

Hazlehurst City School District  
Weekly Lesson Plan

Teacher(s): R. Costilow PDF

Grade/Subject: Gifted Grades 2<sup>nd</sup> – 6<sup>th</sup>

Dates of Implementation: October 15-18, 2019

Date of Summative Assessment: Does not apply to Gifted

Unit Theme: Henry D. Thoreau – Living in nature (getting in touch with nature and wildness)

Writing Prompt: Where is my Walden Pond (my favorite outside/nature place and why is it my favorite/its importance)

	Monday (Day _ )	Tuesday (Day 1 )	Wednesday (Day 2 )	Thursday (Day 3 )	Friday (Day 4 )
<p><b>Resources</b></p> <p>Library books, activity/coloring sheets (from internet), and youtube videos about HDT. (make sure videos are child-friendly) Student journals, construction paper/crayons for leaf rubbings, pencils. Activity sheets of animal footprints and youtube videos/CD of bird calls. US and/or Massachusetts map. Bird and</p>	<p><b>NO SCHOOL TODAY</b> <b>COLUMBUS DAY – HOLIDAY</b></p>	<p><b>Essential questions:</b> <b>Who was HDT? Describe his experience at Walden Pond. Why did he build a cabin/go to Walden Pond? What did he think about his fellow citizens/townfolk? What is your favorite place in nature? What is your favorite animal/plant/tree?</b></p> <p>Students will get to know Henry D. Thoreau through teacher-selected library books, activity/coloring/biographical and youtube videos (age appropriate). There are dozens of videos as well as library books read aloud about HDT on youtube. The teacher should select the books/videos best suited for his/her students. Near the close of this lesson, the teacher will lead a class discussion to help the group to summarize the main points they should have learned about HDT (mainly his love of nature/wildness specifically through his stay at</p>	<p>Using what we learned yesterday in class, and with the help of the teacher, students will create a biography of HDT, with an emphasis on his love of nature. The teacher may choose to use a bubble/brain map to assist students in brainstorming their thoughts on HDT and then bringing these thoughts together into paragraph form. Depending on the age/abilities of the students, the teacher may choose to create a “class” essay on the whiteboard, or allow each student to write his/her own biographical essay on HDT. If written independently, students will be given the chance to share his/her own essay aloud. Also, students will locate Concord, MA, on a US map.</p> <p>Time frame – about 1 hour</p>	<p>If not already done on Day 1, the teacher should use youtube to allow students to listen to the songs/calls of local birds. Also, students should be given an activity sheet showing the animal hoof/footprints of local animals such as deer, squirrels, raccoons, etc. Students will want to investigate dirt/mud areas for animal prints. Weather permitting, the teacher will lead students outside to a wooded area to look/listen for local birds and other animals. In addition to the sheet of animal footprints, the teacher may also want to provide a sheet/book showing photos of local birds as well as other animals. Students should also take pencils/crayons and copy/construction paper to make leaf/tree bark rubbings. Remind students that some plants/insects/animals are dangerous and should be left alone!</p> <p>Time frame – about 1 hour</p>	<p>After reviewing the activities of the last 3 days through a teacher-led class discussion, the students will be asked to share what they learned about HDT, as well as their outside experiences from yesterday. Creative students may be asked to mimic any animals and/or animal/bird sounds they heard yesterday. Students who like to move around could be shown youtube videos of bird/animal “dances” and asked to mimic them (remember age-appropriate). As a close to this unit on HDT, students will be asked to write in their journals what they learned and enjoyed most about this</p>

small animal identification sheets/books.		Walden Pond). Time frame – about 1 hour			week’s lessons. As always, students will be given the chance to illustrate their writings, and while some students are more artistic than others, all should be encouraged to draw a picture as best he/she can. Time frame – about 1 hour
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Standards</b>		Creative Expression - CR 5.5 Create a product to meet an identified goal based on personal interest or subject matter.			
<b>Vocabulary</b>	Modeling: Guided Practice: Independent Practice:	Modeling: Guided Practice: Independent Practice:	Modeling: Guided Practice: Independent Practice:	Modeling: Guided Practice: Independent Practice:	Modeling: Guided Practice: Independent Practice:
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Standards</b>		Information Literacy - IL 5.2 Utilize primary and secondary sources to provide new knowledge or understanding in a particular area.			

<b>Reading</b>	<b>Modeling:</b>  <b>Guided Practice:</b>  <b>Independent Practice:</b>	<b>Modeling:</b>  <b>Guided Practice:</b>  <b>Independent Practice:</b>	<b>Modeling:</b>  <b>Guided Practice:</b>  <b>Independent Practice:</b>	<b>Modeling:</b>  <b>Guided Practice:</b>  <b>Independent Practice:</b>	<b>Modeling:</b>  <b>Guided Practice:</b>  <b>Independent Practice:</b>
<b>Standards</b>		Speaking – CM 5.2 Participate in a variety of formal/informal speaking activities. Listening – CM 5.3 Demonstrate effective listening behaviors. Writing – CM 5.8 Communicate ideas and feelings through application of a chosen genre.	Affective – AS 5.4 Demonstrate an understanding of how attitudes, attention, and commitment can affect one’s knowledge and self-control. Affective – AS 5.6 Differentiate constructive and destructive criticism. Affective – AS 5.1 Develop and demonstrate appropriate self-efficacy and self-talk. 5.2 – Develop personal perceptual filters.		
<b>Writing/ Grammar</b>	<b>Modeling:</b>  <b>Guided Practice:</b>  <b>Independent Practice:</b>	<b>Modeling:</b>  <b>Guided Practice:</b>  <b>Independent Practice:</b>	<b>Modeling:</b>  <b>Guided Practice:</b>  <b>Independent Practice:</b>	<b>Modeling:</b>  <b>Guided Practice:</b>  <b>Independent Practice:</b>	<b>Modeling:</b>  <b>Guided Practice:</b>  <b>Independent Practice:</b>