

Learning Expedition Plan

Expedition Title: Building Homes

Grade: 5K

Start Date: February 17, 2009

Narrowed Topic: The 5K students will be immersed in an experience where they will learn about how different homes are built around the world. They will experiment with building materials that are used to build various types of homes. Ultimately, students will be able to identify whether a material is sturdy based on its properties.

<p>IDI #1 Content Urban Homes: row, twin, apt., single, townhouse... Rural Homes: huts, igloos, mobile homes, log cabins, bamboo, adobe, teepee, house on stilts...</p>	▶	<p>Concepts of the Discipline(s) Similarities and differences of homes</p>	▶	<p>Big Ideas Materials can change. People depend on the Earth. Homes are designed differently for many reasons.</p>	<p>Guiding Questions (Open-ended questions to focus long-term inquiry and inquiry and inspire curiosity in students) How do homes around the world compare to ours? What factors impact how a home is designed and built? What makes a house sturdy?</p>
<p>IDI #2 Content Materials: Rocks, wood, water, metal, brick... Mixing and separating materials What makes a solid, liquid, mixture, or solution Sequence of steps to build a sturdy home</p>	▶	<p>Concepts of the Discipline(s) Similarities and differences between materials Materials can change Properties of matter/materials Certain materials build a sturdy home Things happen in a certain order</p>	▶		
<p>IDI #3 Content Homes around the world: What materials are used and why Natural resources</p>	▶	<p>Concepts of the Discipline(s) Many factors impact the way that homes are designed and built. Similarities and differences of homes around the world.</p>	▶		

Benchmarks for Success

Standards (Which state standards are most central to the expedition?)

1st Grade Science Standards

3.1

D. Know that scale is an important attribute of natural and human made objects. **(IDI 1 &2)**

E. Recognize change in natural and physical systems. **(IDI 2 &3)**

- Examine and explain change through recording observations.
- Describe the change to objects caused by heat, cold, or light.

3.2

A. Identify and use the nature of scientific knowledge. **(IDI 2)**

- Distinguish between a scientific fact and a belief.

B. Describe objects in the world using 5 senses. **(IDI 2 &3)**

- Recognize observational descriptors from each of the five senses.
- Use observation to develop a descriptive vocabulary.

C. Recognize and use the elements of scientific inquiry to solve problems. **(IDI 2)**

- Generate questions about objects, organisms and/or events that can be answered through investigations.
- Conduct an experiment.
- State a conclusion that is consistent with information.

3.4

A. Recognize basic concepts about the structure and properties of matter. **(IDI 2 &3)**

- Describe properties of matter (e.g., hardness, reactions to simple chemical tests).
- Know that combining two or more substances can make new materials with different properties.
- Know different material characteristics (e.g., texture, state of matter, solubility).

3.5

B. Know types and uses of earth materials. **(IDI 2 &3)**

- Identify uses of various earth materials (e.g., buildings, highways, fuels, growing plants).
- Identify and sort earth materials according to a classification key (e.g., soil/rock type).

Translate into...

Long Term Learning Targets and Supporting Targets

LTLT: I can analyze differences between homes found around the world. (Reasoning)

- ST: I can observe houses. (Skills)
- ST: I can compare and contrast houses around the world. (Reasoning)

LTLT: I can analyze the factors that impact how a home is designed and built. (Reasoning)

- ST: I can explain how location affects how houses are designed and built. (knowledge)
- ST: I can explain how climate affects how houses are designed and built. (knowledge)
- ST: I can explain how the materials affect how houses are designed and built. (knowledge)

LTLT: I can evaluate houses to determine if they are sturdy. (Reasoning)

- ST: I can explore materials used to build houses. (Skills)
- ST: I can explain the steps used when building a house. (Knowledge)
- ST: I can describe the qualities of materials.

LTLT: I understand why people use certain materials to build their house. (knowledge)

- ST: I can describe how people chose the materials they use based on the location of their home. (knowledge)
- ST: I can name materials used to build homes in different locations around the world. (knowledge)

Character Target(s)

The Natural World

- I learn from nature.

Diversity and Inclusion

- I learn about and respect different people and their cultures.

3.7

B. Select appropriate instruments to study materials. **(IDI 2 & 3)**

- Develop simple tools to measure, record, cut and fasten.
- Explain appropriate instrument selection for specific tasks.

4.2

A. Identify needs of people. **(IDI 3)**

- Identify how the environment provides for the needs of people.

B. Identify products derived from natural resources. **(IDI 2 &3)**

- Identify products made from trees.

4.6

A. Understand that living things are dependent on non-living things in the environment for survival. **(IDI 2 &3)**

1st Grade Social Studies Standards

7.2

A. Identify physical characteristics of places, noting physical properties (landforms such as swamps, hills and mountains), weather, climate, vegetation, animals, bodies of water such as creeks, rivers, ponds, lakes and human-made forms such as highways, streets, building and bridges. **(IDI 3)**

7.4

A. I identify the human characteristics that are affected by physical systems. **(IDI 3)**

Product Plan

Product Description

What product will students create?

- Calendar: The students will create a calendar that includes 22 illustrations of homes in various locations around the world and couplets written about the materials used to build the homes.
- Play: The students will create their own lines for and participate in an alternative version of The Three Little Pigs play.

What content knowledge, skills or reasoning abilities will be assessed in the product?

- They will be able to describe the properties of the materials used to build homes around the world. (knowledge)
- The students will use pictures and words to show differences in building materials used world wide. (skills)
- The students will synthesize what they have learned about materials used to build homes from big books, expert groups, hands on experiences, read alouds, and photos. (reasoning)

What will the product look like?

- Calendar: It will be a bound calendar with color illustrations with home descriptions in couplet form using kid writing with inventive spelling.
- Play: The play will mimic the story of The Three Little Pigs, with the pigs travelling around the world, building homes from available materials.

How will the product be produced?

- Calendar: Multiple drafts during writer's workshop of couplets. We will focus on ideas, revision, editing.
- Calendar: Multiple drafts of detailed illustrations during science time. We will focus on details, such as real colors and textures of materials.
- Play: Students will create their lines for the play based on their knowledge of their expert group material. They will work together to create the sets for different locations around the world.

Product Scaffolding

What craftsmanship and technical skills will students need to produce the product?

- Calendar: Read and listen to non-fiction texts, create multiple drafts of writing while focusing on ideas, revision, editing, recognition of couplets and detailed illustrations that match their writing.
- Play: Students will practice speaking in front of a large group and memorizing their lines and movements.

What projects and activities will help support development of the product?

- Calendar: Modeling and practicing writing a couplet.
- Play: Students will listen to multiple versions of The Three Little Pig stories and discuss the materials used for building homes, the properties of those materials, and why those materials were chosen to build with.

How will you develop and share criteria with the students?

- Calendars: Shared writing experiences, think a-louds, student exemplars.
- Play: Students were selected to model their lines and movements for the class (exemplars).

What resources will you need to produce this product?

- Calendar: Non-fiction texts, pictures and videos of homes in different locations.
- Play: Three Little Pigs books.

What experts will you need for this product?

- People who build homes.

How much time will students need to create this product from beginning to end?

- At least a month if you include all the scaffolding.

RAFTS (How will you frame the product?)

Role: illustrator

Audience: your family

Format: picture

Topic: materials used to build homes around the world

Strong Verb: teach

RAFTS Statement:

You are an illustrator asked to draw a detailed picture of a home found somewhere around the world. This picture will teach your family about the different building materials used to this build home.

RAFTS (How will you frame the product?)

Role: Poet

Audience: your family

Format: couplet

Topic: materials used to build homes around the world

Strong Verb: describe

RAFTS Statement:

You are a poet asked to write a couplet that describes the materials used to build a home found somewhere around the world. Your poem will describe the materials used to build this home to your family.

Assessment Plan for the Expedition

Long-Term Learning Target (or key supporting learning target)	Type of Target (knowledge, reasoning, skill)	Method of Assessment (What type of assessment will you use? How and when will you use them?) Please note whether it is an assessment OF or FOR learning.
I can analyze differences between homes found around the world.	Reasoning	Venn diagram - Students compare and contrast images of two homes from different locations found world wide. (For learning)
I understand the factors that impact how a home is designed and built.	Knowledge	Interview and drawing - Students will verbally share about and draw homes in their natural settings, identifying materials that are available to build a home and explaining how the climate and location determines the best materials to be used. (For learning)
I can evaluate houses to determine if they are sturdy.	Reasoning	Quiz and Interview – Students will take a short quiz identifying whether homes found around the world are sturdy or not. After the quiz, we will interview each child and ask why they decided sturdy or not. (For learning) Student Work Samples - Verbal, written, and group work comparing and contrasting the steps used to build homes around the world. (Of learning)

Long-Term Learning Target Chart (Whole Group)

When will you introduce it?

- We will introduce it to start the expedition and revisit it each time we begin a new LTLT.

Will students use a number, their initials, or their name to identify themselves on the chart?

- Their name.

When will you have students assess themselves for the first time?

- When we introduce the LTLT.

Second time?

- After one week of instruction.

Third time?

- Before we begin the next learning target.

Student Reflection

What tool(s) will you use to support student reflection on the long-term learning targets? (structured journal, prompts, learning target reflection sheet, etc.)

- Learning target reflection conference sheet.

How and when will students use each tool?

- After each LTLT assessment on the assessment chart.

How will you use each tool?

- We will use it to help the students better understand what they know already, what they need to know based on the target and how they can fill the gap between the two.

ELS Core Practices

Readers' Workshop (What strategies and skills will be taught during each investigation? In what sequence?)

- Students will acquire new vocabulary (matter, properties of solids and liquids, materials, locations, tools).
- Students will distinguish important information from non-important information from the common text (Houses by Marcia Fries) and share key ideas.
- Students will synthesize by retelling how wood is used when building a house (after reading Building a House).
- Students will synthesize by retelling how rocks are used when building a house (after reading Building a House again).
- Students will distinguish important information from non-important information from a book (How to Build a House) to share key ideas. Students will then sequence this new information. Students will then compare and contrast new information from the book with that found in the movie (That's How We Build a House).
- Students will activate and build upon their schema about their expert group material.
- Students will record their questions (wonderings) about the book (Fly Away Home). Students will then infer answers to one of their questions.

Writers' Workshop (Consider using Writers' Workshop to scaffold for the product. What traits, strategies, and skills will be taught during each investigation? In what sequence?)

- Students will record the important concepts they notice with detailed drawings of various homes.
- Students will record important information to describe their materials using their five senses by writing key words or creating a quick sketch.
- Journal topics related to expedition.
- Students will create a "Properties of a Solid" book.
- Students will use the 6+1 Traits of Writing to each write a couplet about their expert group house, location or material.

Ongoing Literacy Practices (Which of these will you incorporate? Literature circles, guided reading, read aloud, shared reading, readers' theater...How and when?)

- Read Alouds – Used throughout the expedition to provide the children with opportunities to determine importance and build upon their schema.
- Shared Reading – Used throughout the expedition to provide the children with opportunities to determine importance and build upon their schema.

Learning Experiences for IDI #1:

Types of Homes

Immersion/ Hook/ Kick-Off (How will you frame, scaffold, and facilitate the exciting initial experience that will engage students?)

- We will use a mystery piece (two different types of homes found in center city) for the students to describe what they see as they compare and contrast the two homes. Then the students will make observations of their own homes to compare and contrast homes of other students in the class and the original two homes in center city.

ELS Practices and Active Pedagogy (How will the teaching of content evolve through learning experiences? Which practices will you use? Examples: simulations, role-plays, labs, interviews, BBK Workshops, Socratic Seminars, jigsaws, Chalk/Chart Talk, Gallery Walk, Conversation Café, Tea Party, Tableau, etc.)

BBK (Building Background Knowledge) :

- Mystery Piece (two different homes: a rowhome and an apartment building in Center City)
- Common text (Houses by Macia Fries)
- 6 Expert groups of different building materials from the common text (bamboo, wood, thatch, adobe, brick, and tent).
 - *Grouping technique* (images of different types of homes, found in the book Houses)
Cut each picture into 3 or 4 pieces and distribute to students. Students must then find others with pieces that complete the image. This assigns them to an expert group.
 - Each expert group will create an anchor chart of information for their material. Each member of the group will contribute post-its with important facts about their material. They will collect information from the common text and from folders that contain text and images related to their group.

Fieldwork (What sites will you visit for research and data collection? How will students prepare for and engage during and after each visit?)

Two different types of homes located in Center City (a rowhome and an apartment building). The students will observe the details found in the two different buildings. We will record their observations on chart paper. This chart will be used as a tool to compare and contrast the two homes.

Experts (With whom will you work? What will they provide?)

- None for this IDI.

Resources (books, websites, DVDs, etc.)

- Houses by Marcia Fries
- Homes Around the World by Margie Burton, Cathy French, and Tammy Jones
- Houses and Homes by Ann Morris
- Wonderful Houses Around the World by Yoshio Komatsu
- Homes Around the World by Bobbie Kalman
- Imagine a House by Angela Gustafson

Service (Ideas for genuine, connected service learning that is a part of study)

- None for this IDI.

Learning Experiences for IDI #2: Materials and Steps Used to Build a House

Immersion/ Hook/ Kick-Off (How will you frame, scaffold, and facilitate the exciting initial experience that will engage students?)

Review the five senses and how we can use them to describe objects. Then students are given a sample of their assigned building material to explore using their five senses. Students will record their observations of the materials onto colored (a color that has not been used yet) post-its. Students will then add them to their anchor chart and share their post-its with the whole class.

ELS Practices and Active Pedagogy (How will the teaching of content evolve through learning experiences?)

Which practices will you use? Examples: simulations, role-plays, labs, interviews, BBK Workshops, Socratic Seminars, jigsaws, Chalk/Chart Talk, Gallery Walk, Conversation Café, Tea Party, Tableau, etc.)

- Labs: Students will experiment with the different materials (wood, rocks, and liquids) to discover the different properties of each.
- Labs: Students will experiment with materials (toothpicks and marshmallows, popsicle sticks and glue) to build model homes.
- Science Talk: After reading multiple fiction and non-fiction books aloud, students participated in a science talk to share their knowledge of the various workers that build homes.

Fieldwork (What sites will you visit for research and data collection? How will students prepare for and engage during and after each visit?)

- Rock Walk : Students collect rocks in the city, bring them back to school, and use them to identify the properties of rocks and to compare with the rocks of other students.
- Revisited the 2 homes used as mystery pieces to identify the different materials used and their properties.

Experts (With who will you work? What will they provide?)

- Carpenter (spouse of a teacher) : He or she will demonstrate how tools are used and how they help to build a sturdy house.

Resources (books, websites, DVDs, etc.)

- http://www.chem4kids.com/files/matter_intro.html
- www.fossweb.com
- The Three Little Pigs by James Marshall
- The Three Little Fish and the Big Bad Shark by Ken Geist
- The Three Little Javelinas by Susan Lowell
- The Three Little Wolves and the Big Bad Pig by Eugene Trivizas
- Building a House by Byron Barton
- How to Build a House by Gail Gibbons
- The House that Max Built by Maxwell Newhouse
- That's How We Build a House (DVD)

Service (Ideas for genuine, connected service learning that is a part of study)

- None for this IDI.

Learning Experiences for IDI #3: Homes Around the World

Immersion/ Hook/ Kick-Off (How will you frame, scaffold, and facilitate the exciting initial experience that will engage students?)

The class will look at pictures of homes from around the world that are made with the expert group materials. The class will then infer whether or not the houses are sturdy and will explain the reasons for their inferences.

ELS Practices and Active Pedagogy (How will the teaching of content evolve through learning experiences?)

Which practices will you use? Examples: simulations, role-plays, labs, interviews, BBK Workshops, Socratic Seminars, jigsaws, Chalk/Chart Talk, Gallery Walk, Conversation Café, Tea Party, Tableau, etc.)

- Labs: Students will work along side members of their expert group with materials similar to those used to build real homes.
 - Thatch – paper weaving with pipecleaners to form the shape and add strength
 - Bamboo – straws, popsicle sticks, string, and glue
 - Wood – popsicle sticks and glue
 - Adobe – modeling clay and popsicle sticks
 - Tent – skewers and cloth
 - Brick – candy boxes, glue, and red paint
- Gallery Walk: Students will create multiple drafts of drawings of their expert group home. Each time a draft is complete, students will take a gallery walk to identify examples of detailed work to use as exemplars for the next draft.
- Science Talk: After reading Fly Away Home, students will share what they know about homeless people.

Fieldwork (What sites will you visit for research and data collection? How will students prepare for and engage during and after each visit?)

- None in this IDI.

Resources (books, websites, DVDs, etc.)

- Fly Away Home by Eve Bunting

Experts (With who will you work? What will they provide?)

- A representative from SafeHome Philadelphia: talked to the students about why some families are homeless and how this organization helps them.

Service (Ideas for genuine, connected service learning that is a part of study)

- Students created and sold calendars. The profits were donated to SafeHome Philadelphia to help provide a home for a homeless family.

Celebration of Learning Plan

Sharing Student Learning

Will students share their product? How?

- Product 1 (calendar): Calendars will be on display and available for purchase during the COL (Celebration of Learning).
- Product 2 (play): Students will perform in their own version of The Three Little Pigs play.

How will students share the documentation panels?

- Students will lead their families on a hosted gallery walk of their work displayed on the documentation panels.

How will students share their learning?

- Students will answer questions posed during the hosted gallery walk. Also, students wrote their own lines for the play to share what they have learned about their building material.

What protocols will you use to support the sharing?

- Hosted gallery walk: Students will lead their families and guests as experts on a tour of the documentation panels.
- Students shared a play with their families and guests.

How will family members and guests actively engage in the COL?

- Students will guide their family and other guests on a gallery walk in the classroom and through the hallway, explaining the work on the documentation panels and the process of building the model homes.

What tools will you need to facilitate the COL presentations and engagement from family members and guest?

- Teachers will introduce the concept of LTs (learning targets) to family members before the play, explaining that family members will be assessed on their new learning after the play. Family members will complete a short assessment (a few questions) about the materials homes are made of and the reasons for the use in specific locations.

COL Agenda

What is the agenda for your COL? How will you use the time?

- First, visitors will gather in the classroom as the audience for the play. Teacher will introduce learning targets to families and guests. (5 min.)
- Students will perform the play (15-20 mins.).
- Families and guests will participate by completing the first part of the questionnaire, based on the play. (5-7 mins.)
- Then, students will act as experts as they lead the families and guests around the classroom and hallway, explaining the documentation panels. Visitors will complete the second part of the questionnaire, based on the documentation panels, as they participate in the gallery walk. (15 min.)
- Finally, students will return to the classroom to share their own folder filled with work from the expedition. (10 min.)

Documentation Panel

What will you include on your documentation panel?

We had 2 documentation panels.

Homes Around the World :

- Expert Group Venn Diagrams (3)
- Expert Group Charts:
 - Recorded noticings from the common text
 - Recorded noticings about materials using 5 senses
- Final Product: rough draft and finished calendar

How to Build a Sturdy Home:

- Mystery Piece: recorded noticings about the two homes.
- Drawings of the Mystery Piece
- Drawings of homes our student currently live in.
- All – Some – One Chart: comparing all of the homes our students currently live in.
- A chart identifying how wood and rocks are used to build homes.
- A chart that describes the properties of the materials used in various versions of the book, The Three Little Pigs.
- The steps used when building a sturdy house
- The sentence strip books, showing how to build a house.
- 3-D models of homes built by students, based on assigned expert groups.

Space/ Equipment

What space will you need for the COL?

- The classroom and hallway

What equipment will you need for your COL presentation?

- Props for the play: bucket, saw, scissors, giant fan, axe
- Settings for the play: (most made by students) 6 houses made from the expert group materials (save large cardboard boxes)
- Costumes for the play: 3 pig hats, 3 pairs of wolf ears
- Questionnaire for parents to complete after the play

Calendar of the Spring Expedition

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 – Week of Feb 16	16 <i>Presidents Day</i> <i>No School</i>	17 <i>Begin Expedition</i> <u>Mystery Piece</u> – We will visit two different homes in the neighborhood (The Phoenix and a row home). The children will share their noticings and sketch the homes that they see with details. We will visit one home a day. After the second day, we will record some of our noticings about both homes on chart paper.	18	19 <u>Activating Schema</u> The children will get a mental image of their home in their mind and then sketch the outside of their home.	20 <u>Activating Schema Con't.</u> –We will gather on the rug to compare and contrast the homes of the children in the class. We will create an " All – Some – None" chart of the similarities.
Week 2 – Week of Feb 23	23 <u>Common Text</u> – We will read <i>Houses</i> by ----- two times. The second time the children will record the new information they learned on post it notes.	24 <u>Jigsaw Expert Groups</u> – We will use the post its of new info to form expert groups based on the building material. The children will be put into groups by completing a jigsaw using pics from the common text. The expert groups will learn more about the different materials.	25 <u>Expert Groups Con't.</u> – The expert groups will meet again to review the info they learned about their material. They will then present what they have learned to the class.	26 <u>Intro 5 Senses</u> - We will discuss our 5 senses and how they help is describe things. Then the expert groups will use their 5 senses to explore their material. They will record what they find and share with the crew.	27 Combine the 6 expert groups into 3 groups and have them work on a venn diagram comparing and contrasting their materials. The 3 groups will then present their findings to the crew.
Week 3 – Week of Mar 2	2 Snow Day	3 <u>Intro wood:</u> Review how homes in US are made with wood. Have students locate things in our room made from wood. Describe what makes it wood. Discuss where we get wood.	4 Read <i>Building a House</i> . After reading ask children how wood was used when building a house. Create a chart.	5 We will intro the properties of solids. The children will make a book of the properties to use as a resource when describing a solid. They will add pictures to their books to help them learn and recall the properties.	6 The children will use their properties of solids book to help them identify the different properties of the material in their expert groups. The 6 expert groups will them present to the crew.
Week 4 – Week of Mar 9	9 <u>Rock Walk</u> – We will take a walk in the morning where each child will find and keep 1 rock. Then later in the day we will weigh them and put their weights in order in thepocket chart from lightest to heaviest.	10 We will experiment with the rocks we found using our finger nail and a penny to find out how hard it is. We will record our finding on the Rock Record sheet.	11 We will experiment with the rocks we found to determine color, luster, and texture. We will record our finding on the Rock Record sheet and draw a picture.	12 The children will organize their rocks at their table according to scale. They will record their results with drawings.	13 <i>Student-Led Conferences</i> <i>No School for Students</i>

Calendar of the Spring Expedition (cont.)

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 5 – Week of Mar 23	16 <i>PSSA Testing</i> Read <i>Building a House</i> . After reading ask children how rocks were used when building a house. Add t the chart we started on how wood was used to build homes.	17 <i>PSSA Testing</i> Identify cement as a solid. In the recess yard, observe the properties of cement and record the properties their findings on the properties of solids sheet.	18 <i>PSSA Testing</i> Revisit mystery piece to observe how rocks are used to build. The students will record how rocks are used on their “using rocks” sheet. We will create a chart of how rocks are used to build when we get back to the class.	19 <i>PSSA Testing</i> Assessment of properties of a solid. The students will use their properties of a solids sheet to independently identify the properties of a solid given to them by their teacher.	20 <i>PSSA Testing</i> Use wood to show that solids can’t take different shapes without an outside force. Then show how liquids can change shape based on what they are poured into.
Week 6 – Week of Mar 23	23 <i>PSSA Testing</i> Students will observe and record how liquid moves in a bottle by coloring in pictures. As the bottle changes position, the students will draw where the liquid is in the bottle.	24 <i>PSSA Testing</i> Students will observe and record the changes in the liquid level as they poured the same amount of liquid into containers of different shapes and sizes.	25 <i>PSSA Testing</i> We will introduce properties of liquids by showing large flash cards with property terms and pictures on them. We will ask the students to use the pictures to describe the terms. The teacher will then show them real liquids in bottles as examples of the properties.	26 <i>PSSA Testing</i> The students will cut and glue pictures to match the property terms. This sheet will be a reference for the students to use as they explore liquids.	27 <i>PSSA Testing</i> We will work as a crew to identify the properties of two different liquids. They will use their “investigations 2:liquids” sheet to record their observations.
Week 7 – Week of Mar 30	30 We will review as a crew the properties of liquids. Then they students will work as a table to identify the properties of two more liquids. They will use their “investigations 2:liquids” sheet to record their observations.	31 We will work as a crew to perform an experiment where we mix colored water with cooking oil. The students will use their “liquid with water” sheet to record how the liquid looks before and after mixing the two liquids. (Julie’s class is doing this on Wed. and doing Wed. activity today because we don’t have enough liquids)	1 The students will work at their tables to identify the properties of liquids independently. They will use their “properties of liquids” sheet to record yes or no for each property.	2 Review and record results from experiment on Tues. We will work as a crew to perform another experiment where we mix corn syrup with maple syrup. The students will use their “liquid with water” sheet to record how the liquid looks before and after mixing the two liquids.	3 Review and record results from experiment from Thursday.
<i>Spring Break: April 6 – April 13</i>					

Week 8 – Week of Apr 13	13	14	15	16	17
	<i>Easter Monday</i> No School	Read <i>How to Build a House</i> by Gail Gibbons with both 5K classes. Discuss and chart noticings from the story.	<i>Career Day</i> Read <i>How to Build a House</i> by Gail Gibbons with both 5K classes. Revisit our chart and sequence their noticings from the story.	Watch <i>That's How We Build a House</i> . Compare and contrast what we learned from the movie to what we learned in the book. Create a chart titled <u>This is How You Build a Sturdy House</u> .	Review chart from Thursday. Provide each student with mini marshmallows and toothpicks to build a model house. Encourage students to focus on the steps to build a sturdy house.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 9 – Week of Apr 20	20	21	22	23	24
	<i>Terra Nova Testing</i> Have an expert come in to talk to the students about the steps to build a sturdy house. Have students use post it notes to record something they learned from the expert.	<i>Terra Nova Testing</i> Review chart from expert. Provide each student with popsicle sticks and glue to build a model house. Encourage students to focus on the steps to build a sturdy house. (Practice building – make a plan)	<i>Terra Nova Testing</i> Continue activity from Tuesday.	<i>Terra Nova Testing</i> Have students explore the two different model homes they built. Compare and contrast the two models identify the house that is sturdy. Discuss the differences that led to one being more sturdy than the other.	<i>Terra Nova Testing</i> Students will paint their sturdy model house. The students will create a sentence strip book that tells how to build a house. The students will participate in a science talk where they will share their knowledge of workers who build homes.
Week 10 – Week of Apr 27	27	28	29	30	1
<i>Terra Nova Testing</i> As a class, we will discuss how process and materials make a sturdy home. Then the students will observe pictures of different types of homes from around the world and decide which are sturdy and explain the features that make it sturdy. Begin to look at homes around the world and couplets	<i>Terra Nova Testing</i> Two day activity The students will break up into their expert groups based on homes that are built with their building material. Three groups will work on identifying homes that are sturdy and not sturdy (worksheet to be used for assessment). The other groups will learn more about their type of home from around the world, and why they were built with that material. Students will then write about what they have learned in their journals.		<i>Terra Nova Testing</i> The students will work with their expert group to build the type of home they are becoming experts on. They will use building materials similar to the material they have been learning about to build a model home. Their model will show what they have learned about that specific home from around the world. Thatch – paper weaving Bamboo – straws, popsicle sticks, string, and glue Wood – popsicle sticks and glue Adobe – modeling clay and popsicle sticks Tent – skewers and cloth Brick – candy boxes, glue, and red paint		

Week 11 – Week of May 4	<p style="text-align: right;">4</p> <p>We will create a class chart telling how to draw a detailed picture. The students will use the chart to draw a detailed picture of a rock house to prepare for drawing a detailed picture of their home from around the world.</p>	<p style="text-align: right;">5</p> <p>First the class will review the detail chart made yesterday. Then the children will use this information to participate in a gallery walk. Each student will receive two post its to choose two examples of best work. As a class, we will use the pieces of work that were chosen the most and the least to compare against the chart to identify why those pictures were chosen. The students will work on a second draft of their rock home.</p>	<p style="text-align: right;">6</p> <p>The students will participate in a gallery walk to observe the second draft pictures. They will follow the same protocol from yesterday. Next, the children will get into their expert groups to discuss the details in the home from around the world. After their group discussion, the students will begin to work on their first draft of a picture of their home from around the world in pencil. When the students are finished their first draft, we will do an activity for the students to practice tracing with a fine point sharpie marker.</p>	<p style="text-align: right;">7</p> <p>The students will work in their expert groups to critique the first drafts of the homes from around the world. After group critique, those who need to begin a second draft in pencil will. After the drafts are finished, the students will trace their picture with a fine point sharpie marker.</p>	<p style="text-align: right;">8</p> <p style="text-align: center;"><i>Full Day In-Service No School for Students</i></p>
Week 12 – Week of May 11	<p style="text-align: right;">11</p> <p>The students will work in their expert groups to finish their drawing of their home from around the world. After tracing their picture with a fine point sharpie, they will use markers of different shades to color their pictures.</p> <p>We will read <i>Fly Away Home</i>. After listening to the story, the students will record what they are wondering about the story on a wondering sheet.</p>	<p style="text-align: right;">12</p> <p>We will read <i>Fly Away Home</i>. After listening to the story, the students will infer an answer to their wondering on an inference sheet.</p> <p>The students will participate in a science talk where they will share what they know about homeless people. When they are finished, we will create a chart for the students to share their schema.</p> <p>In the afternoon, the class will use their schema to discuss why some families are homeless.</p>	<p style="text-align: right;">13</p> <p>CALENDARS FINISHED!!</p> <p>Kathleen Lewis from SafeHome Philadelphia will come to talk to the students.</p> <p>Teachers collected quotes from students about why their building material is good for their location.</p>	<p style="text-align: right;">14</p>	<p style="text-align: right;">15</p> <p>The students will work in their expert groups to create the setting for our performance of <i>The Three Little Pigs</i> that they will do for the Celebration of Learning.</p>

Calendar of the Spring Expedition (cont.)

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 13 – Week of May 18	18 The students will finish working on the setting for our performace.	19 We will work as a class practicing our <i>Three Little Pigs</i> play for the Celebration of Learning.	20	21 <i>COL Run-Thru</i>	22 <i>Celebration of Learning</i>

End of Expedition Reflection

What went well?

- The Final Product: The Play
 - The perfect, age-appropriate way for students to share their learning
 - Each participated at their own comfort level
 - Students were quoted in the script
 - Engaging and entertaining for all students and adults
 - Brought the class together : whole-group product
- The Final Product: The Calendars
 - Mutliple drafts led to amazingly detailed drawings that showed the materials clearly
 - Teachers found a company to print the calendars for a very low cost, allowing them to sell them for enough to make a profit to then donate to SafeHome Philadelphia
 - The calendar was filled in with all of the important dates for the upcoming school year
- Student involvement
 - This expedition offered a lot of hands on opportunities for the students. Exploration of solids and liquids, building 3-d models with various materials, exploring their expert group material, and exploring within our community.

What would you do differently?

- Take more pictures of students at work during the expedition
 - with 6 expert group materials
 - building with toothpicks and marshmallows
 - with guests
 - during fieldwork
- Add more fieldwork
- Add more experts
- Collect all expedition work into separate student folders during the expedition
- Couplets were very challenging for 5K students, especially when based upon the expert group materials and homes
- One order for calendars
- Have students use one anchor chart for their expert group materials with multi colored post its as a coding system throughout the expedition

- Have students draw the setting that surrounds their expert group house as they are learning about the location of the house. Ask parents to record the specific words that students use to describe the setting in their drawing or while looking at the available pictures.