

# **Townsend Elementary School**

## **2022 Summer School Program**

Dr. K. Collins-Adams, Principal



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## Purpose

<b>Grades K-5</b>	<b>Sunny Start- Early Childhood</b>
<p>The Townsend Summer Learning Adventure will provide opportunities for remediation and enrichment. The students who have shown regression in specific skills in reading and math will have intensive, yet fun-filled project -based planned practice of the required grade level skills.</p> <p>Enrichment program classes will be offered to all students and will follow a curriculum designed to advance their skills in both reading and math through research-based units.</p>	

## Program Dates & Times

<b>Dates: June 13- July 14, 2022</b>	<b>Monday-Thursday (No Fridays)</b>
<b>Times: 8:50 AM - 1:00 PM</b>	<b>No School June 30, July 4</b>

## Registration

<b>Summer School Registration: March 21 - May 30, 2022</b>
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## Townsend Summer Learning Adventure Daily Schedule

<b>Time</b>	<b>Subject</b>
8:50	Breakfast Delivery
8:55	ELA
10:45	Math
12:45 - 1:00 PM	Lunch TO GO and Dismissal

# Program Overview

<b>PROGRAM OVERVIEW By Grade Level</b>	
<b>Kindergarten</b>	<p><b><u>Zoos and Animals</u></b></p> <p>A zoo is a great community resource for students to explore, play and learn. A deeper understanding of the knowledge it takes to care for the animals, design a zoo, and make it an entertaining place for visitors will help students appreciate a visit to their local zoo even more, change their entire zoo experience, and help them to better understand the roles they play in their world.</p>
<b>First</b>	<p><b><u>Then and Now</u></b></p> <p>How is life different than it was 100 years ago? Through investigation, playing games and working as teams to answer questions about the past, students will learn how life is different now than it was 100 years ago.</p>
<b>Second</b>	<p><b><u>Chocolate Fever</u></b></p> <p>This unit study is all about chocolate! It will cover multiple content areas with one general topic. Here you will find chocolate lessons and activities for geography, history, science, language arts, and math.</p>
<b>Third</b>	<p><b><u>Extinct and Endangered Animals</u></b></p> <p>The study of endangered species is important because as their populations dwindle the possibility of becoming extinct increases. Extinction is a threat faced by many animals and is increasing at an alarming rate due to human expansion and involvement. Educating students on endangered species will allow them to infer relationships between humans and endangered species. Drawing attention to the need and increasing the awareness for the survival of these animals is vital for their continued existence. This curriculum will help students understand what endangered species are, how they became endangered, and how important their environment is to their survival.</p>
<b>Fourth and Fifth</b>	<p><b><u>Family Vacation</u></b></p> <p>Vacations enable a traveler to explore different regions, cultures, and attractions. Whether a child or adult, vacations are exciting, as</p>

they allow travelers to create experiences they would otherwise not have the opportunity to do in their everyday lives. However, vacations also require quite a bit of research and planning. This curriculum will allow students to experience the process of planning a dream vacation within the United States. It will also enable students to experience real-world concepts such as budgeting and time management, as well as advertising techniques. This project should spark interest in exploring new destinations for the students.

**Choose Your Own Adventure**

What might it be like to move to a new country? In this course, through researching and creating a story that follows immigrants' experiences in the United States during the 1800's, students will explore the role of the immigrant In the United States.

## Townsend Summer Learning Adventure Weekly Fun Schedule

Fun activities will be held on Thursday 15 minutes prior to dismissal, weather permitting. If rain is in the forecast, the principal will communicate the new day for the fun activity.

Week	Grade (s)
1-Freeze Tag	Freeze Pops-Freeze Tag- To become unfrozen you have to share something you learned this week at School
2-Chalk about it	Use Chalk to draw a picture of what you are learning about, students have to guess by looking at your drawing.
3- Musical Shares	Students write 1 fact about what they are learning on their cards, then they walk around in 2 circles on the blacktop until the music stops, then they pair up with the person across from them and share their facts.

4-Blown Away by Townsend Learning Adventure	Bubbles and Blow Pops-Present finished projects from Summer



## Course Descriptions

<b>Grade: Kindergarten</b>	<b>Unit Name: Zoos and Animals</b>
<p><b><u>Supplies:</u></b>          Chart paper, assortment of zoo related books, various zoo maps, Student Journal, measuring sticks, tape measures, unifix cubes, butcher paper, cones, string or yarn</p>	
<p><b><u>Learning Targets:</u></b>          I can describe what a zoo is and offers the community.          I can learn ways to gather and organize information.          I will know what a habitat is.          I will learn how to estimate.          I can use resources to learn about an animal          I can gather and organize information about my animal.          Students will learn the purpose of a business.          I can identify fiction and non-fiction books.          I can understand fiction and nonfiction and how it is used in the world.</p>	
<p><b><u>Standards:</u></b>  <b><u>English Language Arts</u></b></p>	

RF.K.1-Demonstrate understanding of the organization and basic features of print. RF.k.3-Know and apply grade level phonics and word analysis in decoding.  
RI & RL k.1-With prompting and support, ask and answer questions about key details in the text.  
RL k.4-Interpret words or phrases as they are used in text.

**Mathematics**

Represent and compare whole numbers.  
K.G.A.2 -Describe space and shapes.  
K.G.B.5-Analyze, compare, create and compose shapes  
K.OA.A.5-Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.  
K.CC.B.5-Count to tell the number of objects

**Unit Description:**

A zoo is a great community resource for students to explore, play and learn. A deeper understanding of the knowledge it takes to care for the animals, design a zoo, and make it an entertaining place for visitors will help students appreciate a visit to their local zoo even more, change their entire zoo experience, and help them to better understand the roles they play in their world.

**Vocabulary-**

Estimate - A close guess of the actual value  
Measure - How much there is of something that you can quantify  
Habitat - The type of environment in which a group normally lives  
Zoologist/ Zoo  
Comparing  
Contrasting  
Perimeter  
Ecosystem  
Animals  
Feathers, scales, fur  
Mammals, fish, reptiles, birds, amphibians

**Daily Instructional Framework:**

**Working as a group**, students will: · learn how to research and use driving questions to guide their research · create and describe their zoo

**Individually, students will:** · research their own animal and design a habitat that will make a happy home for their animal. They will also create and describe a fictitious animal as well as its happy home in our zoo.

**Resources**

Zoo Books  
A Sick Day for Amos McGee by Philip C. Stead, illustrated by Erin Stead

Goodnight Gorilla by Peggy Rathmann  
Dear Zoo by Rod Campbell Polar Bear, Polar Bear, What Do You Hear? by Bill Martin Jr. and Eric Carle  
Put Me In The Zoo by Robert Lopshire And Tango  
Makes Three by Justin Richardson Zo  
Color Zoo by Lois Elhert Supermarket Zoo by Caryl Hart  
The View at the Zoo Hardcover by Kathleen Long Bostrom

Grade: 1st

Unit Name: Then and Now

Supplies:

Fiction & nonfiction books about safety  
Chart paper  
Construction paper  
Pencils,  
Crayons  
Index cards  
Notebooks

Learning Targets:

I can identify and describe:  
How is life different than it was 100 years ago?

Through investigation, playing games and working as teams to answer questions about the past, I will learn how life is different now than it was 100 years ago.

Standards:

ELA:

RI & RL 1.1 Ask and answer questions about key details in a text.  
W 1.2 Write informative/explanatory texts to examine and convey ideas and information clearly and accurately.  
SL 1.1 Prepare for and participate effectively in a range of conversations and collaboration with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Math:

1. OA.C.5 Relate counting to addition and subtraction (e.g., by counting on two to add 2).  
1. OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten

(e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ )

**Unit Description:**

How is life different than it was 100 years ago? Through investigation, playing games and working as teams to answer questions about the past, students will learn how life is different now than it was 100 years ago.

**Vocabulary:** Communication, research, rules, prevention, design, public speaking, facts, fiction and nonfiction, Event, hosting, timeline, invitations, shapes, properties, describe, Audience, revise, author's purpose, inform, performance, invent, animals kingdom, space travel, computers.

**Daily Instructional Framework:**

Working as a group students will:

Explore/research

Develop interview questions for communication

Compare safety topics and roles of safety workers

Develop questions to ask kindergarten and second grade students during project sharing day

In small groups, students will:

Research inventors, communication devices.

Individually, students will:

Students will use student friendly scoring guides included in the project based curriculum for self- assessment of their learning

Plan and carry out a plan to help educate others about life 100 years ago.

Maintain a daily learning and reflection journal.

Read about, discuss, and write about inventions through the years from non-fiction and literary text

Write and give public announcements concerning the latest inventions.

**Grade: 2nd**

**Unit Name: Chocolate Fever**

**Supplies:**

chart paper  
Construction paper (white and 6 different colors for fraction pieces)  
Graph paper  
notebooks  
pencils  
Crayons or markers  
Scissors  
glue  
Tooth picks  
unifix cubes  
Graphic organizers (KWL chart, map of continents, BME, m & m graph ,  
Chocolate (hershey chocolate bars, m & m's, chocolate kisses, variety of chocolate - white, dark, semi sweet)  
Chocolate chip cookies (chips ahoy - 1 for each student)  
Chocolate Fever - Robert Kimmel Smith (1 for each student)  
Question & Vocabulary packet for Chocolate Fever  
The Chocolate Touch - Patrick Skene Catling (1 copy for read aloud)

Additional books about Chocolate - Hershey Milton, M & M, The Hershey Milk Chocolate Fraction Book, Hershey Kisses Addition Book

**Learning Targets:**

I can make and confirm predictions.  
I can ask and answer questions.  
I can describe the events that happen in a sequence.  
I can recall and tell a story with details, including a beginning, middle, and end.  
I can write an opinion and support it with details.  
I can identify equal parts of a fractions

**Standards:**

**ELA:**

2.R.1.A.b Develop and demonstrate reading skills in response to text by asking and responding to relevant questions.  
2.1.A.d. Develop and demonstrate reading skills in response to text by retelling a story's beginning, middle, and end.  
2.R.1.B Develop an understanding of vocabulary as used in text and in conversation.  
2.R.3.B.b Read, infer, and draw conclusions to ask and answer questions to clarify meaning.  
2.S.4.A.b Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by recalling and telling a story with details, including a beginning, middle, and end.

2.W.1.B.a – Apply a writing process to develop a text for audience and purpose.  
Appropriate to genre type, develop a draft from prewriting by:  
a. sequencing ideas into clear and coherent sentences  
b. generating paragraphs with one main idea  
c. creating evidence of a beginning, middle, and end  
d. addressing an appropriate audience

**Math:**

2.RA.A.1 Demonstrate fluency with addition and subtraction within 20

2.NBT.A Understand place value of three - digit numbers

2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of Operations.

2.GM.D Work with time and money

**Unit Description:**

This unit study is all about chocolate! It will cover multiple content areas with one general topic. Here you will find chocolate lessons and activities for geography, history, science, language arts, and math.

**Vocabulary:**

verge, concentrate, startling, polite, extremely, appreciate, peculiar, riot, prodded, phenomenon, recall, civilized, pace, corridor, predicament, cautiously, revolting, bluffing, ashamed, dispose, doused, acquaintance, glumly, desolate, foil, offend, disappearing, warehouse, distributing,

**Daily Instructional Framework:****Working as a group, students will:**

Explore different types of chocolate.

Students will create fraction pieces.

Write an opinion about which chocolate is the best.

**Individually, students will:**

Write in a reflection journal daily

**Resources**

(Books about Chocolate)

Hershey Kisses Subtraction Book by Jerry Pallotta

Hershey's Milk Chocolate Weights and Measurements by Jerry Pallotta

Hershey's Milk Chocolate Multiplication Book by Jerry Palotta

The M&M's Brand Counting Book by Barbara Barbieri

The Hershey Kisses Addition Book by Jerry Pallotta Hershey's Fractions by Jerry Pallotta

**Grade: 3rd**

**Unit Name: Extinct and Endangered Animals**

**Supplies:**

chart paper  
notebooks  
pencils  
graph paper  
100 dried beans  
index cards (large)  
toothpicks  
yarn  
timer  
markers  
colored pencils  
crayons  
scissors  
large butcher paper  
glue  
stamps  
envelopes  
yard sticks  
unifix cubes (560 of them)  
pattern blocks  
shoeboxes or other small boxes for habitat  
blank postcards

**Learning Targets:**

I can gather, organize, analyze, and apply information and ideas about endangered species and the importance of preserving their environment.  
I can develop a plan to help persuade others to join in the cause of protecting endangered species.  
I can engage in meaningful discussions with multiple audiences to express the importance of the preservation of endangered species.  
I can express ideas in writing to clearly convey their message.  
I can design and create a model habitat in which an endangered species could live.

**Standards:**

**English Language Arts**

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.  
RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RL.3.1 and RL.3.2 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6 Distinguish their own point of view from that of the author of a text.

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

L.3.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

L.3.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

### **Mathematics**

3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that  $8 \times 5 = 40$ , one knows  $40/5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

3.NF.A.1 Understand a fraction  $1/b$  as the quantity formed by 1 part when a whole is partitioned into  $b$  equal parts; understand a fraction  $a/b$  as the quantity formed by  $a$  parts of size  $1/b$ .

3.MD.C.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.

3.MD.C.6 Measure areas by counting squares (square cm, square m, square in, square ft, and improvised units).

3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many

less” problems using information presented in scaled bar graphs.

3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

3.G.A.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

### **Unit Description:**

The study of endangered species is important because as their populations dwindle the possibility of becoming extinct increases. Extinction is a threat faced by many animals and is increasing at an alarming rate due to human expansion and involvement. Educating students on endangered species will allow them to infer relationships between humans and endangered species. Drawing attention to the need and increasing the awareness for the survival of these animals is vital for their continued existence. This curriculum will help students understand what endangered species are, how they became endangered, and how important their environment is to their survival.

### **Vocabulary:**

basic needs , extinct, endangered species, habitat, island, climate, refuge, specimens, species, cology, pollution, appearance, distinctive, graceful, carnivore, omnivore, dialogue, souvenirs, treaty, adaptation, propagation, food chain, pollination, derange, commercial, persude, comic strip,

### **Daily Instructional Framework:**

#### **Working as a group, students will:**

Organize their learning using a KWL chart.

Participate in simulation activities.

Discover reasons for animals becoming endangered and how humans can help prevent this from happening.

#### **In small groups, students will:**

Develop graphs to display data.

Create a commercial to encourage community members to protest endangered Animals.

#### **Individually, students will:**

Write in a journal daily.

Write and send a friendly letter.

Write and send a postcard.

Create a brochure.

Create a comic strip.

**Working individually and in small groups, students will:**

Provide information learned from research in a graphic organizer.

Research to identify endangered animals and their habitats.

Create a model of a habitat.

**Grades: 4th and 5th**

**Unit Name: Family Vacation**

**Choose Your Own Adventure**

**Supplies:**

Chart paper

Looseleaf or handwriting paper

Pencils

Copy paper

Large construction paper – white

Art supplies (crayons or markers)

4x6 UNLINED index cards (1 pack)

Sample Travel Brochures (these can be found at local travel agencies or visitor centers)

Sample Postcards Sample US Maps (from classroom, internet, or paper versions)

Books about US cities

**Planner:**

Plan A Family Vacation and Choose Your Own Adventure

Where would you go on vacation with your family for 2 weeks? All plans include finance, maps, packing, and family needs.

What might it be like to move to a new country? In this course, through researching and creating a story that follows immigrants' experiences in the United States during the 1800's, students will explore the role of the immigrant In the United States.

**Vocabulary:** Travel Agent, vacations, Discover America terms (active, relaxing, couples, kid-friendly, swimsuit, parka, beach, mountain, urban/lively, remote, quiet, high-end, thrifty) , planner, budget, cost, amenities, attractions, entertainment, cost per person, itinerary, brochure, advertise

**Learning Targets:**

I understand what a vacation is and what I need to plan in order to take a vacation.  
I can work collaboratively with my team to research and plan.  
I can calculate distance and cost  
I can understand what a budget is and how to use it.  
I can work collaboratively with my team.  
I can work collaboratively with my group.  
I can work within a budget to plan.  
I can understand what needs to be included in a visual presentation.  
I can work collaboratively with my team to create a visual presentation.  
I can understand what a quality presentation looks and sounds like.  
I can accept feedback from my teacher and make adjustments to my presentation.

Standards: **ELA**

4.R.1.A.b Develop and demonstrate reading skills in response to text by drawing conclusions, inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text.  
4.R.1.B Develop an understanding of vocabulary as used in text and in conversation.  
4.R.3.A.a Read, infer and draw conclusions to use multiple text features to locate information and gain an overview of the contents of text.  
4.R.3.B.b Read, infer, and draw conclusions to analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose; and support the analysis.  
4.W.1.D.a With assistance from adults/peers use technology, including the Internet, to produce and publish writing.

**Mathematics**

4.OA.A.1 Demonstrate fluency with addition and subtraction of whole numbers  
4.NBT.A.1 Use place value understanding and properties of operations to perform multi-digit arithmetic with numbers up to one million.  
4.MD.A.1 Measure the length of an object by selecting and using the appropriate tools  
4.MD.C.7 & 8 Use the four operations with whole numbers to solve problems.  
4. Solve multi-step whole number problems involving the four operations and variables and using estimation to interpret the reasonableness of the answer.  
4. Generate a number pattern that follows a given rule.  
4. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

**Unit Description:**

Vacations enable a traveler to explore different regions, cultures, and attractions. Whether a child or adult, vacations are exciting, as they allow travelers to create experiences they would otherwise not have the opportunity to do in their everyday lives. However, vacations also require quite a bit of research and planning. This curriculum will allow students to experience the process of planning a dream vacation within the United States. It will also enable students to experience real-world concepts such as budgeting and time management, as well as advertising techniques. This project should spark interest in exploring new destinations for the students.

**Daily Instructional Framework:****Working as a whole group, students will:**

Discuss and learn about the concepts of budgeting, itineraries, and advertising  
Evaluate the effectiveness of existing advertisements  
Explore travel planning websites (such as travelocity.com and MapQuest.com) as well as state/city tourism videos and brochures (such as visitMO.com)

**In small groups, students will:**

Plan a dream vacation within a budget  
Create a brochure highlighting a dream vacation destination  
Create an advertisement for a dream vacation destination in the form of a commercial

**Individually, students will:**

Keep a journal of daily reflection and planning Self-evaluate and evaluate their group  
Using their group brochure and travel planner, write a narrative story about their vacation

**Working individually and in small groups**

+++students will: Set team and individual goals for ongoing project work

**Resources**

Dream Vacation Planner  
Cindy goes to Salvador- Article  
Growing up Outside- Article  
Website References  
Rubrics  
Students use a Composition notebook for Journaling

**Lesson 1 & 2**

Travel Article- A Sudden Slice of Summer

**Lessons 3 and 4**

Cindy Goes to Salvador- Article- Readworks

**Lesson 5-7**

- St. Louis tourism site,
- Growing Up Outside- Article - Readworks
- Tourism in Jamaica (Readworks Article)

**Lesson 8-10**

- Growing Up Outside Article (Readworks)

Lesson 11

- Summer Vacation- Article (ReadWorks)
- A Trip to Argentina- Article (ReadWorks)

Lesson 12-14

- Road Trip St. Louis
- San Francisco Top 10 things to do
- Six Flags

Lesson 15

- Brochure Rubric

