Thursday: March 2nd, 2023

8:35 – 9:50 ELA: Holes (75 min)

Instructional Objectives:

* SWBAT weigh in the answers to various comprehension questions by showing their signs of agree/disagree/add in
* SWBAT illustrate a scene from Zero’s story
* SWBAT write an imaginative letter to Zero from his mom explaining why she didn't come back

Assessment:

What: Popcorn Discussion

How: Teacher Observation and Notes (teacher will observe students when they are participating in the discussion and make notes of their understanding)

What: Illustrate Zero’s Story/To Zero Writing Activity

How: Complete/Incomplete (teacher will mark students’ work as complete or incomplete)

Materials:

* Projector
* Slideshow
* Audio book from chapters 41 to 43
* Pencils
* Erasers
* Pencil Crayons
* Markers
* Paper
* Writing books

Activities:

Hook:

**Introduce the Topic (0.5 min)**

* Tell students that they are going to learn about chapters 41 to 43 today

Body:

**Listening and Reading Along (24 min)**

* Have students listen to chapters 41 to 43 and follow along with their book

**Popcorn Discussion (5 min)**

* Project the comprehension questions on the board
* Have a volunteer answer the first question aloud to the class with an explanation of why (supported from the text)
* Then, have other students give out their signals to weigh in on the first answer (thumbs up represents I agree, thumbs down represents I disagree, and a plus sign represents I want to add on)
* Teacher calls upon students with signals to share their ideas or add on
* After a few students have weighed in, go on to the next question

**Illustrate Zero’s Story (10 min)**

* Ask students to draw a scene from Zero’s story

Closure:

**To Zero Writing Activity (10 min)**

* Ask students to write an imaginative letter to Zero from his mom explaining why she didn’t come back
* Have students think about what a mother would want to tell her son that she misses or hasn’t seen for a long time

9:50 – 10:05 Recess

10:05 – 10:30 Snack + Videos

10:30 – 11:00 Math: Percentages (30 min)

Instructional Objectives:

* SWBAT know how to convert percentages to decimals and fractions

Assessment:

What: In-Class Discussions

How: Teacher Observation and Notes (teacher will observe students when they are participating in various in-class discussions and make notes of their understanding)

What: Worksheet

How: Marking (teacher will mark students’ worksheet to see how many questions they get correctly)

Materials:

* Projector
* Smartboard
* Whiteboard
* Markers
* Multiplication table
* Calculators
* Pencils
* Erasers
* Worksheets

Activities:

Hook:

**Review (10 min)**

* Tell students “A pizza of 240 g is cut into 6 equal slices. Tom eats 1 slice, Jerry eats 2 slices and Tina eats 3 slices. What fractions does Tom, Jerry and Tina eat respectively? How many grams does Tom, Jerry and Tina eat respectively?”
* Call upon volunteers to answer or share ideas
* Make it clear to students “Tom eats 1/6 of the pizza, Jerry eats 2/6 of the pizza and Tina eats 3/6 of the pizza. In order to calculate how many grams does Tom, Jerry and Tina eat respectively. We are supposed to use multiplication. We can calculate how many grams Tom eats in this way: 240x1/6=40. Similarly, Jerry eats 240x2/6=80g and Tina eats 240x3/6=120g”
* Ask students if they have any questions or confusions
* Answer questions and clarify confusions
* Tell students “Can you reduce 40/120 into the simplest form?”
* Call upon volunteers to answer or share ideas

Body:

**Nutrition Fact (25 min)**

* Tell students “Soybean contains lots of nutrients. Protein takes up 36% of the mass of the soybean, fats take up 18% of the mass of the soybean and carbohydrates takes up 25% of the mass of the soybean. If we have 250 g of soybean, how many grams of protein are there?”
* Call upon volunteers to answer or share ideas
* Make it clear to students “Just like what did for the pizza example, we are supposed to use multiplication here. We can calculate the mass of the protein in 250 g of soybean in this way: 250x36%
* Demonstrate 2 ways to solve 250x36%:

1. 250x36%=250x36/100=250x9/25=(250x9)/25=90
2. 250x36%=250x36/100=250x (36/100) = 250x0.36=90

* Ask students if they have any questions or confusions
* Answer questions and clarify confusions
* Have students try to find how many grams of fats and carbohydrates are there in 250 g of soybean

Closure:

**Convert Percentages to Decimals and Fractions (10 min)**

* Write 37% and 62.5% on the board
* Ask students “Who can convert the percentages into decimals and fractions?”
* Call upon volunteers to answer or share ideas
* Make it clear to students “37%=37/100 (fraction)=37/100=0.37 (decimal), 62.5%=62.5/100 (fraction)=62.5/100=0.625 (decimal)”
* Ask students if they have any questions or confusions
* Answer questions and clarify confusions
* Write 2 more percentages on the board: 25% and 300%
* Have students try to convert them to decimals and fractions

**Practice Time (15 min)**

* Give each student a worksheet
* Have students work on their worksheet individually

**Notes: CEA might come and work with Student A. Check with Student B and Student C more often to make sure they are on tasks. Check with Student D as this student seems to struggle these days. Student E might need individual help.**

11:00 – 11:30 French: Body Parts (30 min)

Instructional Objectives:

* SWBAT know how to say at least 12 body parts in French

Assessment:

What: Check for Understanding/Which Card is Missing?

How: Teacher’s Observation and Notes (teacher will observe students when they are participating in various activities and make notes of their understanding)

Materials:

* Projector
* Smartboard
* Slideshow
* Pencils
* Erasers
* Cards with body parts in French

Activities:

Hook:

**Review the 20 French Words (7 min)**

* Lead students to review the 20 French body parts from the previous lessons by having students listen and repeat after the teacher for each French word

**Introduce the Topic (0.5 min)**

* Make it clear to students that today is a review session

Body:

**Practice within Group (7 min)**

* Have students practice the words within their group of 3 first by testing each other for a few times

**Check for Understanding (7 min)**

* Walk around the classroom and test each student
* For the first round, give out the French words and have students give out the English meaning
* For the second round, give out the English translations and have students give out the French words
* For the third round, give out either a French word or an English translation, have students translate

Closure:

**Which Card is Missing? (8.5 min)**

* Give each group of 3 students 10 cards with the body parts that they have learned
* Make the rules clear to students:

1. The group picks a leader
2. The leader lays down 10 cards, face up, and the group reads all the words
3. Everyone (except the leader) closes their eyes while the leader removes one card
4. Students then open their eyes and must guess which card is missing
5. After 4 turns, a new leader is chosen

* Ask students if they have any questions or confusions
* Answer questions and clarify confusions
* Have students start the game

11:30 – 11:55 Silent Reading

11:55 – 12:50 Lunch

1:00 – 1:25 Little Buddies

1:25 – 2:30 Science: Body Systems (60 min)

Instructional Objectives:

* SWBAT know the functions of the excretory system
* SWBAT know the main organs in the excretory system
* SWBAT understand the importance of homeostasis
* SWBAT know the structure and function of the urinary system
* SWBAT know the accessory organs and their functions

Assessment:

What: In-Class Discussions

How: Teacher Observation and Notes (teacher will observe students when they are participating in various in-class discussions and make notes of their understanding)

What: Worksheet

How: Marking (teacher will mark students’ worksheets to see how many questions they get correct)

Materials:

* Projector
* Smartboard
* Notes sheets
* Pencils
* Erasers
* 10 words and 10 definitions paper slips
* Worksheets

Activities:

Hook:

**Pose Questions (5 min)**

* Ask students “In the summer, the weather is hot and we always sweat. Why do you think we sweat a lot in the summer? What substances are there in our sweat?”
* Have students discuss within their group of 3 first
* Then, call upon volunteers to answer

**Introduce to the Topic (0.5 min)**

* Make it clear to students “We are going to explore the excretory system in the next few lessons and after that, we can answer the questions about sweating”

Body:

**Teacher’s Instructions (25.5 min)**

* Project a slideshow for students to see
* Give each student 3 notes sheets
* Ask students to fill in their notes sheets when the teacher is going through the slideshow
* The contents in the slideshow includes:

1. A brief introduction to the excretory system (main organs includes kidneys, bladder, lungs, skin and liver)
2. A brief introduction to homeostasis
3. A brief introduction to the urinary system which is a part of the excretory system (kidneys, ureters, bladder, urethra and their respective functions)
4. The shape, color, functions and some facts about kidneys
5. Accessory organs (skin, lungs and liver) and their functions
6. Brief introduction to urine

* Project 5 questions one by one to check understanding:

1. What is the main function of the excretory system?

A – To provide oxygen to cells.

B – To remove waste from the body.

C – To protect the body from damage.

D – To deliver nutrients to the body.

1. Which of the following are reddish-brown in color and bean shaped?

A – Lungs

B – Urinary Bladder

C – Liver

D – Kidneys

1. Which of the following does the liver produce?

A – Bile

B – Urine

C – Oxygen

D – Carbon Dioxide

1. What organ connects the kidneys to the urinary bladder?

A – Ureters

B – Urethra

C – Gallbladder

D – Large Intestine

1. Where is bile stored after it is produced in the liver?

A – Kidneys

B – Large Intestine

C – Gallbladder

D – Urinary Bladder

**Point and Talk (3 min)**

* Project an unlabeled diagram of the urinary system onto the smartboard
* Call upon volunteers to come up
* Have the volunteers point at each part of the urinary system and label the diagram orally

Closure:

**Word Sort Activity (13 min)**

* Give each group (3 students) 10 words (excretory system, urinary system, homeostasis, kidney, ureters, bladder, urethra, skin, liver) and 10 definitions in a mixed order
* Have students work within their group to match each word with its definition
* Once students are done with matching, have them check their answers with the teacher
* Once their answer is approved by the teacher, have them copy the definition into their notebook

**Practice Time (13 min)**

* Give each student a worksheet about the urinary system
* Have students work on their worksheet individually

2:30 Clean up

2:41 Dismissal