

Townsend Summer Learning Adventure 2023

Come Fly with Me



Dr. K. Collins-Adams, Principal
6645 Parker Road
Florissant, Missouri 63033



Grades K-5 Sunny Start- Early Childhood

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.

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.

Dates: June 12- June 30, 2023 Monday- Friday
Times: 8:50 AM - 2:00 PM No School June 19, 2023

Registration begins March 20, 2023

Teacher /Staff Professional Development June 10, 2022
9:00 AM - 1:00
PM

Townsend Summer Learning Adventure Daily Schedule:

Time	Subject
8:50	Breakfast Delivery to classrooms.
8:55 - 11:05 AM	ELA 60 Reading 30 Writing 45 ELA Project
11:10 – 11:40 AM	LUNCH
11:40 – 1:55	MATH 60 Math Skill Development 30 Math Literacy/Vocabulary 45 MATH Project

PROGRAM OVERVIEW By Grade Level

<p>Kindergarten <u>Zoos and Animals</u></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>
<p>First <u>Author Study</u></p>	<p>This unit study focuses on the work of an author We will read the books together and dive into the characters and events of the story. We will compare and contrast two texts and explain the similarities and differences. The unit will also contain a strong focus on letters, keywords and sounds and using these sounds to decode and write words. In math, we will focus on representing a number of objects with numerals, correctly forms the numbers, and comparing quantities.</p>
<p>Second <u>Chocolate Around the World</u></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>
<p>Third <u>Endangered Animals</u></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>

<p>Fourth <u>Author Study</u></p>	<p>This unit study focuses on the work of an author. We will read the books together and dive into the characters and events of the story. We will compare and contrast two texts and explain the similarities and differences. The unit will also contain a strong focus on letters, keywords and sounds and using these sounds to decode and write words. In math we will focus on representing a number of objects with numerals, correctly forms the numbers, and comparing quantities.</p>
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Fifth

Vacation

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.

Positions for Summer School

Teacher/Staff

1 Clerical

8 Teachers

Including 2 Sunny Start Teachers

1 Reading Specialist

1 Math interventionist

1 Nurse

1 Librarian (between schools)

2 Teacher Assistants

Including Sunny Start

Grade: Kindergarten Unit Name: Zoos and Animals

Supplies:

Chart paper, an assortment of zoo-related books, various zoo maps, a Student Journal, measuring sticks, tape measures, unifix cubes, butcher paper, cones, string or yarn.

Learning Targets:

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.

Standards:**English Language Arts**

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 the text.

Mathematics

Represent and compares 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.

Pre Assessment

<https://drive.google.com/file/d/1Z5Ltx6mwDdY2otLij72B8NNbfEZbUBcr/view?usp=sharing>

Post Assessment

<https://drive.google.com/file/d/1GXEhoV2SBXjoHNkdzA8jdJJ-qtgoXUt4/view?usp=sharing>

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 ZooHardcover by Kathleen Long Bostrom

San Diego Zoo Virtual Field Trip

<https://kids.sandiegozoo.org/videos>

Atlanta Panda Cam

<https://zooatlanta.org/panda-cam/>

Tembe Elephant Park in Africa- Llive Cam

<https://explore.org/livecams/african-wildlife/tembe-elephant-park>

Oregon Zoo

<https://www.oregonzoo.org/bringing-zoo-you>

Dallas Zoo

<https://www.instagram.com/dallaszoo/>

Grade: 1st Unit Name: Author Study

Supplies:

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

Learning Targets:

I can identify and describe the story details and vocabulary from the different readers.
I can answer questions about key details.

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, and 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.

Pre Assessment

<https://drive.google.com/file/d/oB8tifJl7-fkSaVgUQlg3ZTZDSXc/view?usp=sharing>

Post Assessment

<https://drive.google.com/file/d/oB8tifJl7-fkSR3pCZktTUUVtYnM/view?usp=sharing>

Grade: 2nd Unit Name: Chocolate Around the World

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 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 the 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 of, 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

Pre Assessment

https://docs.google.com/document/d/1ja5s3hQgKRbIK-Oo_gbQuqNtghCAiZb8oLenYrqCcBA/edit?usp=sharing

Post Assessment

https://docs.google.com/document/d/1ja5s3hQgKRbIK-Oo_gbQuqNtghCAiZb8oLenYrqCcBA/edit?usp=sharing

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 Pallotta
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., keywords, 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 many animals face 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 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, colony, pollution, appearance, distinctive, graceful, carnivore, omnivore, dialogue, souvenirs, treaty, adaptation, propagation, food chain, pollination, derange, commercial, persuade, 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.

Pre Assessment

<https://drive.google.com/file/d/1m1Ysw4oDc6gAAAsjyV5qKP6z1l4OuQvF/view?usp=sharing>

Post Assessment

<https://drive.google.com/file/d/1j2LcfPQRVYvbtkoRHObTKYfiGhQVPEIH/view?usp=sharing>

Grades: 4th Unit Name: Author Study

This unit study focuses on the work of a well-known author (chosen by the group from a current selection). We will read the books together and dive into the characters and events of the story. We will compare and contrast two texts and explain the similarities and differences. The unit will also contain a strong focus on letters, keywords and sounds and using these sounds to decode and write words. In math we will focus on representing a number of objects with numerals, correctly forms the numbers, and comparing quantities.

Supplies:

Chart paper
Loose-leaf or handwriting paper
Pencils
Copy paper
Large construction paper – white
Art supplies (crayons or markers)
4x6 UNLINED index cards (1 pack)
Selected novel.

Vocabulary: from the novel selected.

Learning Targets:

I can gather, organize, analyze, and apply information and ideas.
I can engage in meaningful discussions with multiple audiences to express the topic of the novel. I can express ideas in writing to clearly convey the author's message.
I can design a project based on the topic from the novel discussions.
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.

Daily Instructional Framework:

Working as a whole group, students will:

Discuss and learn about the concepts in novel expressed by the author.

In small groups, students will:

Keep a journal of daily reflection, discussions and planning.

Self-evaluate and evaluate their group discussions.

Evaluate the written responses to the literature.

Create a project to reflect the topics discussed.

Working individually and in small groups, students will set team and individual goals for ongoing project work.

Grades: 5th Unit Name: Vacation

Supplies:

Chart paper

Loose-leaf 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:

Where would you go on vacation with 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

5.R.1.A.a: drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

5.R.1.A.b: drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text

5.R.1.C.a: text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)

5.R.2.A.a: compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts **5.R.3.A.a:** use multiple text features and graphics to locate information.

5.R.1.B.b: Using context to determine meaning of unfamiliar or multiple-meaning words.

5.R.1.B.c

Constructing analogies

5.R.1.B.d: explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text **5.R.1.B.e**

Identifying and using words and phrases that signal contrast, addition, and relationships

5.R.1.B.f

using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices

Mathematics

Fluently solve multi-digit multiplication problems using a variety of strategies including the U.S. standard algorithm *Eliminate problems in which each factor has more than three digits.

Use tables to record ordered pairs and construct coordinate graphs to represent the relationships between x-coordinates and y-coordinates.

Determine what values are represented by points on a coordinate grid

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.

Pre Assessment

https://docs.google.com/document/d/18fzaHMnoZaKk---FWd95_ON-VQF1JCQDUq_AzeY3bow/edit?usp=sharing

Post Assessment

https://docs.google.com/document/d/1zx9V6e79cvUbczPlzcNpgQvo_mpeWsJ_VmGb598KdO4/edit?usp=sharing

Resources

Dream Vacation Planner

Cindy goes to Salvador- Article

Growing up Outside- Article

Website References

Rubrics

Students use a Composition notebook for Journaling

Lesson

<http://www.discoveramerica.com/usa/trip-tuner.aspx>

- Brochure Rubric

Come Fly with Me

