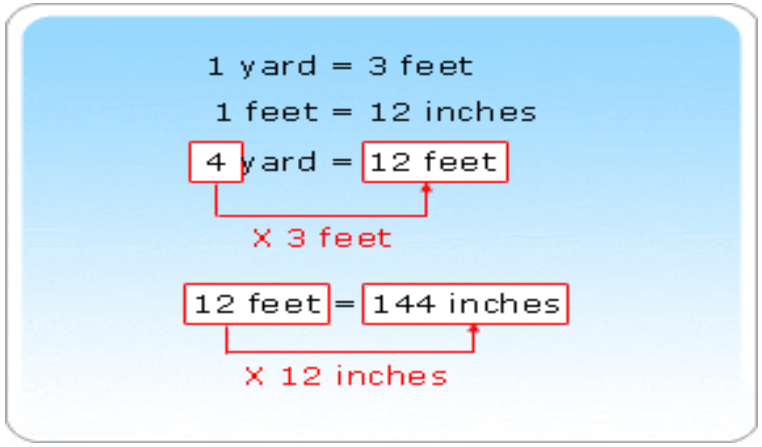
Vocabulary



Conversion: a change in the form of measurement, different units, without a change in the size or amount.

Convert: to change from one unit of measure to another (1 yard = 36 inches)

VOCABULARY

Equivalent is having the same value.

Length is distance. How far form end to end or from one point to another point.

Example: the length of a guitar is about 1 meter.

Ratio shows the relative sizes of two or more values.

Example: if there is 1 boy and 3 girls write the ratio:

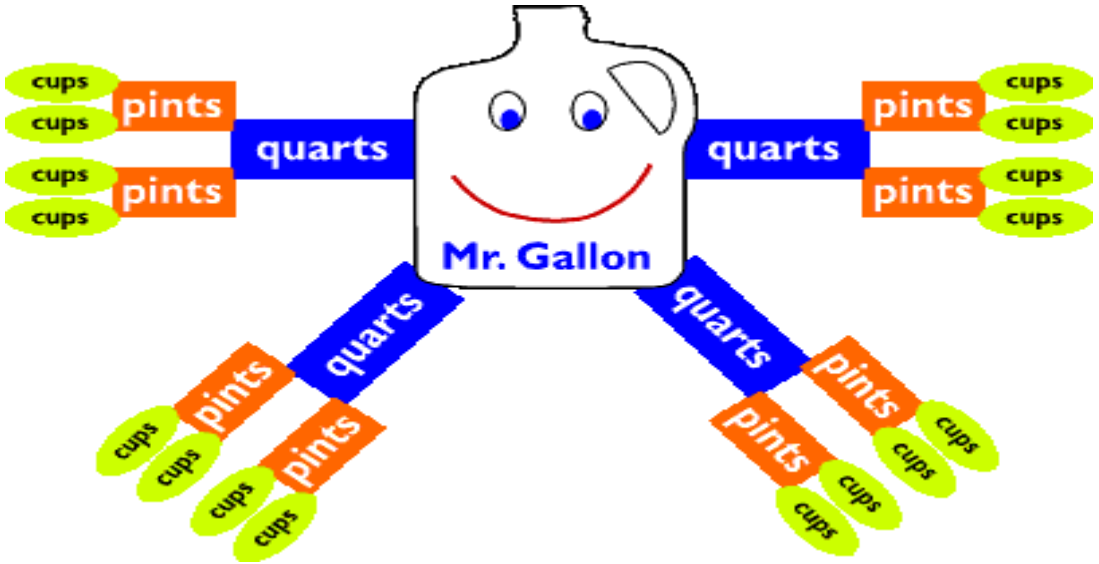
1:3 (*for every boy there are 3 girls*)

1/4 are boys and **3/4** are girls.

Weight is defined as heaviness. The downward force caused by gravity on an object.

Students will……

- Create a conversion chart (Metric & U. S. Standard Measurement Units)
- Convert standards measures involving length and weigh to multi-step real world problems.



Transportation

5.MD.01

Convert:

The train requires 150 pounds of coal and 300 gallons of water to travel 75 miles. How many ounces of coal and how many quarts of water is needed to fuel the train?

Summative Assessment

5.MD.01

1. Each morning Paul rides on an exercise bike. How many kilometers does he ride in one week?

2. Pedro's dog Robert has a mass of 10.5 kilograms. One of Robert's newborn puppies has a mass of 125 grams. How much more mass does Robert have than the newborn puppy?
   a. 9.25 kilograms
   b. 10.375 kilograms
   c. 10.625 kilograms
   d. 114.5 kilograms

3. Kathy works in John's Bakery. She uses 250 milliliters of milk to make a loaf of bread. How many liters of milk will she need to make 15 loaves of bread?

4. Match the equivalent measures

7m.	108 in.
1.1 km.	7,000 mm.
1 mm.	110,000 cm.
3 yds.	.01 dm.

Joelle Stuart	Locomotive	Day 1	5th
Objective	Procedures	Materials	Evaluation
5. 2d. Categorize examples of potential energy as gravitational (e.g., boulder on a hill, child on a slide), elastic (e.g., compressed spring, slingshot, rubber band), or chemical (e.g., unlit match, food). (DOK 2) Essential Questions ***What is energy? ****Where does energy come from? *****How many kinds of energy are there? *****What are the different kinds of energy? 	Day One: Essential Question: How can potential energy be changed to kinetic energy? Anticipatory Setting: The teacher will: Place a chair in front of the class. Called a student to the front and ask him or her to have a seat. Ask the students state what the student is doing. Call another student up and asked him or her to jog in place. Pose the same question. Begin a discussion by asking students questions such as “What is energy? Where does energy come from? How many kinds of energy are there? What are the different kinds of energy?”	Chair Kinetic and Potential Energy	Observe students as they work. Listen for oral responses Check students’ work

Show the class the following video:.
Pose questions throughout the video using the following questions to ensure students gathered what they needed from the video.

1. **What kind of energy is stored or not being used at the moment? (Potential energy)**
2. **What is an example of Potential Energy? (example response: ball on top of a hill, a water balloon)**
3. **What is energy that is in motion? (Kinetic energy)**
4. **What is an example of Kinetic Energy? (example response: ball rolling down a hill, when the water balloon pops)**

Guided Practice:

Hand out 1 rubber band to each student teacher ask students to demonstrate Potential Energy with the rubber band (the students should pull the rubber band tight, to show that it is

YouTube: Kinetic and Potential Energy

Rubberbands

	energy in waiting or is stored). After showing Potential energy the teacher should ask students to demonstrate Kinetic energy with the rubber band (the students should let the rubber band snap/fly across the room/hit the desk/etc to show that the rubber band is energy in motion or when the energy is released. Practice two or more times. Say potential energy. Everyone should stretch their rubber band in their hand and ready to go. Then say 'Kinetic energy!' and everyone releases their rubber band. Discuss other examples of potential and kinetic energy in the classroom. A pencil and a blank piece of paper are potential. Then when you pick up the pencil and start writing on it, this is now kinetic. Have students come up with ideas. Work Period: The teacher will: Divide students into groups. Distribute investigation-data sheets to each student. Explain to students that today they will visit		

	stations that will provide them with the opportunity to examine how various changes in potential energy affects the kinetic. Have students complete the activities at each station. (Directions will be written on poster boards for each station.) Independent Practice: Have students complete interactive notebook potential and kinetic energy activity to reserve for future use. Closure: The teacher will: Review the lesson in its entirety. Ask and answer questions to ensure understanding. Discuss the activities completed during the work period. Have students complete exit tickets to demonstrate today's lesson content.	It's All About That Energy Activity sheet Balls Balloons Rock Pebble Empty soda can Composition notebook' Flip Flap Foldable 	

Reteach:

Have students roleplay examples of potential and kinetic energy.

Enrichment:

Create a powerpoint on potential and kinetic energy.

Introduction to Energy {Mechanical Energy}

What do you think of when you see or hear the word energy? A toddler running around like a crazy person? Someone running a triathlon? A basketball team running up and down the court? You're right – these all use energy. However, energy occurs in far more places than just athletic events and hyper children. It's probably easier to describe what energy does rather than what energy is. Energy is a property of matter, and all matter has it. Whenever a light bulb is lit, a ham is cooked in the oven, your favorite band plays a concert, a fan spins, a back pack falls to the floor, or a fire burns, you can be sure that energy – in one form or another – made it happen.

Energy comes in many different forms & can be transferred from one object or system to another. For example, the sun can transfer heat energy to the earth or coal is burned and transfers energy for heat and electricity. However, according to the law of conservation of energy, energy cannot be created or destroyed. Mechanical energy is the energy an object has because of its motion or position. There are two kinds of mechanical energy; kinetic and potential.

Kinetic energy is the energy an object has because it is moving. The greater the speed and the mass of the object, the greater its kinetic energy. For example, if a lion is chasing a hyena, the lion would have greater kinetic energy because he has more mass. A downhill skier would have a large amount of kinetic energy. In contrast, a golf ball sitting on a tee has zero kinetic energy. The golf ball would be an example of potential energy. Potential energy is the energy an object has because of its position or shape. For example, a rock sitting on the edge of a cliff has potential energy. As the rock falls, that potential energy becomes kinetic energy. What are some other examples of mechanical energy that you can think of?

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Instructions:

Cut out the flip flap foldable & glue along the anchor tab into your notebook. Label one 'potential energy' and the other "kinetic energy'. For the first 2 flip flaps, cut and paste the correct description and example under the flip flaps. For the last 2 flip flaps, come up with 2 more examples of each type of mechanical energy.

The energy an object has because it is moving.

The energy an object because of its position or shape.

Description	Example	YOUR EXAMPLE	YOUR EXAMPLE

Description	Example	YOUR EXAMPLE	YOUR EXAMPLE

Writing About Reading

Describe a time when you have experienced mechanical (potential and kinetic) energy in your daily life.

Potential & Kinetic Energy

DIRECTIONS: Think about which type of mechanical energy the following contain. Place an X in the appropriate box.

DESCRIPTION	KINETIC ENERGY	POTENTIAL ENERGY
A car traveling 100 mph along a flat road		
A rubber band that has been stretched		
A bowling ball rolling down a lane		
A piano lifted to a second story window		
A snowboarder jumping off a ramp		
An airplane traveling at a speed of 450 mph		

DIRECTIONS: Look carefully at each picture. Tell whether each picture shows an example of POTENTIAL ENERGY or KINETIC ENERGY. Give evidence to support your thinking.

1. _____

_____

2. _____

_____

_____

_____

3. _____

Formative Assessment

What Energy Did I Use?

Directions: When prompted, complete the boxes below. Remember to use complete sentences and complete thoughts.

Energy Box 1

List one activity you completed today or saw someone complete today.	What form of energy do you think it took to complete that activity?	Why do you think that form of energy was used?

Box 1.	that activity.	complete the activity?	answer.

Forms of Energy Test

1. The energy of the random motion of particles in matter.

A. Thermal energy

B. Kinetic energy

C. Solar energy

D. Conduction

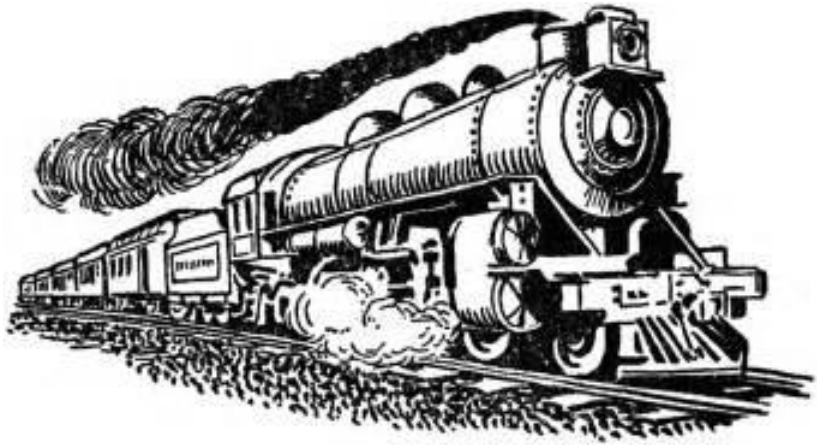
2. What is energy of motion?

A. potential energy

B kinetic energy

C. sound energy

D. electrical energy



3. What is energy we can hear?

A. kinetic energy

B. mechanical energy

C. potential energy

D. sound energy

4. Name 6 types of energy.

_____

_____

_____

_____

_____

_____

5. What is the ability to do work?

D. shadow

6. What is energy that motion or position gives to an object?

A. potential energy

B. sound energy

C. mechanical energy

D. volume

7. Energy in matter that can cause that matter to move or change is called .

A. energy of motion

B. stored energy

C. chemical energy

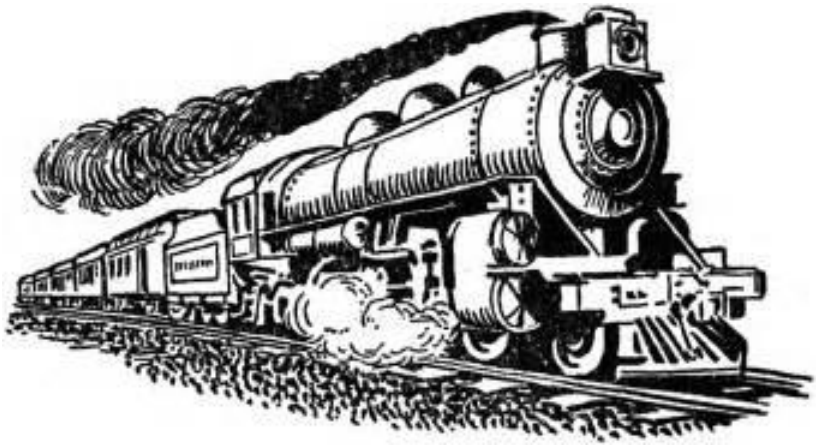
D. light energy

8. The energy from the sun is an example of how light energy changes into _____ energy.

A. heat energy

B. ight energy

C. sound energy



SOCIAL STUDIES

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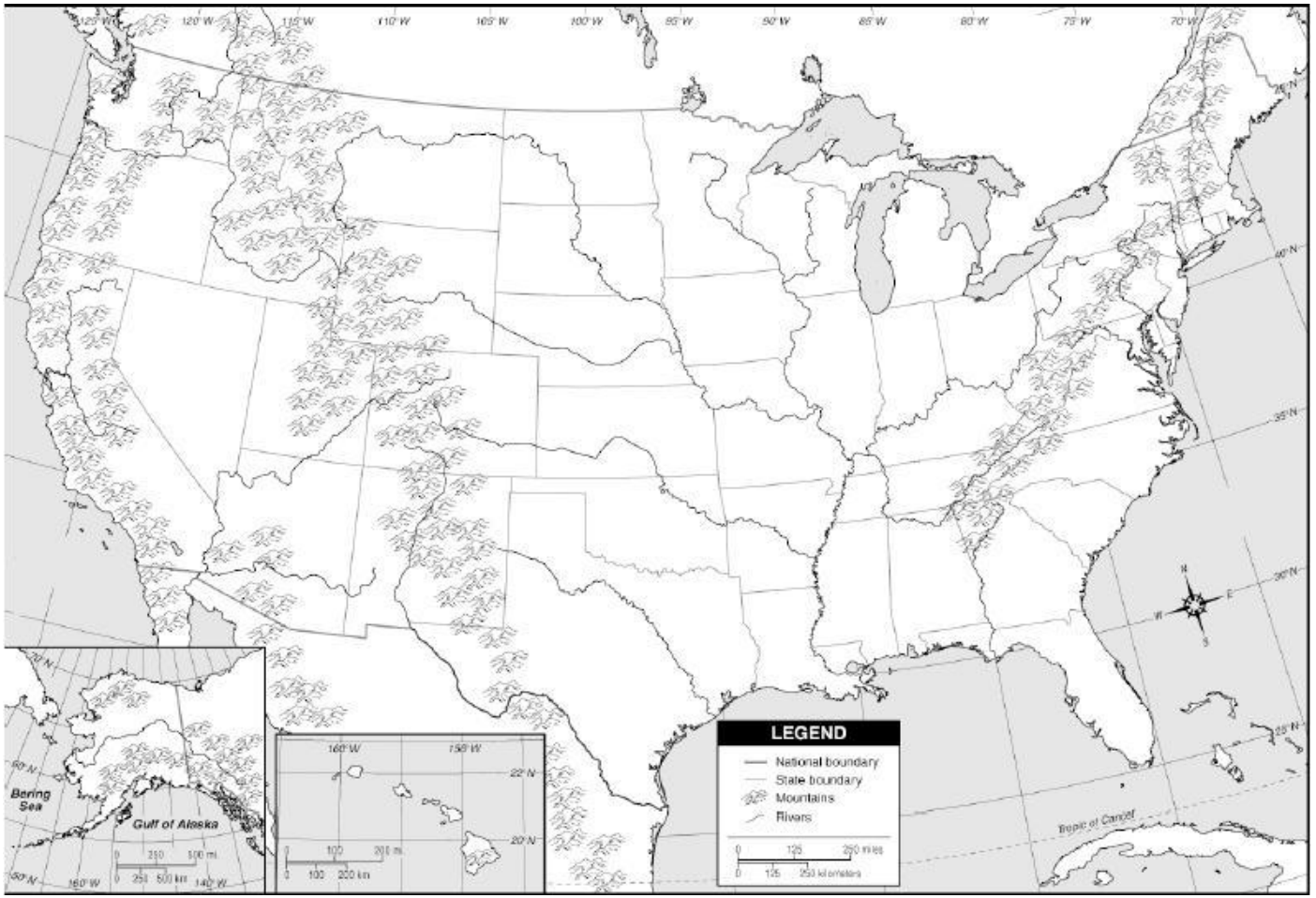


Maps and Map Skills

Physical Map

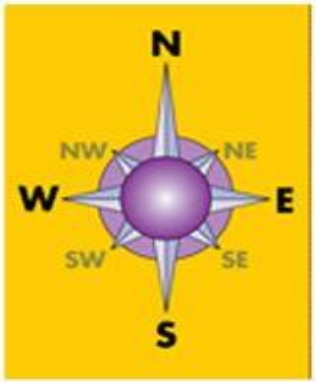
Shows land features

Political Map

Shows boundaries of countries, states or territories

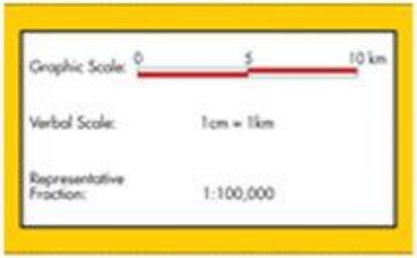
Map Features

Compass Rose



shows direction

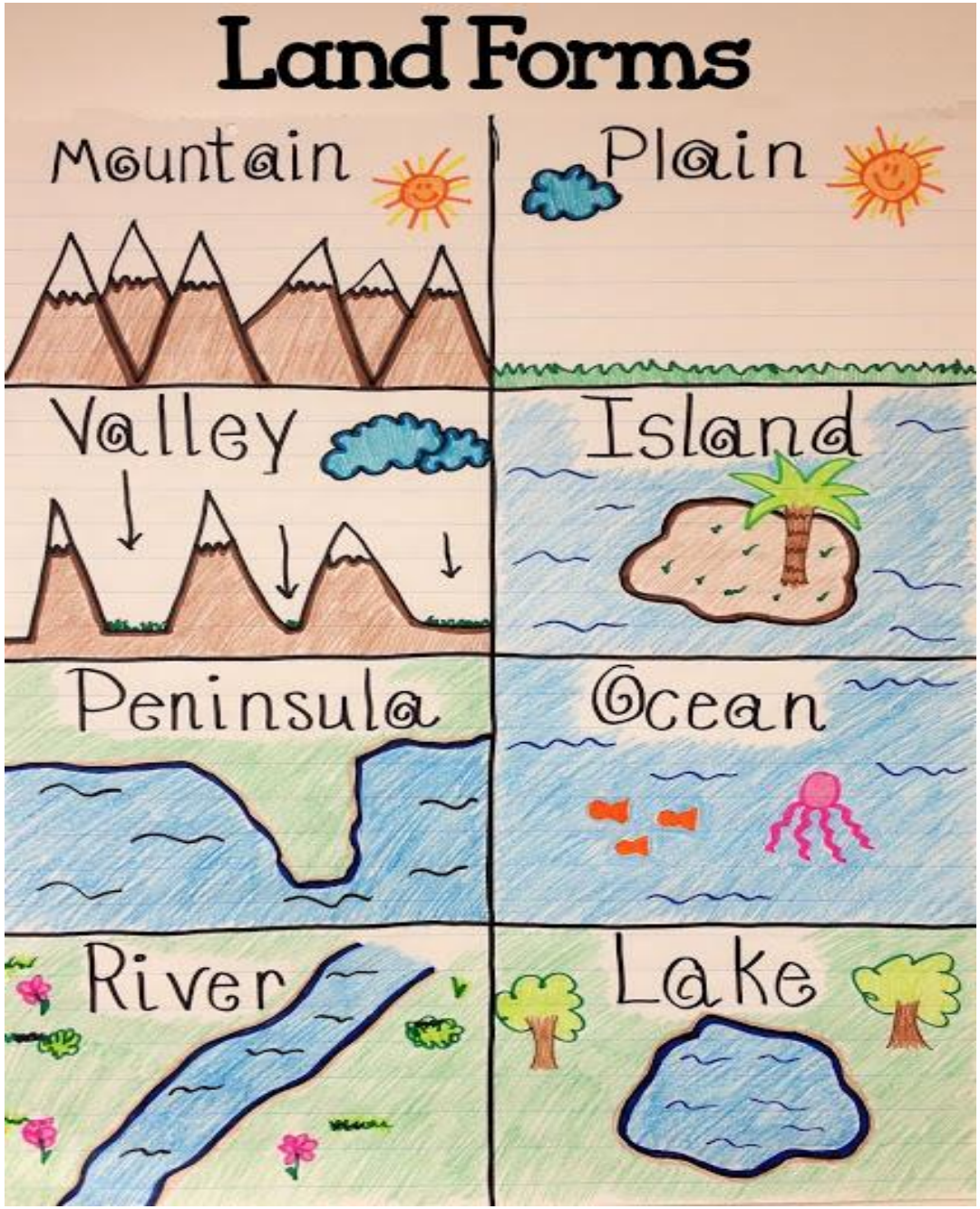
Scale



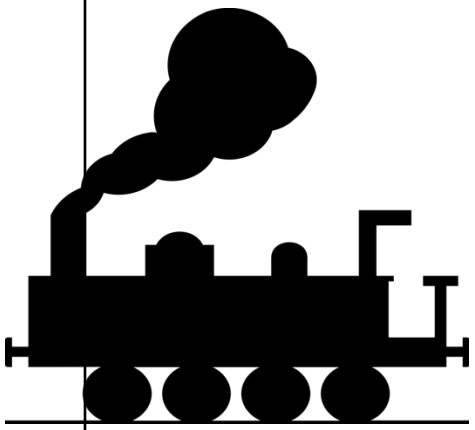
shows distance

Legend or Key

shows meaning of symbols


Land Forms
Mountain
Plain
Valley
Island
Peninsula
Ocean
River
Lake

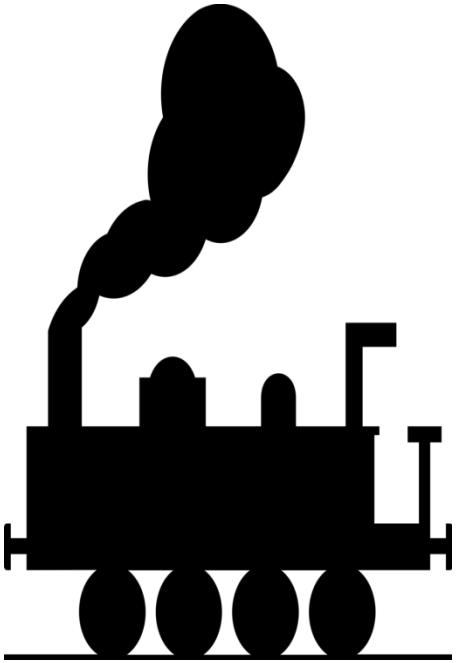
SOCIAL STUDIES Lesson Plan

Name: Valerie W. Green	Name of Unit: Transportation	Date: 6/20/2017	Grade Level: 5th
Objective	Procedures	Materials	Evaluation
Identify major United States physical features on a map of North America. (SS.5.G.1.3) Construct maps, charts, and graphs to display geographic information. (SS.5.G.1.4) Keywords: physical features United States	Essential Question: What are the major physical features of the United States?" Anticipatory Set: Geographic challenges are often resolved through technological innovation. Types of geographic limitations posed in various regions of the United States. Examples of technological advances in America through Reconstruction (e.g., cotton gin, John Deere plow, Erie Canal, steam engine, railroad, telegraph and other forms of communication) and how they allowed people to overcome geographic limitations. Introduction: The teacher will introduce the book by doing a close reading of the Front Endpapers to Build Background Knowledge	Map Outlines Color pencils Crayons Locomotive by Brian Floca	Student created maps will be used for assessment. 

The teacher will model reading maps by using the maps located in the book.
The will use guided questions by having students study the railroad map at the center of the page. TTW ask what additional information does the paragraphs at the left and right sides of the map provide?

Reteach
Students will review the use of maps

Enrichment:
Students will create a map of the local physical features of their town or state.



Procedures:
1. Pass out the outline maps and color pencils/crayons.
2. Using Google Earth, have students describe what they can see from the hybrid satellite image of the United States. Make sure students point out the Atlantic and Pacific Ocean, Gulf of Mexico, Mississippi River, Great Lakes and the Appalachian and Rocky Mountains.

3. Have students create a key with symbols for mountains, ocean, river. Using these symbols and labeling, have students mark the major physical features on their map.

4. Allow students to complete their maps and share through the document camera.