**K: Ms. Hacker**
Same as Mrs. Morse

**1st: Mrs. Morse**
Here is the activity I am going to do from the STEM site. It fits PERFECTLY with my zoo unit. I will implement it between February 18-28 when I do my zoo unit.
I listed some websites they'll use and there is also a "habitats" link on my class page where they learn about ideal habitats.

**2nd: Mrs. Bergman**
Attached is a STEM lesson that will go nicely with the K-2 zoo unit. Students have already researched an animal for a report. After we complete our report, each student will create a drawing of the animal's habitat. (within the next few weeks) I then thought I could practice using voice thread by asking each student to describe his or her drawing.

**3rd: Mrs Lutkiewicz**
We will research, using our computers, organic farming and discuss how it is beneficial. Next, we will watch a video on the STEM site named Organic Farming and Grass Fed Cattle (9:20) as a whole group. Then, students will draw out a farm with dimensions on paper and will create both perimeter and area problems that go with their sketches. We will have a share time where they can show the math problems and try to solve them with a partner. This lesson will be completed by February 12.

**4th: Ms. Pickrell**
The STEM task I will be incorporating is the Bridge Building performance task (grades 3-5). This will be an introduction/kick off of our study in Geometry. I will have the students login to the Defined Stem site on their own computers and watch the video about how shapes play an important role in creating a skyscraper. Their overall task, to be completed at the end of our unit on geometry, will be to convince the builders of a strong shape to use in the building that will keep the bridge from falling down. One choice for a product is a picture of their created bridge and evidence of the shape in it. Another choice would be to find pictures of bridges that show the shape they are suggesting. All products will have a written report that would be presented to the builder.

**5th: Mrs. Wood**
I chose the photostory performance task for 5th grade. In this task the students will design a slide show about various aquariums around the world. They will need to use captions to show the dimensions and the volume of the aquariums. We will use voice thread to present this and label the aquariums. This will include my math standards on volume as well as my ELA standards and Tech standards for research. This will be done sometime in the next month.

**6th: Mrs. Middleton**
Next week I will be starting "Diversity of Life" for our new science theme. I will be using the Microscope 3D video from Designed Stem with student code of XMMMKV.
7th: Mrs. Erickson

Standard focus: Write arguments to support claims with clear reasons and relevant evidence.

Students will be learning how to build a strong written argument. Using the Defined Stem materials, students will examine the question “Are Zoo Animals Happy?” Students will view videos and gather evidence to form an opinion and construct a response supporting their side of the argument.

After viewing prompt as a class, we will discuss what we already think/know about this topic.

Class will view video prompts to collect evidence and form an opinion.

Students will log in to Defined Stem:

JGPyK8

After viewing rubric, students will plan and write a constructed response to the prompt.

Students/teacher will use rubric to assess writing.

Date of completion: Mid-late February / following end of poetry unit

8th: Mrs. White

I will be assigning an argumentative writing prompt in ELA sometime in mid-February. The code is X7NW4E. I will use the corresponding video to introduce the prompt and then TSW reading three articles on backpack safety. (I previewed the resources and deleted some that I felt were too challenging or websites that were inactive.)

Health Council: Ms. Rodriguez

LITERACY TASK: Does exercise prevent childhood obesity?

Background:

Childhood obesity is a serious medical condition that affects children and adolescents. It occurs when a child is well above the normal weight for his or her age and height. During the past thirty years, childhood obesity has tripled. Depression and poor self-esteem are two of the potential implications beyond the physical concerns. High blood pressure, type 2 diabetes, high cholesterol and coronary artery disease are three of the long term health risks associated with childhood obesity.

Students will need to consider the health and economic variables associated with childhood obesity. Based upon these considerations, a decision will need to be made as to how the United States Government should support childhood obesity initiatives. Why is childhood obesity a long-term national concern? How is childhood obesity and exercise linked? What are the primary reasons for childhood obesity and the large increase over the past three decades? What types of preventative measures can be taken to prevent this condition? How does childhood obesity affect individuals as they enter adulthood?

Students will need to consider the varying points of view provided through the readings. Through research, the student will need to determine the value of exercise as a means of preventing childhood obesity.

Language Prompt:
Should the United States Government support and fund initiatives related to exercise in schools as a means of preventing childhood obesity?

After researching technical and academic articles on childhood obesity, write a position paper that argues your position, pro or con, on how involved the United States Government should be in supporting exercise and fitness initiatives meant to help prevent childhood obesity. Support your position with evidence from your reading. Be sure to examine competing views. Give examples from the readings to support or clarify your position.

Research Resources

David Lloyd Leisure sees rise in kids membership.
http://uk.prweb.com/releases/2011/7/prweb8640925.htm

Exercise and the obese child.

Exercise"won't cure childhood obesity".
Citation: Press Association (2010, July 8). "Exercise"won't cure childhood obesity"." The Independent. Retrieved On: 08/03/2011

Longer Bouts Of Exercise Help Prevent Childhood Obesity.
http://www.sciencedaily.com/releases/2009/03/090318113604.htm

Exercise"doesn't prevent childhood obesity".

Tier Three Vocabulary

Obesity
An excess of subcutaneous fat in proportion to lean body mass. Excess fat accumulation is associated with increase in the size (hypertrophy) as well as the number (hyperplasia) of adipose tissue cells. Obesity is variously defined in terms of absolute weight, weight:height ratio, distribution of subcutaneous fat, and societal and esthetic norms. Measures of weight in proportion to height include relative weight (RW, body weight divided by median desirable weight for a person of the same height and medium frame according to actuarial tables), body mass index (BMI, kg/m2) and ponderal index (kg/m3).
Source: http://www.medilexicon.com/
Coronary artery disease
develops when your coronary arteries - the major blood vessels that supply your heart with blood, oxygen and nutrients - become damaged or diseased. Cholesterol-containing deposits (plaques) on your arteries are usually to blame for coronary artery disease
Source: http://www.cdc.gov/obesity/defining.html

Body mass index (BMI)
a measure used to determine childhood overweight and obesity. It is calculated using a child's weight and height
Source: http://www.cdc.gov/obesity/defining.html

Overweight
a BMI at or above the 85th percentile and lower than the 95th percentile for children of the same age and sex
Source: http://www.cdc.gov/obesity/defining.html

Type 2 diabetes
a chronic condition that affects the way your body metabolizes sugar (glucose), your body's main source of fuel
Source: http://www.mayoclinic.com/health/type-2-diabetes/DS00585

SPED: Mrs. Kohnke
Use of video to assist identified student with brainstorming of ideas for assigned writing.

Mrs. Workman:
Usage of Defined STEM with identified student to compliment K-2 field trip. Writing activity will be the target.