Diagram

Description automatically generated **St. Louis Public Schools**  
**Standards-Based Blended Learning Lesson Planner**

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| **Weekly Instructional Planner** | | | | | |
| **Name** | **La Tosha Morrow** | **Date** | **January 16-19, 2024** | **Grade & Subject** | **Kdg/ELA** |
| **Lesson Topic** | Tell Me A Story | | | | |
| **Lesson Objectives** | **Content Objective(s)** | | | **Language Objective (ESOL)** | |
| **Learning Target(s)** | I can name the details and theme (main idea) of a story. | | | Use models, illustrations, and knowledge of high-frequency words to read a decodable story.  Tell information about characters in a story.  Use visual and contextual support to understand a story and talk about the characters. | |
| **Focus Standard(s)** | **Standard** | | | **Prior Knowledge and/or Unfinished Learning Needs** | |
| **K.R.1.A.b**: With assistance, develop and demonstrate reading skills in response to read-alouds by asking and responding to questions about texts read aloud.  **K.R.2.A.a**: With assistance, read, infer, and draw conclusions to identify elements of a story, including setting, character and key events.  **K.RF.2.A.g:** Develop phonemic awareness in the reading process by isolating the initial, medial, and final sounds in spoken words. | | | Listen responsively to books and stories.  Initiate and respond appropriately in conversation and discussions.  Discriminate some sounds in words. | |
| **Essential Question & Vocabulary** | **Essential Question** | | | **Lesson Vocabulary** | |
| Why do we like stories?  How are two versions of the same story alike and different? | | | **Weekly voc**: catchbakingjumpedgobbled  **Academic vocabulary**: charactermeaningexplainchoose  **High Frequency Words**: anycomeplay | |
| **List of resources or strategies related to learner’s style & needs embedded throughout lesson** | **Cultural Context Differentiation** | | | **Integrated Technology** | |
| Activate prior knowledge and make connections | | | SuccessMaker Freckle MyOn Savvas | |
| **Multi-Tiered Systems of Support (MTSS) Resources** | | | | |
| Graphic organizers, anchor charts, partner discussion, examples, student centered activities, language awareness handbook and literacy stations | | | | |

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| ***Please be mindful to include specific learning activities, vocabulary strategies, instructional methods, differentiation, and check for understanding in each component of the lesson, as appropriate. Cultural Context Differentiation and Blended Learning should be integrated into all components of the lesson plan. Please see the*** [Lesson Plan Guide Book](https://stlps-my.sharepoint.com/:w:/g/personal/ekrueger1599_slps_org/EVqCD0dtTcxBupdABV4PLbMBq7iOszGIGC8cVgd8PqxbpA?e=M0EWNZ) ***for examples and more information.*** | | | | |
| **Do Now**  *(Prior Knowledge or Unfinished Learning)* |  | **Do Now:** What is your opinion about Anansi? | **Do Now**: Complete the words:  \_\_\_est s\_\_n \_\_\_an | **Do Now:** What happens to the gingerbread man at the end of the story? | **Do Now:** What happens to Cornbread Man at the end of the story? |
| **Engage**  *(Hook / Launch)* |  | **Foundational Skills (T76-77)**   * Phonological Awareness: Medial /u/ (SI 56-57) * Phonics: Uu * Introduce high-frequency words anycomeplay   **Turn and Talk: “What stories do you like?”** | **Foundational Skills**   * Phonics: Uu (T90) Read and write words with **u** (SI 58) * Introduce the Text: *The Gingerbread Man* and *The Story of Cornbread Man* (T34, T98) | **Foundational Skills**   * Phonological Awareness: Syllables (T110) (SI 59-60) * Phonics: Vv * Review Texts: The *Gingerbread Man* and *The Story of Cornbread Man* | **Foundational Skills**   * Phonics: Read and write words with **Vv**. (T118) (SI 62) * Review the Text: *The Gingerbread Man* and *The Story of Cornbread Man* |
| **Explore**  *(Activities)* |  | **Reading Workshop**   * Introduce weekly question: “How are two versions of the same story alike/different?” (T78) * Explore the Infographic: Telling Stories Different Ways (SI 54-55) * Which version of the story do you prefer and why? * Draw a picture of the preferred version and write a sentence telling how it is different from the other story. | **Reading Workshop**  Preview Vocabulary: catchbakingjumpedgobbled  (SI 70, 77)   * The teacher will display a visual representation of the vocabulary words. * Students will pantomime the action of each word. | **Reading Workshop**  **Compare and contrast stories (T112)**  Compare-look for things that are alike.  Contrast-look for things that are different.  **Focus Strategies**:   * Read stories and notice characters (“What do the stories have in common?”) * Notice events in stories (“Hos are the events similar/different?”) | **Reading Workshop**  **Decodable story *“The Man”* (SI 63-65)**   * Highlight/identify words with **v** and underline words that end with medial sound **u.** * Review and circle high frequency words.   **Make Inferences**(T122)   * **Focus Strategies**: Inference (a guess based on text evidence and what you know about life) * Ask what the texts says directly. * Consider that they know already about the idea or topic. * “Read between the lines” to guess what might be true |
| **Explain**  *(Demonstrate Learning)* |  | **Reading  Workshop**   * Listening Comprehension: Read Aloud: “The Three Javelinas” (T80-81) * Students will identify the characters in the story and describe a detail about each one. * Review academic voc:   **choose** **explain** **character** **meaning** | **Reading Workshop**  Read: *The Gingerbread Man* and *The Story of Cornbread Man* Think Alouds (T94, 96, 100, 102)   * Think Aloud: “Looking at pictures can help one understand what gingerbread looks like.” (T94) * Think Aloud: “Following the events in the story helps one to better understand the plot. Gingerbread Man runs away - meets Red Fox - Red Fox tells him to sit - Red Fox eats Gingerbread Man! Reading that the fox eats the gingerbread man explains why he wanted him to sit with him.” (T96) * Think Aloud: “*The Story of Cornbread Man* and *The* *Gingerbread* *Man* begin with someone baking a man-shaped dish. I wonder if the same thing will happen in this story that happened in *The Gingerbread Man*.” (T100) * Think Aloud: “On page 84, Cornbread Man talks to an animal. Gingerbread Man talks to a fox in *The* *Gingerbread* *Man*. The story ends with the fox eating the gingerbread man. The pictures in the story may help me determine whether it finishes the same.” (T102) | **Close Read #1** (T12-113) *The Gingerbread Man* and *The Story of Cornbread Man*   * Underline the words that tell what happens at the end of The Gingerbread Man (SI 76) * Underline the sentence that tells what happens to Cornbread Man at the end of the story. (SI 85) | **Close Read #2** (T122-123) *The Gingerbread Man* and *The Story of Cornbread Man*   * Highlight the words that tell why the gingerbread man jumps up and runs away. (SI 73) * Highlight the words that tell why the cornbread man jumps up (SI 81) |
| **Elaborate***.*  *(Extend Thinking)* |  | Introduce Fairy Tale (T82)  Focus Strategies: fairy tale has make-believe characters and events.   * Every story has characters (people or animals) * Events are what happen in a story (plot) | **Respond & Analyze** (T104-105)   * Share what you like most about *The Gingerbread Man* and *The Story of Cornbread Man* * Draw and share an illustration of the main event of the story that isn’t represented by a picture. | **Reading Workshop:**   * Discuss how the stories *The Gingerbread Man* and *The Story of Cornbread Man* are alike/different. * Using a Venn diagram, write/draw how the ending of both stories *Cornbread Man* are alike and different. * Challenge: Using two independent texts, students will create a Venn diagram comparing/contrasting the events in the stories. | **Reading Workshop:**  Students will practice using strategies to make inferences (SI 89) |
| **Evaluate**  *(Exit Ticket)* |  | **Exit Ticket:** How are two versions of the same story alike and different? | * **Exit Ticket:** Why does the gingerbread man jump up?   *.* | * **Exit Ticket:** Why does Cornbread Man jump up? | **Exit Ticket:** How do you know these stories are fairy tales? |
| **Closure**  *(Brief Review)* |  | Review characters and events in a fairly tale | Review and use vocabulary words. | Review how events in two different stories are similar/different. | Review strategies for making inferences |
| **Extended Practice** (Homework) |  | Read to parents for 15 mins.  Homework Packet | Read to parents for 15 mins.  Homework Packet | Read to parents for 15 mins.  Homework Packet | Read to parents for 15 mins.  Homework Packet |

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| **Lesson Reflections** |
| ***Prompts to help you get started on your lesson reflection...***   1. Did scholars demonstrate, through their work and activities, that they are moving towards proficiency? If so, how do you know? What pieces of scholar evidence did you use to determine this? 2. How have you / will you provide feedback to scholars? 3. What questions or activities did you plan for to help scholars increase their depth of knowledge (DOK)? 4. Were the scaffolds planned in last week’s instruction effective? What new supports might be added this week to help scholars demonstrate proficiency? 5. How are formative assessments or exit tickets being used for the following day’s Do Now? 6. How are you embedding and/or using vocabulary throughout your lesson? |

St. Louis Public Schools

Standards-Based Blended Learning Lesson Planner

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| **Weekly Instructional Planner** | | | | | |
| **Name** | **La Tosha Morrow** | **Date** | **January 16-19, 2024** | **Grade & Subject** | **Kindergarten Math** |
| **Lesson Topic** | Topic 7: Understand Subtraction | | | | |
| **Lesson Objectives** | **Content Objective(s)** | | | **Language Objective (ESOL)** | |
| Lesson 7-4 I can use the minus sign.  Lesson 7-5 I can represent and explain subtraction with equations.  Lesson 7-6 I can represent and explain subtraction with equations.  Lesson 7-7 I can solve subtraction word problems: taking from. | | |  | |
| **Focus Standard(s)** | **Standard** | | | **Prior Knowledge and/or Unfinished Learning Needs** | |
| **K**.**RA.A.1** Represent addition and subtraction within 10.  **K.RA.A.2** Demonstrate fluency for addition and subtraction within 5. | | |  | |
| **Essential Question & Vocabulary** | **Essential Question** | | | **Lesson Vocabulary** | |
| How can representing taking apart and taking from in different ways help you learn about subtraction?  How can you represent subtraction? | | | left, separate, subtraction sentence, take away, minus sign (-), subtract, difference | |
| **List of resources or strategies related to learner’s style & needs embedded throughout lesson** | **Cultural Context Differentiation** | | | **Integrated Technology** | |
| Ask students to count the number of blue chairs in the classroom. Take 5 blue chairs away. How many blue chairs are left? | | | Savvas online resources: Daily Review, Quick Checks. Freckle. Visual Learning Bridge, Savvas Math Games and Math Tools | |
| **Multi-Tiered Systems of Support (MTSS) Resources** | | | | |

Reteaching and Enrichment pages for lessons 7-4, 7-5, 7-6, 7-7 (RTI icon) Use real-life examples; multiple representation of problem/solution; error analysis; students use vocabulary to explain reasoning; number of problems.

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| ***Please be mindful to include specific learning activities, vocabulary strategies, instructional methods, differentiation, and check for understanding in each component of the lesson, as appropriate.***  ***Cultural Context Differentiation and Blended Learning should be integrated into all components of the lesson plan. Please see the*** Lesson Plan Guide Book ***for examples and more information.*** | | | | |
| **Do Now**  *(Prior Knowledge or Unfinished Learning)* |  | **Do Now** Listen to a subtraction word problem. Use counters or drawings to show how many are left. | **Do Now:** There are 7 crayons on the table. 4 of the crayons are taken away. How many crayons are left?  Write a subtraction problem and show a representation of the work using counters. | 7-6 Daily Review (D. 7.6) | **Do Now:** Carteis has 7 cars. He gave some of the cars to King. Carteis now has 5 cars. How many cars did Carteis give to King? Explain your reasoning. |
| **Engage**  *(Hook / Launch)* |  | 7-4 Solve & Share (SE. p. 261) | 7-5 Solve & Share (SE. p. 265) | 7-6 Solve & Share (SE. p. 269) | 7-7 Solve & Share (SE. p. 273) |
| **Explore**  *(Activities)* |  | 7-4 Look Back (on Solve & Share) | 7-5 Look Back (on Solve & Share) | 7-6 Look Back (on Solve & Share) | 7-7 Look Back (on Solve & Share) |
| **Explain**  *(Demonstrate Learning)* |  | 7-4 Visual Learning (p 262)  CFU  Where do you write the minus sign to show subtraction?   What the minus sign means? | 7-5 Visual Learning (p 266)  CFU  Explain what you know about an equal sign in a subtraction equation. | 7-6 Visual Learning (p 270)  CFU  Write 8-5=3. Explain what each number and symbol mean in the equation. | 7-7 Visual Learning (p 274)  CFU  Explain how you can solve subtraction problem. |
| **Elaborate***. (Extend Thinking)* |  | 7-4 Guided Practice (SE 262-263)  Problem Solving Reading Activity 7-4 | 7-5 Guided Practice (SE 266-267)  Problem Solving Reading Activity 7-5 | 7-6 Guided Practice (SE 270-271)  Problem Solving Reading Activity 7-6 | 7-7 Guided Practice (SE 274)  Problem Solving Reading Activity 7-7 |
| **Evaluate**  *(Exit Ticket)* |  | 7-4 Independent Practice (SE 264)  7-4 Quick Check #7, 8, 10 (SE 264) | 7-5 Independent Practice (SE 268)  7-5 Quick Check #6, 7, 8 (SE 268) | 7-6 Independent Practice (SE 272)  7-6 Quick Check #4, 5, 6 (SE 272) | 7-7 Independent Practice (SE 275  7-7 Problem Solving #7, 8, 9 (SE 276) |
| **Closure**  *(Brief Review)* |  | Review 7-4 Independent Practice & Quick Check | Review 7-5 Independent Practice & Quick Check | Review 7-6 Independent Practice & Quick Check | Review 7-7 Independent Practice & Problem Solving |
| **Extended Practice**  (Homework) |  | 7-3 Additional Practice (86) | 7-4 Additional Practice (87) | 7-5 Additional Practice (89-90) | 7-6 Additional Practice (91) |

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| **Lesson Reflections** |
| ***Prompts to help you get started on your lesson reflection...***   1. Did scholars demonstrate, through their work and activities, that they are moving towards proficiency? If so, how do you know? What pieces of scholar evidence did you use to determine this? 2. How have you / will you provide feedback to scholars? 3. What questions or activities did you plan for to help scholars increase their depth of knowledge (DOK)? 4. Were the scaffolds planned in last week’s instruction effective? What new supports might be added this week to help scholars demonstrate proficiency? 5. How are formative assessments or exit tickets being used for the following day’s Do Now? 6. How are you embedding and/or using vocabulary throughout your lesson? |

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| **Weekly Instructional Planner** | | | | | |
| **Name** | **Ms. La Tosha Morrow** | **Date** | **January 16-19, 2024** | **Grade & Subject** | **Kindergarten/Social Studies** |
| **Lesson Topic** | Key People in Our History | | | | |
| **Lesson Objectives** | **Content Objective(s)** | | | **Language Objective (ESOL)** | |
| **Learning Target(s)** | * I can identify important Americans we celebrate. * I can identify why we celebrate important Americans from history. * I can identify how important Americans impact our lives today. | | | Use pictures to help students recognize vocabulary | |
| **Focus Standard(s)** | **Standard** | | | **Prior Knowledge and/or Unfinished Learning Needs** | |
| **K.TS.7.A.b**  Use artifacts to share information on social studies topics.  **K.H.3.6** Describe the contributions of people typically studied in K-5 programs associated with national holidays  **K.RI.6.C** Share stories related to your family cultural traditions and family lore.  **K.RI.6.D** Describe how you and your family remember and commemorate your cultural heritage. | | | Experience a broad range of emotions and recognize these emotions in others  .•Exhibit awareness of self and others.  •Develop independence during activities and routines.  •Persist through challenges.  •Identify and try to solve problems.  •Cope with frustration.  •Develop attachments to peers and adults.  •Work and play cooperatively.  •Respect self and others.  •Respond to others’ needs in positive ways.  •Manage actions, words, and behavior with increasing independence. | |
| **Essential Question & Vocabulary** | **Essential Question** | | | **Lesson Vocabulary** | |
| Who are Americans we celebrate each year?  Why do we celebrate important Americans?  What did these Americans do that was important in the past?  How do these Americans help or impact us today? | | | describe, national holidays, contributions, significant, history, popular, impact | |
| **List of resources or strategies related to learner’s style & needs embedded throughout lesson** | **Cultural Context Differentiation** | | | **Integrated Technology** | |
| Activate prior knowledge and make connections | | | Kahoot  Video | |
| **Multi-Tiered Systems of Support (MTSS) Resources** | | | | |
| Pre-Assessment (given prior to starting the unit): Hold up pictures of needs/wants that are familiar to the students. Ask the students to describe what they see and share what they know about it. Exit tickets, Student work, Questioning, Kahoots, Think Pair Share, End of Unit Test, | | | | |

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| **Do Now**  *(Prior Knowledge or Unfinished Learning)* |  | Turn and talk: What do you know about Dr. Martin Luther King? | Think-pair-share: Share what you learned so far about Dr. Martin Luther King Jr. | **Think-pair-share**: Share one contribution MLK made to the world. |  |
| **Engage**  *(Hook / Launch)* |  | Display KWL chart labeled “Martin Luther King, Jr.” on the board.   * Students will share what they know about Martin Luther King, Jr. and what they wish to learn about him * Teacher will write down students’ responses | Review the text *I Am Martin Luther King Jr* <https://youtu.be/_xajQz49mRU> | Introduce Read Aloud *The Story of Martin Luther King Jr*. by Kid President <https://youtu.be/4xXZhXTFWnE> |  |
| **Explore**  *(Activities)* |  | Introduce the text *I Am Martin Luther King Jr* by Brad Meltzer (pp. 2-16) *.*  <https://youtu.be/_xajQz49mRU> | **Read Aloud: I Am Martin Luther King Jr**  (pp. 17-32) | Read Aloud: *The Story of Martin Luther King Jr.* by Kid President <https://youtu.be/4xXZhXTFWnE> |  |
| **Explain**  *(Demonstrate Learning)* |  | Referring to the text, explain some of the unfair practices or  laws that existed when Dr. Martin Luther King Jr. was alive | Describe the contributions MLK made to make the world a better place. | Using ideas from the circle web, teacher will model how to organize and write ideas about the MLK in sentences. |  |
| **Elaborate***.*  *(Extend Thinking)* |  | A black and white poster with a cartoon character  Description automatically generatedUsing Word web, students will write or draw details about Dr. Martin Luther King | A black and white poster with a cartoon character  Description automatically generatedUsing Word web, students will continue to write/draw details about Dr. Martin Luther King. | Using word web graphic organizer, students will write what they learned about Dr. Martin Luther King. |  |
| **Evaluate**  *(Exit Ticket)* |  | Students will draw a picture depicting how life might be for them if they were alive during that time. | Draw a picture describing how life for blacks and whites are different today. | How did Martin Luther King change the world? |  |
| **Closure**  *(Brief Review)* |  | Review what you learned about MLK | Review the contributions of MLK | Share writing/drawings with class |  |
| **Extended Practice** (Homework) |  |  |  |  |  |

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| **Lesson Reflections** |
| ***Prompts to help you get started on your lesson reflection...***   1. Did scholars demonstrate, through their work and activities, that they are moving towards proficiency? If so, how do you know? What pieces of scholar evidence did you use to determine this? 2. How have you / will you provide feedback to scholars? 3. What questions or activities did you plan for to help scholars increase their depth of knowledge (DOK)? 4. Were the scaffolds planned in last week’s instruction effective? What new supports might be added this week to help scholars demonstrate proficiency? 5. How are formative assessments or exit tickets being used for the following day’s Do Now? 6. How are you embedding and/or using vocabulary throughout your lesson? |

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| **Weekly Instructional Planner** | | | | | | | | |
| **Name** | | **Ms. La Tosha Morrow** | **Date** | **January 16-19, 2024** | | **Grade & Subject** | **Kindergarten/Science** | |
| **Lesson Topic** | | Unit 3: Bears in Winter | | | | | | |
| **Lesson Objectives** | | **Content Objective(s)** | | | | **Language Objective (ESOL)** | | |
| **Learning Target(s)** | | * I can list some of the weather challenges of winter. * I can explain how my body responds when I become more active. * I can make a model of a structure. * I can draw a shelter and explain what materials work well. * I can identify severe weather including blizzards and thunderstorms. | | | | Use pictures to help students recognize vocabulary | | |
| **Focus Standard(s)** | |  | | | | **Prior Knowledge and/or Unfinished Learning Needs** | | |
| K.LS1.C.1 Use observations to describe patterns of what plants and animals (including humans) need to survive.  K.ESS1.B.1 Make observations during different seasons to relate the amount of daylight to the time of year. | | | |  | | |
| **Essential Question & Vocabulary** | | **Essential Question** | | | | **Lesson Vocabulary** | | |
| * What do bears and other animals do to survive through the winter? * What are good qualities of a shelter that will keep animals and people safe during severe weather? | | | | * data * effect * environment * observation * season | | |
| **List of resources or strategies related to learner’s style & needs embedded throughout lesson** | | **Cultural Context Differentiation** | | | | **Integrated Technology** | | |
| Activate prior knowledge and make connections | | | | Kahoots , Nearpod, Getepic | | |
| **Multi-Tiered Systems of Support (MTSS) Resources** | | | | | | |
| Mystery Science, Graphic Organizers, anchor charts, partner discussion, exit tickets | | | | | | |

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| **Do Now**  *(Prior Knowledge or Unfinished Learning)* | |  | |  | |  | | **Do Now:** Draw a picture showing that current season. Explain to a partner how you know. | |  | |
| **Engage**  *(Hook / Launch)* | |  | |  | |  | | Stand up-Hands up-Pair up: What do bears do in the fall to prepare for winter? Why do bears need to prepare for winter? What do people do to survive in the winter? | |  | |
| **Explore**  *(Activities)* | |  | |  | |  | | In 20 secs., Count how many breaths you take when performing various activities (sitting still, walking in place, running in place) | |  | |
| **Explain**  *(Demonstrate Learning)* | |  | |  | |  | | * Discuss the results of their breathing/heart rate activity from student guide Science Notebook “How Many Breaths?” on Page 76 * What patterns do you notice in your breathing and heart rate? What do the numbers tell you? When do you think you were using the most energy? | | Read the book *Hush Up and Hibernate* by Sandra Markle.  Four Corners: Students will break into groups, rotate through each corner, and debate the question provided.   * “What do bears do in the wintertime to conserve energy?” * What were some of the reasons Mama Bear said why bears needed to hibernate?” * “When Mama Bear and Cub finally went into their den, how did they act?” * “What causes bears to hibernate and why are they able to stay alive while doing so?” | |
| **Elaborate***.*  *(Extend Thinking)* | |  | |  | |  | |  | | Think of an animal and tell what it does to survive in the winter | |
| **Evaluate**  *(Exit Ticket)* | |  | |  | |  | |  | | Draw what a bear does in the winter and what you do in the winter. Discuss how the activities are the same or different. | |
| **Closure**  *(Brief Review)* | |  | |  | |  | |  | |  | |
| **Extended Practice** (Homework) | |  | |  | |  | |  | |  | |